

## School Plan

**Arkansas Virtual Academy 7-8**  
**10802 Executive Center Drive, Little Rock, AR, 72211**

### Arkansas Comprehensive School Improvement Plan

**2011-2012**

The mission of the Arkansas Virtual Academy (ARVA) is to support, guide, and assist families and colleagues in a positive way through teamwork to promote academic growth that leads to high achievement for the entire ARVA community.

By embracing change through teamwork and good communication, we will keep sight of our mission to assure family commitment to accomplish our purpose.

Grade Span: 7-8

Title I: Title I Schoolwide

School Improvement: MS

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#### Priority 1: Math Improvement

**Goal:** To improve student academic performance and essential skill mastery in all areas of mathematics with a strong focus on improving student academic performance on open-response math in the areas of Numbers and Operations, Algebra, Measurement, Geometry, Data Analysis and Probability across all grades levels 7-8, as indicated by the 2010-2011 state test scores.

#### Priority 2: Literacy Improvement

**Goal:** To improve student academic performance and essential skill mastery in all areas of literacy with a strong focus on improving student academic performance on open-response in the areas of Writing-Content and Style-Domain for all grade levels 7-8, as indicated by the 2010-2011 state test scores.

#### Priority 3: Student Wellness

**Goal:** To provide opportunities for students and parents to gain information about healthy lifestyle choices and provide resources to improve the overall wellness of ARVA students and staff.

#### Priority 4: Parental Involvement

**Goal:** To employ various parental engagement strategies, in accordance with Act 397 and Title I, Part A, to effectively engage our parents in a meaningful and purposeful way.

#### Priority 5: Science Improvement

**Goal:** To improve student academic performance and essential skill mastery in all areas of Science for grade 7.

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|------------------|---|
| Priority 1:      | Improve the number of students performing at proficient and/or advanced on the state benchmark exam.  |
| Supporting Data: | <ol style="list-style-type: none"> <li>1. An ACSIP Mathematics Committee was formed to review data and make recommendations based upon their analytical review of pertinent data from the previous three years of Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). Based on data analysis of criterion-referenced items, open-response scores were lower than multiple choice outcomes across grades 7-8 and in most cases across all strands.</li> <li>2. Based on data from 2007-2008, 2008-2009, 2009-2010, and 2010-2011 ACTAAP testing, students in 7th grade averaged 7/9, 5/9, 6/9, and 5/8 respectively in multiple choice and 4/8, 4/8, 3/8, and 3/8 respectively in open response for Numbers and Operations; 7/9, 6/9, 6/9, and 5/8 respectively in multiple choice and 5/8, 5/8, 6/8, and 4/8 respectively in open response for Algebra. 5/8, 5/8, 6/8, and 5/8 respectively in multiple choice and 3/8 for all four years in open response for Geometry; 5/7, 3/7, 5/7, and 5/8 respectively in multiple choice and 4/8, 2/8, 3/8, and 1/8 respectively in open response for Measurement; 5/7, 5/7, 4/7, and 5/8 respectively in multiple choice and 4/8, 2/8, 2/8, and 2/8 respectively in open response for Data Analysis and Probability. Students consistently scored lower in math open response than multiple choice items in math. Discrepancies in multiple-choice success rates and open-response success rates exist within Numbers and Operations, Geometry, and Measurement.</li> <li>3. Based on data from 2007-2008, 2008-2009, 2009-2010, and 2010-2011 ACTAAP testing, students in 8th grade averaged 6/9, 6/9, 6/9 and 6/8 respectively in multiple choice and 5/8, 6/8, 3/8 and 5/8 respectively in open response for Numbers and Operations; 7/9, 6/9, 5/9, and 4/8 respectively in multiple choice and 4/8, 5/8, 3/8 and 2/8 respectively in open</li> </ol> |

response for Algebra; 5/8, 5/8, 5/8, and 6/8 respectively in multiple choice and 4/8, 4/8, 2/8 and 2/8 respectively in open response for Geometry; 5/7, 5/7, 4/7 and 4/8 respectively in multiple choice and 4/8, 4/8, 5/8, and 2/8 respectively in open response for Measurement; 5/7, 4/7, 4/7, and 5/8 respectively in multiple choice and 4/8, 5/8, 1/8, and 4/8 respectively in open response for Data Analysis and Probability. Algebra declined across years, but other strands such as Numbers and Operations showed improvement. Open response averages were consistently lower than the multiple choice averages throughout the strands.

**Goal** To improve student academic performance and essential skill mastery in all areas of mathematics with a strong focus on improving student academic performance on open-response math in the areas of Numbers and Operations, Algebra, Measurement, Geometry, Data Analysis and Probability across all grades levels 7-8, as indicated by the 2010-2011 state test scores.

**Benchmark** As established in the State of Arkansas's No Child Left Behind Annual Yearly Progress(AYP) Workbook, the Arkansas Virtual Academy students in grades 6-8 will meet or exceed an AMO of 82.28 percent proficient in Mathematics for the 2010-2011 school year.

