

School Name: **Trojan Virtual Academy**  
School Number: **6926**  
Street Address: **601 W. Morgan Ave. Entrance #9**  
City: **Chesterton**  
Zip Code: **46304**

### **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2020-2023, **2021-2024**, 2022-2025,  
2023-2026 (**Highlight** implementation years)

#### ----- CONTACT INFORMATION -----

Principal: **Christy Jarka**  
Telephone: **219-983-3743**

Email: **[cjarka@duneland.k12.in.us](mailto:cjarka@duneland.k12.in.us)**

Superintendent: **Chip Pettit**  
Telephone: **219-983-3600**

Email: **[cpettit@duneland.k12.in.us](mailto:cpettit@duneland.k12.in.us)**

Contact for Grants: **Kevin Zeck**  
Telephone: **219-983-3600**

Email: **[kzeck@duneland.k12.in.us](mailto:kzeck@duneland.k12.in.us)**

*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

- ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
- TSI Targeted Support and Improvement – federal government school designation under ESSA
- ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
- CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

**Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)**

|  |   |
|--|---|
| This is an initial three (3) year plan. <b>Yes</b> <b>No</b>   | This is a review/update of a plan currently in use. <b>Yes</b> <b>No</b>        |
| This school is identified as the following by the federal government: ( <b>Highlight</b> all that apply) <b>TSI, ATSI, CSI</b>   |   |
| (TSI/ATSI only) Underperforming student groups identified by the federal government: ( <b>highlight</b> all that apply) <b>SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI</b> |   |
| This school receives Title IA funding. <b>Yes</b> <b>No</b>  | Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW TA</b> |
| <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>   |   |

## --- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(s)” column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

| Member Name  | Title                     | Committee(s)          | CNA/SIP Subcommittee(s)      |
|--|---------------------------|-----------------------|------------------------------|
| <i>Sample: Alma Smith</i>                                  | <i>Teacher</i>            | <i>CNA, SIP, BOTH</i> | <i>ELA, Black, Spec. Ed.</i> |
| Christy Jarka  | Director; Administrator   | CNA, SIP, Both        |                              |
| Michelle Bruss   | Counselor                 | CNA, SIP, Both        |                              |
| Terry Chestovich   | Teacher -- RISE           | CNA, SIP, Both        |                              |
| Shalonda Henderson   | Special Education Teacher | CNA, SIP, Both        |                              |
| Sara Lorenz  | Success Coach; Aide       | CNA, SIP, Both        |                              |
| Taylor Lipniskis   | Success Coach; Aide       | CNA, SIP, Both        |                              |
| Gabriella McKee-Lewis                                      | Success Coach; Aide       | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
|  |                           | CNA, SIP, Both        |                              |
| Link additional committee information here (if necessary): |                           |                       |                              |

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

**Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.**

|   |  |                        |   |
|---|--|------------------------|---|
| <b>District Vision:</b>   |  | <b>School Vision:</b>  |   |
|   | Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.   |                        | The Trojan Virtual Academy envisions a leading educational program in which staff: <ul style="list-style-type: none"> <li>• Provide a collaborative culture where a student's unique abilities are strengthened for individual success.</li> <li>• Celebrate and accept student voices to create a safe environment.</li> <li>• Focus tiered supports on graduation and life beyond school.</li> <li>• Seek innovative approaches in the pursuit of alternative learning methods for change.</li> <li>• Demonstrate a foundational belief that a student’s past does not determine their future.</li> </ul> |
| <b>District Mission:</b>  |  | <b>School Mission:</b> |   |
|   | Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens. |                        | The Trojan Virtual Academy Academy provides an accepting environment where innovation and flexibility go beyond traditional schooling to empower individualized learner success.  |
| <b>District Goals:</b>  |  |                        |   |
| <b>Goal Area: Student Success</b>   |  |                        |   |
| Goal 1: Duneland School Corporation will maintain our current academic excellence in all programs while supporting the social and emotional well-being of students. |  |                        |   |
| Goal 2: Duneland School Corporation will consider additional academic programs for students.  |  |                        |   |

- Does the school’s vision support the district’s vision? (*highlight response*)      **Yes**    No
- Does the school’s mission support the district’s mission? (*highlight response*)      **Yes**    No
- Do the school’s mission and vision support district goals? (*highlight response*)      **Yes**    No

**If the school’s mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?**

**Link additional information here** (if necessary):

## SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

### Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (For 'X' column, right click and ✓)

