

### Profile Information

**Division:** Danville Public Schools

**School:** The Virtual Academy

**Principal:** Hope Adams

**Designations (if applicable):** N/A

### Stakeholder/Family Engagement

*Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.*

To ensure that the school routinely involves internal and external stakeholders in the school improvement process, an annual comprehensive needs assessment will be conducted. Input from teachers, administrators, students, parents, and community members will be used to identify areas of improvement. The results of the comprehensive needs assessment will be used to identify research-based strategies that will meet identified needs.

#### Domain I: Academic Supports

Focus Area: High Quality Instructional Materials

**Content Area: Mathematics, Reading, Science**

**Barrier(s):**

1. High rate of teacher absences at the middle school level.
2. Need for high quality instructional materials
3. Professional development on the best practices for teaching mathematics at the middle school level.
4. Strategic follow-up on the implementation of best practices in mathematics instruction.

**SMART Goal Statement:**

- By June 2025, we will increase the percentage of all students passing the VA Reading SOL test to 80%.
  - Baseline data-6th grade: 31%; 7th grade: 25%; 8th grade: 19%; EOC-46%
- By June 2025, we will increase the percentage of students with disabilities passing the VA Reading SOL test to 80%
  - Baseline data-6th grade: 100%, 7th grade: 66%, 8th grade:0%, EOC: 38%
- By June 2025, we will increase the percentage of all students passing the VA Math SOL tests to 80%.
  - Baseline data-6th grade: 0%; 7th grade: 6%; 8th grade: 4%; EOC Algebra 1(HS & MS) 70%
- By June 2025, we will increase the percentage of students with disabilities passing the VA Math SOL tests to 80%
  - Baseline data-6th grade: 0%, 7th grade:50%, 8th Grade:0%, EOC Algebra 1 (HS & MS): 0%
- By June 2025, we will increase the percentage of all students passing the VA Science SOL tests to 80%.
  - Baseline data-8th grade: 19%; Biology: 27%
- By June 2025, we will increase the percentage of students with disabilities passing the VA Science SOL tests to 80%
  - Baseline data-8th grade:0%, Biology: 0%

**(Evidence-based) Strategy Name:** Concrete, Representational, Abstract Connections (Math) [link](#)

**Tier of Evidence:** Promising Choose an item.

**Description:** The Concrete-Representational-Abstract (C-R-A) sequence is a framework for teaching mathematics concepts that is utilized to facilitate students’ deeper understanding of mathematics concepts (VDOE, 2020).

The Concrete stage of the sequence refers to the use of physical, three-dimensional materials and objects. This includes manipulatives such as counters, base-10 blocks, fraction bars, and algebra tiles.

The Representational stage of the sequence includes two-dimensional drawings, images, and virtual manipulatives. This stage is also referred to as pictorial or semi-concrete.

	<p>The Abstract stage of the sequence consists of numbers, symbols, and words. This stage is typically the “destination”, while the concrete and representational stages support students’ understanding to arrive at the destination.</p> <p>This strategy is in support of the math fluency plan of Danville Public Schools.</p>
<p><b>(Evidence-based) Strategy Name: Graphic and Semantic Organizers (Reading) <a href="#">link</a></b></p>	<p><b>Description:</b> Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.</p> <p>Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.</p> <p>Graphic organizers can: Help students focus on text structure differences between fiction and nonfiction as they read</p> <p>Provide students with tools they can use to examine and show relationships in a text</p> <p>Help students write well-organized summaries of a text</p> <p>This strategy was selected to support the <a href="#">literacy plan</a> of Danville Public Schools.</p>
<p><b>(Evidence-based) Strategy Name: Hands On Learning (Science) <a href="#">link</a></b></p>	<p><b>Description:</b> Engage students in hands-on experiments and labs to deepen their understanding of scientific concepts. Active learning helps students retain information better and apply it to real-world scenarios.</p> <p>This strategy supports the 5 E’s of Science model of instruction by focusing on Engagement.</p>

<p><b>Student Measure #1:</b> 100% of students in grades 6-8 will show growth in Math and Reading, as measured by the i-Ready diagnostic assessment.</p> <p>80% of students in grades 9-12 will demonstrate proficiency in Math and Reading as measured by the DPS Benchmark Assessment given in Performance Matters.</p> <p>80% of students in Science 8 &amp; Biology will demonstrate proficiency as measured by the DPS Benchmark Assessment given in Performance Matters.</p>	<p><b>Student Measure #2:</b> 100% of students with disabilities in grades 6-8 will show growth in Math and Reading, as measured by the i-Ready diagnostic assessment.</p> <p>80% of students with disabilities in grades 9-12 will demonstrate proficiency in Math and Reading as measured by the DPS Benchmark Assessment through Performance Matters</p> <p>80% of students with disabilities in Science 8 and Biology will demonstrate proficiency as measured by the DPS Benchmark Assessment through Performance Matters</p>
<p><b>Staff Measure #1:</b> By June 2025, 100% of teachers will implement HQIM as evidenced through observations conducted by administration.</p>	<p><b>Staff Measure #2:</b> By June 2025, 80% of Math, Science, and English teachers will implement the evidence-based strategy identified for their content area as measured by Teacher observations.</p>

