

Virtual Academy of Maury County Annual Plan (2021 - 2022)

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[G 1] Maintain Safe and Healthy Students

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

Performance Measure

Reduce the percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Behavioral interventions and supports The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in</p>	<p>[A 1.1.1] Behavioral Interventions Students that come in to the building will be expected to follow all school rules. If there are behavior issues then the Virtual Academy will follow the Behavioral Tiers that the Department of pupil Services has already supplied.</p>	<p>Luemma McWilliams</p>	<p>05/20/2022</p>	<p>None</p>	

<p>January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence.</p> <p>Benchmark Indicator A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices). Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)</p>					
<p>[S 1.2] Parent, family, and community engagement Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily</p>	<p>[A 1.2.1] Parental Involvement Parent engagement is encourages and promoted with the Virtual Academy. The parents and school administration meet and discuss expectations to ensure student success.The Edgenuity program is set up with parents receiving weekly progress reports and teachers make weekly and even daily if needed calls to parents. Teachers and parents also communicate by email and thru Teams as needed to ensure success for the students.</p>	<p>All Staff</p>	<p>05/20/2022</p>	<p>None</p>	

<p>attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events. Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving our ED student subgroups. The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures.</p>					
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<p>The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response.</p> <p>Benchmark Indicator Post parent event surveys used to determine the effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities)</p>					
<p>[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p> <p>Benchmark Indicator Identify, join and participate in two external community mental health groups Partner with an external group to share resources</p>	<p>[A 1.3.1] Social Emotional Support The Virtual Academy partners with James Martin and Omini Visions and Tennessee Voices for Children to provide mental health assistance and opportunities for growth with students. We also have Centerstone, Mental Health Coop and Camelot that students are referred to as needed. Yvette Carter at the Central Office also provides assistance for mental health and social emotional assistance.</p>	All Staff	05/20/2022	N/A	

[G 2] Improve Math Achievement and Growth by 2022
We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With

ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

Performance Measure

Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Math Instruction on Grade Level We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.</p> <p>Benchmark Indicator The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The</p>	<p>[A 2.1.1] Use of Edgenuity to Achieve Math Goals The Virtual Academy of Maury County will continue using the Edgenuity software program for instruction. The online courses and curriculum are built using an instructional model grounded in research and are aligned to state standards, and the NGSS. We will continue to use the Edgenuity program to bridge gaps in learning of the math standards. The program provides individual learning paths and instruction for each student.</p>	<p>All Staff</p>	<p>05/20/2022</p>	<p>none</p>	

program provides pre and post testing by units to allow for remediation and progression.					
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[G 3] By spring 2022, we will improve k-12 literacy.

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure

Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (winter benchmark 2021) to 90%2nd grade-ORF from 5.4% (winter benchmark 2021) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</p> <p>Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p>Benchmark Indicator</p> <p>The Virtual Academy will continue to use Edgenuity along with the Pre and Post testing to individualize learning plans in ELA to show improvement in ELA scores.</p>	<p>[A 3.1.1] Use of Edgenuity to reach Goals</p> <p>The Virtual Academy will use Edgenuity Platform to ensure learning is rigorous and meaningful. The Virtual Academy is using the Edgenuity platform and by using open labs students can get one on one help with deficiencies in standards mastering. Frequent walk- thru evaluations and collaborative planning is being used to ensure success. The Virtual Academy will continue to use the Edgenuity program to bridge gaps in ELA.</p>	All Staff	05/20/2022	None	
<p>[S 3.2] Provide Additional Support for ELA Implementation</p> <p>The district will continue to support effective RTI</p>	<p>[A 3.2.1] ELA Support</p> <p>The Virtual Academy is using the Edgenuity platform and by using open labs students can get</p>	All Staff	05/20/2022	N/A	

<p>practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p>Benchmark Indicator Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.</p>	<p>one on one help with deficiencies in standards mastering.</p>				
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[G 4] Increase the number of ready graduates/EPSOs by May 2022.
Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.

Performance Measure
Improve graduation rate from 89.2% to 91%Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1%Increase the percentage of Ready Graduate students from 36.2% to 41.2%Increase average ACT composite score by 5% from 19.6 to 20.6

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Increase the number of ready graduates by May 2022. Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs.Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria.Use the Ready Graduate Tracking Tool to determine the</p>	<p>[A 4.1.1] Epsos and Ready Grad Preparation The Virtual Academy will continue to implement Ap Courses, Dual enrollment courses with CSCC, and ICEV for industry certification to meet this benchmark. The Academy has also trained teachers trained to teach State Dual Credit Courses.</p>	<p>All Teaching Staff and Guidance</p>	<p>05/20/2022</p>	<p>None</p>	

<p>percentage of "Ready Graduate" students at each school. Create postsecondary plans for all students. Begin in middle schools. Build a diverse portfolio of early postsecondary and capstone opportunities.</p> <p>Benchmark Indicator</p> <p>Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test. Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number of dual enrollment credits earned per semester. Number of industry certifications earned per semester</p>					
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