| Subject/Course                    | Grade s   | Resource Name                                 | Aligned to IAS | Tier (highlight all that apply) | Rationale for Resource Use   | Continue Use? | X |
|-----------------------------------|---|---|----------------|---------------------------------|--|---------------|---|
| Sample: Reading                   | 1-6   | ABC Reading is Fun                            | Yes            | Tier 1, 2, 3                    | Textbook and readers are core components of reading program.                       | Yes No        | • |
| All Courses                       | 6-12  | Edmentum - EdOptions Academy                  | Yes No         | Tier 1, 2, 3                    | Virtual School curriculum aligned with IAS to assist with remote learning options. | Yes No        | • |
| All Courses                       | K-5   | Edmentum - EdOptions Academy Calvert Learning | Yes No         | Tier 1, 2, 3                    | Virtual School curriculum aligned with IAS to assist with remote learning options. | Yes No        | • |
| All Core                          | K-5   | BrainPop and Brain Pop Jr.                    | Yes No         | Tier 1, 2, 3                    | Support videos for virtual learning  | Yes No        | • |
| Science, Social Studies           | K-5   | Discovery Education                           | Yes No         | Tier 1, 2, 3                    | Support videos for virtual learning  | Yes No        | • |
| Science                           | K-5   | Legends of Learning                           | Yes No         | Tier 1, 2, 3                    | Interactive pieces for science   | Yes No        | • |
| Math, Science                     | K-5   | Gizmos  | Yes No         | Tier 1, 2, 3                    | Math & Science Simulations   | Yes No        | • |
| Health, PE                        | K-5   | Carone Learning                               | Yes No         | Tier 1, 2, 3                    | Support for Health and PE Classes  | Yes No        | • |
| Place link here (if necessary) -> | <a href="#">K-5 Plus Framework, K-5 Calvert Learning Complete List of Textbooks and Resources by Grade 6-12 Learning Design and Research Base for Edmentum Courseware</a> |   |                |                                 |  |               |   |

## Core Element 1: Curriculum [Required for all]

*continued*

| Best Practice/Requirements Self-Check   | Yes/No |    | X |
|---|--------|----|---|
| The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.                    | Yes    | No | X |
| Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.                           | Yes    | No | X |
| Teachers and staff are engaged in cross grade-level articulation of standards.  | Yes    | No | X |
| A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated. | Yes    | No | X |

**The public may view the school's curriculum in the following location(s):** In the Edmentum Websites, at school sites, and by requesting an appointment through the District Teaching and Learning Office. Indiana State Standards are also available online at Indiana Department of Education:  
<https://www.in.gov/doe/students/indiana-academic-standards/>

## Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

| Best Practice/Requirements Self-Check   | Yes/No |    | X |
|---|--------|----|---|
| The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure. | Yes    | No | X |
| A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.                               | Yes    | No | X |
| A variety of instructional strategies are employed to meet the diverse learning needs of students.                                    | Yes    | No | X |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).         | Yes    | No | X |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.          | Yes    | No | X |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.                    | Yes    | No | X |
| Instructional strategies provide students with multiple options for demonstrating their knowledge.                                    | Yes    | No | X |
| Instructional strategies foster active participation by students during the instructional process.                                    | Yes    | No | X |
| Teachers and staff promote authentic learning and student engagement across all content areas.  | Yes    | No | X |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process.                       | Yes    | No | X |
| Instructional strategies assist with bridging the cultural differences in the learning environment.                                   | Yes    | No | X |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.                                       | Yes    | No | X |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).                  | Yes    | No | X |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.          | Yes    | No | X |

**For Title I schools with Schoolwide Programs only:**

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

**This does not apply to Trojan Virtual Academy (TVA).**

**Core Element 3: Assessment [Required for all]**

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides. **For more information please refer to <https://www.duneland.k12.in.us/Page/1620>**

| Assessment Name                    | Grade(s)   | Use                                     | Type and Rationale for Use  | Continue Use | X |
|------------------------------------|------------|---|---|--------------|---|
| NWEA MAP Test - Reading & Math     | K-8        | Benchmark, Com. Form., Summative, Other | Standardized assessment, providing measures of growth and district and national comparisons   | Yes No       | X |
| mClass DIBELS Assessment - Reading | K-4        | Benchmark, Com. Form., Summative, Other | Individualized standardized assessment providing support and benchmarks in the area of reading, used for Dyslexia screening as well | Yes No       | X |
| Advanced Placement (AP)            | 10-12      | Benchmark, Com. Form., Summative, Other | Administered to students enrolled in AP Courses at the high school level. Graduation pathway compliance.                            | Yes No       | X |
| CoGAT                              | K, 2, 4, 6 | Benchmark, Com. Form., Summative, Other | Screening for High Ability Services   | Yes No       | X |
| PSAT, PSAT NMSQT                   | 7-11       | Benchmark, Com. Form., Summative, Other | College readiness screening.  | Yes No       | X |
| IREAD-3                            | 3          | Benchmark, Com. Form., Summative, Other | Indiana State required measurement of reading progress.   | Yes No       | X |
| ILEARN                             | 3-8        | Benchmark, Com. Form., Summative, Other | Indiana State required annual measure of academic progress in Reading and Math.   | Yes No       | X |
| SAT                                | 11         | Benchmark, Com. Form., Summative, Other | College readiness screening. State graduation requirement.  | Yes No       | X |
| WIDA                               | K-12       | Benchmark, Com. Form., Summative, Other | Identification and monitoring progress of students identified as English Language Learners.   | Yes No       | X |

| Best Practice/Requirements Self-Check  | Yes/No         | X |
|--|----------------|---|
| A system is in place to use assessment data to make decisions about programs, practices, and instruction.  | Yes No         | X |
| The school uses assessment data to identify students for Tier II and Tier III instruction.   | Yes No         | X |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. <b>** (Online program through 3rd Party vendor)</b> | Yes <b>No*</b> | X |

### Continued from Core Element 3: Assessment

**For Title I schools with Schoolwide Programs only:**

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement. **This does not apply to Trojan Virtual Academy (TVA).**