**Action Plan**

<b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Professional development on the implementation of HQIM provided to all teachers with a focus on	July 2024	May 2025	Administrator	None

literacy, math fluency and the 5'Es of science. (Title I Component 3)				
Professional development provided to teachers on the EBI for Math, Science, and Reading (Title I Component 3)	July 2024	May 2025	Administrator	None
Implement evidence-based strategies using Karen Mapp's Dual Capacity Framework for family engagement. (Title I Component 4)	July 2024	May 2025	Administrator PFAC Committee	\$3,000 (Title I Funds)
After school remediation/ tutoring and acceleration. (Title I Component 2)	September 24, 2024	May 1, 2024	Administration	\$10,000 (Title I Funds)

**Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.**

The LEA provides initial and ongoing training in HQIM and selected strategies. Division staff conduct walkthroughs and monitor assessment data to provide timely feedback to staff and school leaders. Division staff will provide support through participation in school Professional Learning Communities to cultivate collaborative efforts to implement and monitor strategies.

**Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.**

**Analysis: Address impact and next steps.**

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Professional Development Meeting Agendas (weekly and monthly)	Classroom walkthroughs and observations to determine the implementation of professional development. <a href="#">Walkthrough Schedule</a> <a href="#">Progressive Systems of Support</a>
Lesson Observations (daily and weekly)	Analysis of Lesson Plan feedback with a focus on the use of HQIM to determine which teachers need further support. <a href="#">Lesson Plan Feedback</a>
Data Review (weekly and monthly, quarterly)	Analysis of Benchmark Assessment results with a focus on gap groups to determine the most appropriate next step. <a href="#">Digital Data Wall</a>

**Domain II: Staffing Supports**

Focus Area: Teacher Recruitment

**Barrier(s):** High percentage of teachers who are not Danville Public School employees but are contracted through ProCare/VocoVision and do not work in the building.

**SMART Goal Statement:** The Virtual Academy will increase the number of teachers who are hired through Danville Public Schools and will work in the building by 10%.

Currently, 39% of the faculty/staff are ProCare secured teachers who work remotely, 9% of the staff are Danville Public Schools Employees who work remotely, and 42% of the faculty/staff are Danville Public Schools Employees who work in the building.

**(Evidence-based) Strategy Name:** Early Hiring ([link](#))

**Tier of Evidence:** Choose an item.

**Description:**

Notify the human resources department of potential vacancies as early as possible so vacancies can be posted early in the hiring process. Ideally, half of the new teachers should be hired at least a month before the end of the prior school year.

**Student Measure #1:**

100% of students in grades 6-8 will show growth in Math and Reading, as measured by the i-Ready diagnostic assessment.

80% of students in grades 9-12 will demonstrate proficiency in Math and Reading as measured by the DPS Benchmark Assessment given in Performance Matters.

80% of students in Science 8 & Biology will demonstrate proficiency as measured by the DPS Benchmark Assessment given in Performance Matters

**Student Measure #2:**

100% of students with disabilities in grades 6-8 will show growth in Math and Reading, as measured by the i-Ready diagnostic assessment.

80% of students with disabilities in grades 9-12 will demonstrate proficiency in Math and Reading as measured by the DPS Benchmark Assessment through Performance Matters

80% of students with disabilities in Science 8 and Biology will demonstrate proficiency as measured by the DPS Benchmark Assessment through Performance Matters

**Staff Measure #1:**

By April 2025, 100% of teachers who work remotely will complete a Principal Created Survey to determine if they will be returning for the 2025-2026 school year

**Staff Measure #2:**

By April 2025, 100% of teachers will complete the VDOE Climate Survey.

**Action Plan**

<b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Inform Human Resources of resignation as soon as administrators are made aware of them.	On Going	On Going	Administrator	none
Review applications for posted openings with a focus on applicants who are willing to work in the building	On Going	On Going	Administrator	none
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
The division Human Resources department will support by posting openings and vetting candidates. Additionally, they will provide support through the hiring process from posting vacancies, contract signing, and onboarding.				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b> <b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		

Interview Notes	Benchmark Data-comparison of data from one benchmark to the next to determine if students are growing in the identified content areas. <a href="#">Digital Data Wall</a>
Recommendation for Hire via TalentEd	Teacher Attendance Data-focus on rate of absences for DPS teachers as compared to Pro-care teachers <a href="#">Teacher Attendance.</a> i-Ready use and Performance-focus on students who are 3 or more grade levels behind to determine if growth has taken place. <a href="#">Tiered Groups</a> <a href="#">Double-Dosing Plan</a>