## Core Element 4: Coordination of Technology Initiatives [Required for all]

**Briefly describe how technology is used by students to increase learning.**

Students enrolled in the Trojan Virtual Academy take part in a 100% immersive technology program. While learning remotely from home students are involved in traditional online teaching, projects, and interactive pieces. While much of the work done is at the substitution level there are some projects and experiences being provided that cannot be provided in a traditional school format.

| Best Practice/Requirements Self-Check   | Yes/No | X |
|---|--------|---|
| The school has a process for integrating technology into the instructional program to promote learning.         | Yes No | X |
| A plan is in place to provide in-service training in the use of technology.                                     | Yes No | X |
| Protocols and criteria are used to review and select technology hardware, software, and instructional programs. | Yes No | X |
| There are established procedures for maintaining technology equipment.  | Yes No | X |
| Sufficient infrastructure exists to support instructional, assessment, and operational needs.                   | Yes No | X |



## Core Element 5: Career Awareness and Development [Required for all]

**Answer the questions for the grade levels in your school.**

### Grades K-5 only

| What career awareness activities are provided for students? (Highlight all that apply) |  |
|--|--|
| Not currently implementing career awareness activities                                 | Career Day/Fair or Community Day                                 |
| Career Simulation (JA/Biztown, etc.)   | Career-focused clubs (Robotics, agricultural garden, STEM, etc.) |
| Career-focused classroom lessons   | Guest speakers   |
| Other  |  |

If "Not currently implementing career exploration activities" was indicated above, explain why.

### Grades 6-8 only

| What career awareness activities are provided for students? (Highlight all that apply) |                                  |
|--|----------------------------------|
| Not currently implementing career information activities.                              | Career-related courses           |
| Career-focused classroom lessons   | Job-site tours                   |
| Guest speakers   | Career Day/Fair or Community Day |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)                  | Online career navigation program |
| Other  |                                  |

If "Not currently implementing career exploration activities" was indicated above, explain why.

### Grades 9-12 only (add others in blanks as necessary)

| What career awareness activities are provided for students? (Highlight all that apply) |                                  |
|--|----------------------------------|
| Not currently implementing career information activities.                              | Career-related courses           |
| Job-site tours   | Job-site tours                   |
| Guest speakers   | Career Day/Fair or Community Day |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)                  | Online career navigation program |
| Industry-related Project-Based Learning  | Other (list)                     |
| Online career navigation program   | Other (list)                     |
| Job shadowing  | Other (list)                     |

If "Not currently implementing career exploration activities" was indicated above, explain why.

## Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

| Best Practice/Requirements Self-Check  | Yes/No | X |
|--|--------|---|
| Practices are in place to develop and maintain a positive school climate between staff, students, and families.                        | Yes No | X |
| A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention. | Yes No | X |
| Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.                  | Yes No | X |
| Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.                       | Yes No | X |
| A suicide awareness and prevention policy is in place and staff have been appropriately trained.                                       | Yes No | X |
| High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.                   | Yes No | X |
| All staff express belief that all children can learn and consistently encourage students to succeed.                                   | Yes No | X |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive.                    | Yes No | X |

### **Briefly answer the following:**

#### **What practices are in place to maintain a safe environment?**

The Trojan Virtual Academy is a 100% online school. School safety thus is different than it might be in a traditional setting. Nevertheless expectations are rolled out to students on an annual basis during fall and midyear orientation meetings. The student handbook outlines behaviors that are expected in the online environment as well as unique cases when students come on to the school campus. These expectations also include specifics to address virtual bullying. These principles are reinforced when applicable through the weekly newsletter: TVA Times.. Students have access to a counselor/social worker during school hours and have means to report incidents or areas of concern.

Securly, the District’s filtering service, provides a reporting system if students use or search for questionable areas or topics while online. If this happens an email is sent to the director/principal and counselor. Depending on the severity of the search additional school personnel are alerted.

Staff are regularly trained in behavior management and specific interventions for online learning. In fall of 2021 all staff were trained in QPR training as a suicide awareness and prevention approach; staff was again trained in 2023. A SEL curriculum is available to K-12 students.

TVA provides strategies to assist students in ways to be successful in a virtual environment.

## Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

|                                |                          |   |
|--------------------------------|--------------------------|---|
| American Indian/Alaskan Native | English Language Learner | Multiracial                               |
| Asian                          | Free/Reduced Lunch       | Native Hawaiian or Other Pacific Islander |
| Black                          | Hispanic Ethnicity       | White                                     |

### **Describe how racial, ethnic, language-minority, and socio-economic groups are identified.**

Identification occurs as part of the enrollment process by families. Information gathered here is included within our student information system (Skyward). Home language surveys are used to identify students who speak other languages. If the survey indicates a language other than English, the student then takes an English language proficiency placement test that demonstrates the need for English language services. Socio economics status is contained within our system, but is not information that is shared with staff due to privacy restrictions. These processes align with federal, state, and local code, guidelines, and practices.

### **Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?**

TVA is working with the District with Branching Minds (K-8) and Salesforce. Both products allow personnel to look at student demographics and support equitable access to all courses. This work is in its preliminary stages but will work to address this area. Based on this work, additional interventions, training, and monitoring may be needed across all grades. Further development of our RtI/MTSS protocols for TVA will assist in monitoring and reviewing equitable access and performance for all students.

### **What professional development might be necessary for staff to work effectively in cross-cultural situations?**

Currently TVA is 100% virtual with minimal interaction between our staff and our students. Students are engaged with teachers through Edmentum and their hired teachers. Professional learning to support students academically and socially in a virtual environment would be beneficial for all staff members, specifically the success coaches.

### **What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?**

The Edmentum Courseware provides a breadth of cultural texts and resources for all grades. Students are primarily exposed to texts used within content areas and Reading instruction. Additionally, a project based format allows students in some courses to explore and share heritage and cultural awareness as applicable to the assignment. A SEL curriculum is available to K-12 students.

## Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

**Number of students above 10% or more of the school year.      Last year: 44/129 = 34%      Two Years Ago: 52 (33%)      Three Years Ago: N/A\***

**\*TVA was founded in 2021. Data prior to 2021 will not appear. 2021-2022 SY = Two Years Ago; Last year data is based on 2022-2023 SY 44 out of 129 students missed 18 or more days in 2022-2023 school year., which is approximately 34%**

**While absence rate is reported on IDOE's Graduates Prepared to Succeed (GPS) Chronic Absenteeism is not. Therefore, it is calculated locally.**

### **What may be contributing to the attendance trend?**

**2021-2022 was the first year for TVA. Trends do not exist yet.** We recognize however that online learning and COVID-19 responses are impacting overall student attendance. Attendance is thus closely monitored and interventions are applied as needed. General population anxiety and learning to responsibly work from home are impacting overall student performance in an online learning environment.

### **What procedures and practices are being implemented to address chronic absenteeism?**

The TVA has established the following attendance policy which is reviewed and published in the handbook. This outlines not only how chronic absenteeism is identified, but the plans used to monitor and intervene when issues arise.

#### **All Grades**

While study time is flexible, students MUST demonstrate consistent progress toward completion of the coursework to be noted as being "on pace".

**Good Standing Status** - Students will be marked virtual present in Skyward in attendance and considered in Good Standing if any of the following occurs:

- Student is on pace with 50% or more of their classes.
- Student logs in to Edmentum or Canvas work and completes assignments daily.

**Warning Status** - Students who are not on pace with 50% or more of their classes will be designated as Warning Status. These students will be notified via email and phone call of this change in status. Students in Warning Status have the following guidelines:

- A Warning Status Intervention Plan will be developed that includes:
  - A daily attendance requirement where students must log in and conduct work in all courses each day Monday through Friday.
  - Success Coach check-in with the student or a family member twice a week.
  - Identification of courses that need the most attention.

- Any day a student does not log in and complete work they will be marked with an unexcused absence.
- When a student returns to being on pace in at least two thirds of their courses they will be returned to Good Standing Status.
- If a student accumulates three or more unexcused absences while on Warning Status the absences will be marked as truanancies and the student will be moved to Probationary Status.
- If a student remains in Warning Status for two weeks they will be moved to Probationary Status.

**Probationary Status** - Students who have not successfully addressed Warning Status interventions or have not logged in to off pace courses in over 5 days will be placed on Probationary Status. These students will be notified via email, phone call, and mail of this change in status. Students in Probationary Status have the following guidelines:

- A Probationary Status Intervention Plan will be developed that includes:
  - A daily attendance requirement where students must log in and conduct work in all courses each day Monday through Friday.
  - Success Coach check-in with the student or a family member three times a week.
  - Identification of courses that need most attention and target deadlines to address them.
- Any day a student does not log in and complete work they will be marked with a truancy.
- When a student returns to being on pace in at least half their courses they will be moved to Warning Status.
- Students who have been placed in Probationary Status and continue or accumulate truanancies, fail to meet the expectations set forth in their plan or have a second instance of being placed on Probationary Status in the same semester will be withdrawn from the TVA and transferred back to their originating school at the beginning of the next grading period.

A TVA student who does not maintain regular attendance may be withdrawn from the TVA program and required to return to in-person learning at the discretion of the Director or designee. A student who is removed from the TVA program will not be able to apply to return to the program for the remainder of the school year. The TVA may also be required to refer students to probation or other local authorities based on attendance related issues.

**If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?**

**The above practice and attendance policy are in the second year of implementation.** Attendance is monitored regularly and the policy will be reviewed and updated annually to reflect best practice and further align with state guidelines for virtual schools.

| Best Practice/Requirements Self-Check                                    | Yes/No | X |
|--|--------|---|
| The school has and follows a chronic absence reduction plan.             | Yes No | X |
| The coaches/assistants provide status updates are sent on a weekly basis | Yes No | X |

## **Core Element 9: Parent and Family Engagement [Required for all]**

### **How does the school maximize family engagement to improve academic achievement?**

All students and families are provided with annual orientation meetings that assist with learning the virtual learning platform. Weekly emails are provided to families with updates on the school and assistive hints in supporting their student's online learning. Edmentum provides a Learning Guide for K-5 families that further assists them in assisting their child and asks them to take a greater role in supporting student learning. Edmentum offers several options for families to support their child's learning from live sessions, recorded sessions, email, and study guides. Success Coaches are available to help the families navigate through the system.

### **In what ways are parents/families able to express ideas, concerns, and/or suggestions?**

Families regularly email or call TVA staff for support either with technical help or with academic assistance. This information for contacts is shared at the beginning of the year and weekly emails include "help desk" type information as well. The TVA also is working in the development of an Advisory Board consisting of parents and staff members that can annually review policies, procedures, and overall program to formalize the change and review process.