<p><b>Domain III: Professional Learning Supports</b> Focus Area: Logistical and Operational</p>	
<p><b>Barrier(s):</b> 1. Teachers who work remotely are not able to participate in division-level professional development opportunities. 2. High percentage of teachers who work remotely and are not hired through the division</p>	
<p><b>SMART Goal Statement:</b> 100% of the teachers who work remotely will have access to professional development offered by the school and the division.</p>	
<p><b>(Evidence-based) Strategy Name:</b> Technology Integration and Support (<a href="#">link</a>) <b>Tier of Evidence:</b> Choose an item.</p>	<p><b>Description:</b> Use intuitive, user-friendly platforms for delivering virtual PD. The easier it is for teachers to navigate the platform, the more they can focus on the content rather than the technology itself.</p>

<p>The school will also implement Danville's <a href="#">HITS</a> (High Impact Teaching Strategies).</p>	
<p><b>Student Measure #1:</b> 100% of students in grades 6-12 will demonstrate proficiency on division benchmark assessments.</p>	<p><b>Student Measure #2:</b> 100% of students with disabilities will demonstrate proficiency on division benchmark assessments.</p>
<p><b>Staff Measure #1:</b> 100% of core content teachers will participate in at least one division-led professional development opportunity in the fall and the spring.</p>	<p><b>Staff Measure #2:</b> 100% of non-core content teachers will participate in at least one division-led professional development opportunity in the fall and the spring.</p>

### Action Plan

<b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Contact IT to ensure that internet and technology is supported	Sept. 2024	May 2025	Administrator and ITRT	No cost
Communicate with Assistant Director of Curriculum & Instruction to ensure that division	Sept. 2024	May 2025	Administrator	No Cost

provided professional development is accessible to remote teachers				
Communicate with remote teachers to ensure they have links for professional development sessions (Title I Component 3)	Sept. 2024	May 2025	Administrator	No Cost

**Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.**

The division will provide technology and access for remote teachers to have the opportunity to participate in all professional development opportunities. Additionally, division staff will ensure division-led professional learning provides virtual access for remote teachers. The division will administer and review surveys for all professional learning.

**Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.**  
**Analysis: Address impact and next steps.**

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Registration Confirmation via Frontline Par	Anecdotal response from teacher participants for in-house and district PD to determine if the PD meets the needs of the teachers and the school. <a href="#">PD Tracking</a> <a href="#">Teacher Feedback</a>

Sign-in Sheet (physical and virtual)	<p>Teacher feedback responses through a Google Form for in-house and district PD to determine which PD sessions teachers attended with a focus on the sessions that most meet the needs of the school.</p> <p><a href="#">Teacher Feedback</a></p>
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<p><b>Domain IV: School Climate Supports</b> Focus Area: Family Engagement</p>	
<p><b>Barrier(s):</b> The Virtual Academy does not have consistent access to families.</p>	
<p><b>SMART Goal Statement:</b> The Virtual Academy will increase the number of meaningful family engagement opportunities from 4-6. <a href="#">Family Engagement Plan</a></p>	
<p><b>(Evidence-based) Strategy Name:</b> Recognizing and Celebrating <a href="#">(link)</a></p> <p><b>Tier of Evidence:</b> Choose an item.</p>	<p><b>Description:</b></p> <p>Recognizing and Celebrating Contributions</p> <p>Awards and Recognition: Acknowledge and celebrate the efforts of engaged families through awards, recognition at events, or spotlights in school communications.</p> <p>Student Showcases: Host events where students can showcase their work to their families, fostering pride and deeper engagement.</p> <p>Recognition of family involvement not only motivates continued engagement but also reinforces the importance of collaboration between schools and families.</p>
<p><b>Student Measure #1:</b></p> <p>15% of families attend Virtual engagement events as evidenced by the Google Meet attendance sheet for Virtual events.</p>	<p><b>Student Measure #2:</b></p> <p>80% of families will access or read the weekly Parent Newsletter.</p>

<b>Staff Measure #1:</b> 100% of 1st period teachers will complete the quarterly awards spreadsheet.	<b>Staff Measure #2:</b> By June of 2025, 100% of the teachers in the building will have attended 2 family engagement events.
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**Action Plan**

<b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Develop weekly parent newsletter using SMORE (Title I Component 4)	10/21/24	5/28/30	Administrator	Federal Funds-Title 1 \$179.00
Quarterly Awards Ceremonies (virtually)	10/18/24	3/28/24	Administrator	None
End of the Year Recognitions	5/23/24	5/23/24	Administrator	Local funds-\$500
Hands-on Science Learning Days	10/31/24	4/11/25	Administrator	Federal Funds-Title 1 \$1500

**Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.**

The FACE personnel will assist with Title 1 events and will help to monitor and evaluate the effectiveness of the Family Engagement Plan. The Title 1 Plan will be monitored and assistance will be given with the budget to ensure appropriate and impactful spending.

**Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.**

**Analysis: Address impact and next steps.**

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Virtual Sign-in Sheets Sign-in Sheets for in Person events Parent Newsletter advertising events	Number of parents/guardians that attend virtual and in-person events to determine the rate of engagement and consider additional actions the school could implement to increase participation. <u>Fall Festival</u>  Tracking the number of views of each parent newsletter using the information provided by S'More to determine the rate of engagement. <a href="#">Newsletter Views</a>