### **In what ways does the school involve parents/families to maintain or increase high levels of student attendance?**

Families receive bi-weekly progress reports from TVA staff and more regular reports on student progress from Edmentum staff. Success Coaches follow up on reports with guidance and support for families. They provide encouragement and support for students as well. Attendance is different in the virtual setting and many students are in better attendance virtually than they were in-person.

### **How do teachers and staff bridge cultural differences through effective communication?**

Engaging with families on a variety of levels is an important part of building relationships. When knowing what cultural differences may be present, it's important to establish routine practices that help bridge those differences and ensure effective communication is present for families of all cultural backgrounds. Making sure there are strong connections between the platforms/methods information is communicated and received by parents is vital. Proper and effective access to information is important so various methods school-wide Skylert calls, social media posts, text, email, and personal phone calls are all relied upon to meet the preferred way families choose to intake info. Weekly communication has options for translation functions allowing for most communications to come home in a native language. A translation service has been contracted by the district to support conferences where assistance is needed.

## **Core Element 9: Parent and Family Engagement [Title I Schoolwide only] (does not apply to TVA)**

**The following is specific to Title I Schoolwide Programs.**

**Describe strategies used to increase parental involvement.**

**How does the school provide individual academic assessment results to parents/guardians?**

**How does the school involve parents in the planning, review, and improvement of the schoolwide plan?**

## Core Element 10: Provision for Secondary Schools [Secondary schools only]

### How do course offerings allow all students to become eligible to receive an academic honors diploma?

The TVA offers a variety of courses to meet the traditional means of an academic honors diploma. Even in the remote setting students can meet credit requirements for ELA, Math, Science, Social Studies, PE, World Language, Fine Arts, and elective credits. Some Advanced Placement courses are also offered. Preparatory classes for ACT and SAT are also offered to meet those needs. TVA will be working to expand partnerships to develop more dual credit classes either within the system or as hybrid courses to assist in meeting those expectations.

### How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

A new partnership with Salesforce allowing students to be surveyed and then that information to drive the enrollment opportunities outside of current “tracks” that students may be within. Salesforce is a tool that helps educators identify, recommend and track both academic and behavioral interventions. This platform enables educators to not only analyze individual scores, but also look for trends in learning outcomes. This tool can empower and assist educators in addressing inequity in education by looking for patterns within the data collected. This allows more students to gain access to course offerings than what might have originally been offered. It is worthwhile to note that the Trojan Virtual Academy, in partnership with Edmentum, has limited course offerings. Students enrolling in the TVA have clarity on options and are encouraged to explore challenging courses, but their paths are more defined by the options given. How Salesforce fits into the TVA structure is still being evaluated.

### How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

The TVA hosts several Advanced Placement courses and will find ways through scheduling meetings to encourage students to take them. Again, the partnership with EOS will help this. The TVA does offer a “hybrid” student option. This allows students to take most courses online through the TVA but participate in up to 2 courses in their home school primarily at Chesterton High School including CTE. Courses that align with the five CTE pathways are offered to seniors through Edmentum through TVA, if applicable. TVA does not have options for IB courses.

#### Graduation rate:

Class of 2022 = 96.5% (impacted by one move in student)

Class of 2023 = 100%

#### Percent of TVA students on track to graduate in each cohort:

Class of 2024 = 96.4% (one student is currently not on track to graduate on time)

Class of 2025 = 100%



## **Core Element 11: Provision for Title I Schools Operating a Schoolwide Program (does not apply to TVA)**

**This section applies only to schools that receive Title I funding and operate a Schoolwide Program**

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

## SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

| General Academic                     |                              | Specific Student Groups   |                                  |   | General School Data               |   |                        |
|--------------------------------------|------------------------------|---|----------------------------------|---|-----------------------------------|---|------------------------|
| X                                    | Statewide Assessments        | X   | Statewide Assessment Data        | X | ELL Assessment(s)                 | X | Student Attendance     |
|                                      | Federal (ESSA) Data          |   | Federal (ESSA) Data              | X | Individual Education Plans (IEPs) |   | Discipline/Behavior    |
| X                                    | Districtwide Assessments     |   | IAM Assessment                   |   | Individual Learning Plans (ILPs)  |   | Parent/Student Surveys |
| X                                    | Dyslexia Assessment(s)       |   | Aptitude Assessment(s)           |   | Staff Training                    |   | Staff Attendance       |
|                                      | Common Formative Assessments |   | Special Education Compliance Rpt |   |                                   |   |                        |
| x                                    | PSAT/SAT/ACT                 |   |                                  |   |                                   |   |                        |
| <b>List Other Data Sources Below</b> |                              |   |                                  |   |                                   |   |                        |
|                                      |                              |   |                                  |   |                                   |   |                        |
| Link Data Here ---->                 |                              | <a href="#">2021 ILEARN Data</a> (current student scores from their 2021 home schools)              |                                  |   |                                   |   |                        |
| Link Data Here --->                  |                              | <a href="#">Ongoing Data</a> (IREAD, SAT, etc.) <a href="#">IDOE GPS for Trojan Virtual Academy</a> |                                  |   |                                   |   |                        |

**Be sure no personally identifiable student information is included in any/all linked or uploaded data.**

**2022-2023 marks the second year for the Trojan Virtual Academy. Trend data is not available. It should be noted that Data is inconsistent for TVA as sometimes it is linked to a homeschool (brick/mortar school and sometimes it is connected to TVA)**

### **Step 1: Review Potential Issues from the Core Elements**

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

**Do these issues significantly impact our current school goals as strengths or problems?**

**Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

### **Step 2: Evaluate Progress on Current School Goals**

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

**Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.**

**2022-2023 marks the second year for the Trojan Virtual Academy. Data is still being compiled and separated into TVA only.**

#### **Goal 1**

Measurable outcome met? **Yes No**

Anticipated goal is related to ILEARN scores for all students.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 2**

Measurable outcome met? **Yes No**

Anticipated goal is related to the graduation rate for students.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes No**

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

**Goal 3**

Measurable outcome met? **Yes No**

Anticipated goal will be related to virtual attendance for all students.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes No**

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

## SECTION C: Analysis

### **Step 1: Conduct a Gap Analysis**

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).*

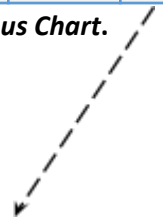
|  | 1                   | 2  | 3   | 4          | 5               | 6 |
|--|---------------------|--|---|------------|-----------------|---|
| <b>Desired Performance Indicators Based on Prioritized Goals/Characteristics</b>   | <b>Current Goal</b> | <b>Actual Performance Based on School Data</b>   | <b>Brief Description Comparing Current Performance to Desired Performance</b>   | <b>Gap</b> | <b>Priority</b> |   |
| <i>A safe and disciplined school the environment provides an educational atmosphere conducive to learning and personal well-being.</i> | <i>No</i>           | <i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i> | <i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.</i> | <b>X</b>   | <b>1</b>        |   |

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

## GAP ANALYSIS TEMPLATE

| Desired Performance Based on Prioritized Goals/Characteristics                         | Part of Current Goal? | Actual Performance Based on School Data  | Brief Description Comparing Current Performance to Desired Performance  | Gap | Priority |
|--|-----------------------|--|---|-----|----------|
| Students will perform regularly with a passing rate on state standardized assessments. | Yes <b>No</b>         | ILEARN pass rates for all grades varied from 14%-73% pass rate depending on subject. Average was a 46% pass rate in ELA and Math.<br><br>*IDOE does not have a percentage on its GPS dashboard; data is currently based on internal calculations | Pass rate is not at expectation level.  | X   | 1        |
| Students enrolled in the TVA will decrease the percentage of chronic absenteeism.      | Yes <b>No</b>         | Though the school only opened in 2021-2022 SY, the chronic absenteeism is well above the 10% rate.   | 2021-2022 = 33%;<br>Overall Attendance per IDOE GPS =61.1% which is slightly above the state average of 60.1%<br>2022-2023 =              | x   | 1        |
| TVA will obtain a graduation rate of 95% or higher.*                                   | Yes <b>No</b>         | Current projections are above 95%*<br><br>*IDOE does not have a percentage on its GPS dashboard; data is currently based on internal calculations 2023 15 out of 16 = 93.75%   | Current projections are above 95% for all cohort groups. Once a semester within TVA is complete a more accurate picture can be obtained.* | ?   | 2        |

**List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart.***



**Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

**Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.**

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

| Identified Priorities from Previous Chart | List Root Cause(s)  |
|---|---|
| <i>ILEARN Pass Rate</i>                   | <i>Lack of preparation for writing portions of ILEARN.<br/>                     Lack of focus on priority standards in local curriculum.<br/>                     Lack of consistent system of support processes to address discrepancies as they occur.<br/>                     Need to further analyze the curriculum being used via Edmentum.</i> |
| <i>Attendance Rate</i>                    | <i>Online learning fatigue.<br/>                     Proper support for online learning.<br/>                     Lack of attendance interventions and processes for online learners.</i>   |
| <i>Graduation Rate</i>                    | <i>Lack of consistent intervention processes to assist students who are failing courses.<br/>                     Issues around attendance and online learning.</i>   |

↓  
**Write your Goal(s) from these.**

↓  
**Develop strategies from these.**

## SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
  - a. A continuation of existing goals and/or
  - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
  - a. Strategies in the school improvement plan;
  - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

| <b>Possible Funding Sources</b>  |   |                             |
|--|---|-----------------------------|
| Title IA<br><b>Title II</b><br>Title III<br><b>Title IV</b><br><b>School Improvement (SIG)</b> | McKinney-Vento<br>High Ability<br>Early Literacy<br>Twenty-first Century After School Program<br>Rural and Low Income Schools Program | General funds<br>Head Start |



## Example - School Improvement Plan

### Using the Goal Template

#### Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

#### Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

#### Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

|                                   |  |                             |  |  |
|-----------------------------------|--|-----------------------------|--|--|
| <b>GOAL 1</b>                     | By Spring 2023,, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.   |                             |  |  |
| <b>Data Checkpoints (dates)</b>   | <b>November 1</b>  | <b>February 15</b>          | <b>May 25</b>                                  |  |
| <b>Evidence at Checkpoints</b>    | Math scores on interim test  | Math scores on interim test | Math scores on interim test                    |  |
| <b>Evidence-Based Strategy 1</b>  | Implemented blended instructional models in mathematics classes in grades 5-8.<br>Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.”<br><i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi:<br>10.1177/0014402914527240. |                             | <b>PD Needed: Yes No</b><br><i>(Highlight)</i> |  |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>   | <b>Start/End Dates</b>      | <b>Person(s) Responsible</b>                   | <b>Evidence of Success</b>   |
| Action Step 1                     | Conduct on-going, job-embedded training for instructional support staff.   | August 2021- May 2020       | Leadership Team,<br>Math Department<br>Chairs  | 85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator. |
| <b>Yr. 2 Measurable Objective</b> | By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.  |                             |  |  |
| <b>Yr. 3 Measurable Objective</b> | By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.  |                             |  |  |

## School Improvement Plan - TVA

|   |   |                                      |   |   |
|---|---|--------------------------------------|---|---|
| <b>CURRENT YEAR GOAL 1</b>                          | By Spring 2024, ELA proficiency will increase from 42.9% to 45% of students in grades 3-8 as measured by the ILEARN assessment.   |                                      |   |   |
| <b>Data Checkpoints (dates)</b>                     | October 2023  | January 2024                         | March 2024  | June 2024   |
| <b>Evidence at Checkpoints</b>                      | NWEA Performance, mClass Performance  | NWEA Performance, mClass Performance | NWEA Performance, mClass Performance                  | <b>ILEARN Results</b>   |
| <b>Evidence- Based Strategy 1 (must cite study)</b> | Develop, implement, and monitor a system of support (SOS) for online learners in the area of reading. <b>(no citation provided as research in this area will develop)</b> |                                      |   | <b>PD Needed: Yes No</b>  |
| <b>Strategy Action Steps</b>                        | <b>Required Activity</b>  | <b>Start/End Dates</b>               | <b>Person(s) Responsible</b>                          | <b>Evidence of Success</b>  |
| Action Step 1                                       | Research potential virtual support models.  | 10/2023-1/2024                       | Director of Virtual Learning, Instructional Coach(es) | Identification of evidence based model  |
| Action Step 2                                       | Train staff on system of support (SOS) model<br><br>Share SOS with families via newsletters and Canvas course   | 1/2024-3/2024                        | Director of Virtual Learning.                         | 100% of current staff have participated in training.  |
| Action Step 3                                       | Implement a system of support (SOS) model with fidelity.  | 3/2024- ongoing                      | All Staff   | 85% of designated students are participating in regular system of support interventions or connecting with Edmentum SOS resources |
| Action Step 4                                       | Monitor and revise SOS process for future implementation.   | 3/2024 - start of 2024-2025 SY       | TVA Personnel   |   |
| <b>Strategy 2 (must reference source)</b>           | <b>Research additional tools/curriculum to support and supplement Edmentum</b>  |                                      |   | <b>PD Needed: Yes No</b>  |
| <b>Strategy Action Steps</b>                        | <b>Required Activity</b>  | <b>Start/End Dates</b>               | <b>Person(s) Responsible</b>                          | <b>Evidence of Success</b>  |
| Action Step 1                                       | Create a list of alternative online resources available in Indiana  | 11/2023 - 1/2023                     | Director of TVA, Support Staff                        | List of resources   |

|                             |  |                  |  |                             |
|-----------------------------|--|------------------|--|-----------------------------|
| Action Step 2               | Network with other local schools utilizing an online format as school choice   | 1/2023 - ongoing | Director of TVA, Support Staff                       | Collaborative notes         |
| Action Step 3               | Seek input from current TVA students about their experiences   | 1/2023 - 3/2023  | Director of TVA, Adm Assistant for TVA               | Survey results              |
| Action Step 4               | Pilot, if applicable, alternative online resources   | 3/2023 - 5/2023  | Director of TVA, Support Staff and students/families | Observation and pilot notes |
| <b>This Goal for Year 2</b> | By Spring 2023, 48% of students in grades 3-8 will demonstrate reading proficiency as measured by the ILEARN assessment. |                  |  |                             |
| <b>This Goal for Year 3</b> | By Spring 2022, 50% of students in grades 3-8 will demonstrate reading proficiency as measured by the ILEARN assessment. |                  |  |                             |

|   |  |                                   |                                    |                                  |
|---|--|-----------------------------------|------------------------------------|----------------------------------|
| <b>CURRENT YEAR GOAL 2</b>                          | By Spring 2024, 95% of students will graduate on time within the expected 4 years. (Per Cohort Group)      |                                   |                                    |                                  |
| <b>Data Checkpoints (dates)</b>                     | October 2023   | January 2024                      | March 2024                         | June 2024                        |
| <b>Evidence at Checkpoints</b>                      | Q1 Grade Progress Reports  | Semester 1 Grades PSAT Benchmarks | Q3 Grade Progress Reports          | Semester 2 Grades Grad Rate      |
| <b>Evidence- Based Strategy 1 (must cite study)</b> | Utilize Success Coaches to monitor and motivate student performance through a tiered intervention process. |                                   |                                    | <b>PD Needed: Yes No</b>         |
| <b>Strategy Action Steps</b>                        | <b>Required Activity</b>   | <b>Start/End Dates</b>            | <b>Person(s) Responsible</b>       | <b>Evidence of Success</b>       |
| Action Step 1                                       | School Counselor will hold meetings with high school students annually to review graduation requirements   | 8/2023                            | Administration Counselor           | Graduation Requirement Documents |
| Action Step 2                                       | Research and identify best practice for Success Plans for virtual students.                                | 10/2023                           | Coaches, Counselor, Administration | Identified Plan and Format       |
| Action Step 3                                       | Develop Success Plans for students who show credit deficiency.   | 11/2023                           | Coaches Counselor                  | Implementation of plans          |

|                             |  |                  |                                   |  |
|-----------------------------|--|------------------|-----------------------------------|--|
| Action Step 4               | Ongoing monitoring of students based in SPs.   | 1/2023 - ongoing | Coaches, Counselor                | Plan data                                |
| Action Step 5               | Review end of year data to determine if goal was met and to determine what modifications need to be made                               | 5/2023           | Administrator, Coaches, Counselor | Plan of Action for following school year |
| <b>This Goal for Year 2</b> | By Spring 2023, 96% of students who enroll in TVA for all four years of high school will graduate on time within the expected 4 years. |                  |                                   |  |
| <b>This Goal for Year 3</b> | By Spring 2024, 97% of students who enroll in TVA for all four years of high school will graduate on time within the expected 4 years. |                  |                                   |  |

|   |  |                        |   |  |
|---|--|------------------------|---|--|
| <b>CURRENT YEAR GOAL 3</b>                          | By Spring 2024, the attendance rate will increase from 61.15% to 65% or higher for TVA for virtual students. |                        |   |  |
| <b>Data Checkpoints (dates)</b>                     | Q1 - October 2023  | Q2 - December 2023     | Q3 - March 2024   | Q4 - June 2024                         |
| <b>Evidence at Checkpoints</b>                      | Attendance Rate  | Attendance Rate        | Attendance Rate   | Attendance Rate                        |
| <b>Evidence- Based Strategy 1 (must cite study)</b> | Develop, implement, and monitor an attendance intervention program for virtual learners.                     |                        |   | <b>PD Needed: Yes No</b>               |
| <b>Strategy Action Steps</b>                        | <b>Required Activity</b>   | <b>Start/End Dates</b> | <b>Person(s) Responsible</b>                                | <b>Evidence of Success</b>             |
| Action Step 1                                       | Research potential attendance system of supports for virtual students.                                       | 10/2023-3/2023         | Director of Virtual Academy, Admin Assistant.               | Identification of evidence based model |
| Action Step 2                                       | Implement an SOS model.  | 3/2023-6/2023          | Director of Virtual Academy, Admin Assistant. Support Staff | Notes from implementation plan         |
| Action Step 3                                       | Monitor SOS implementation.  | 3/2023-6/2023          | Director of Virtual Academy, Admin Assistant. Support Staff | Data and notes                         |
| <b>This Goal for Year 2</b>                         | By Spring 2025, the attendance rate for TVA will be at 70% or higher for virtual students.                   |                        |   |  |

|                             |  |
|-----------------------------|--|
| <b>This Goal for Year 3</b> | By Spring 2026, the attendance rate for TVA will be at 75% or higher for virtual students. |
|-----------------------------|--|

## Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

**Write professional development goals below. These should connect with and support the school improvement plan.**

|   |   |   |
|---|---|---|
| <b>Professional Development Goal 1</b>  | Provide training to staff on an identified system of support for reading in a virtual environment.  | <b>Linked SIP Goals</b><br><b>Yes</b> <b>No</b> |
| <b>Possible Funding Source(s)</b>   | General funds, Title II, School Improvement   |   |
| <b>Evidence of Impact</b>   | <ol style="list-style-type: none"> <li>1. Improvement on ILEARN Scores.</li> <li>2. Improvement in benchmark assessments. (NWEA, mClass)</li> </ol> |   |
| <b>Plan for coaching and support during the learning process:</b>   |   |   |
| <ol style="list-style-type: none"> <li>1. Ongoing training for staff members on available resources through the digital platform.</li> <li>2. Regular monitoring check-ins with data points.</li> <li>3. Assistive support and monitoring from district experts.</li> </ol> |   |   |
| <b>How will effectiveness be sustained over time?</b>   |   |   |
| <ol style="list-style-type: none"> <li>1. Regular data meetings and monitoring. (PLC)</li> <li>2. Annual data analysis to address overall programming.</li> </ol>   |   |   |

|   |   |   |
|---|---|---|
| <b>Professional Development Goal 2</b>  | Research a plan for implementing an attendance plan conducive to virtual learning.  | <b>Linked SIP Goals</b><br><b>Yes</b> <b>No</b> |
| <b>Possible Funding Source(s)</b>   | General funds, Title II, Title IV   |   |
| <b>Evidence of Impact</b>   | <ol style="list-style-type: none"> <li>1. Attendance rate is 90% or higher</li> <li>2. Number of chronic absenteeism (over 10% of the student body) decreases.</li> </ol> |   |
| <b>Plan for coaching and support during the learning process:</b>   |   |   |
| <ol style="list-style-type: none"> <li>1. Include time-on-task with the weekly reports.</li> <li>2. Conduct early and regular check-ins with students and families.</li> <li>3. Hold virtual 'office hours' from DSC/TVA staff to answer questions and provide support</li> <li>4. Survey students/families to determine interest for in-person support days with coaches.</li> </ol> |   |   |
| <b>How will effectiveness be sustained over time?</b>   |   |   |
| <ol style="list-style-type: none"> <li>1. Data analysis by month and semester.</li> </ol>   |   |   |