**Intervention:** ARVA's highly-qualified teachers will provide comprehensive instruction in mathematics using scientifically-based curriculum and supplemental programs.

Scientific Based Research: Geary, D.C. (1994). Children's mathematical development: Research and practical applications. Washington, D.C.: American Psychological Association. Ma, L. (1999). Knowing and teaching elementary math: Teachers' understanding of fundamental math in China and the United States (Studies in Mathematical Thinking and Learning Series). Mahwah, NJ: Lawrence Erlbaum Associates. Niemi, D. (1996). Assessing conceptual understanding in mathematics: Representation, problem solutions, justifications, and explanations. Journal of Educational Research, 89, 351-363. Schmidt, W.H., McKnight, C.C., & Raizen, S.A. (1997). A splintered vision: An investigation of U.S. science and mathematics education. Boston: Kluwer Academic Publishers. [http://www.scantron.com/downloads/Achievement\\_Series\\_White\\_Paper.pdf](http://www.scantron.com/downloads/Achievement_Series_White_Paper.pdf)  
[http://www.scantron.com/downloads/Integrated\\_Platform\\_White\\_Paper.pdf](http://www.scantron.com/downloads/Integrated_Platform_White_Paper.pdf)  
[http://www.scantron.com/downloads/Performance\\_Series\\_White\\_Paper.pdf](http://www.scantron.com/downloads/Performance_Series_White_Paper.pdf)  
<http://wvde.state.wv.us/techworkplan/K8MathWhitePaper071404.pdf>  
[http://www.compasslearning.com/files/Hattiesburg\\_MS.pdf](http://www.compasslearning.com/files/Hattiesburg_MS.pdf)  
[http://www.compasslearning.com/files/GarfieldHeights\\_OH.pdf](http://www.compasslearning.com/files/GarfieldHeights_OH.pdf)  
<http://www.compasslearning.com/Products/Show.aspx?page=2.2.4>  
<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>  
<http://www.studyisland.com/salesheets/fortWorth.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Arkansas Virtual Academy Middle school will utilize the K12 curriculum as a Tier I level of academic support toward closing the achievement gap. The K12 curriculum implements a variety of instructional strategies that addresses multiple learning styles. A gap analysis has been conducted on the K12 curriculum which provided a detailed alignment summary against the Arkansas Mathematics Frameworks. Through grade level teams that meet on a regular basis, ARVA teachers work to address any alignment gaps that may exist.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>New students enrolling the Arkansas Virtual Academy are given Scantron Performance tests to determine appropriate level of placement within the curriculum. The Academic Administrator and Administrative Associate use those results, as well as previous standardized test scores, school records, and</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>anecdotal information to place students in the educationally appropriate math course. Action Type: Technology Inclusion</p>				
<p>As a performance measure of a Tier I strategy, students are required to obtain 80% mastery of content within each K12 lesson and unit through on and offline assessments before advancement within that subject.</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will receive professional development hours in the area of mathematics. The focus of staff development for teachers will be on increasing student achievement in targeted areas of need based on 2008-2009, 2009-2010, and 2010-2011 Benchmark data and a teacher survey. See district plan. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will have designated weekly planning time for team and committee meetings via phone conferences, face-to-face meetings, or online Elluminate sessions, to analyze assessment data for learning, identify children needing remediation and enrichment in math, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPs), plan flexible groups (equity), collaborate with Title I Math Coach, special education teachers, and administration, discuss the mathematics curriculum, and collaborate on strategies for success. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (9): Each student in grades 7-8 will take a posttest using the Scantron Performance Series, an online computer-adaptive test, in May to determine the proficiency level of the students, across a range of subjects that correspond with the AR specific standards, while comparing scores to the pretest to measure growth. These scores and the Scantron gains reports will be used, in part, to evaluate other math intervention strategies. ARVA 7th grade students gained, on average, 49 scale scored points, and 8th grade students gained, on average, 140 scale scored points in 2010-2011.</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>TITLE 1 SCHOOL WIDE (8,9): Each student in grades 7-8 will take a pretest using the Scantron Performance Series, an online computer-adaptive test, in September, to determine the proficiency level of the students, across a range of subjects that correspond with the AR specific standards. Scantron assessments provide a unique combination of standards-based formative assessments and computer adaptive diagnostic testing. Utilizing Scantron test as an interim assessment tool will allow teachers to have a snapshot of a student's performance within the area of math and the information from the assessment will be used to develop and modify learning plans and specialize instruction for students. For example, teachers and Title I Math Coach, will take the results and create group level instructional sessions that focus on areas of weakness; develop additional assignments that provide remediation for students with strong areas of deficiencies; and teachers will develop additional performance level assessments through Scantron based on the initial results. These scores and the Scantron gains reports will be used, in part, to evaluate other math intervention strategies. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All students in grades 7-8 will have access to Study Island, the research-based, online test preparation software. Study Island lessons and practice tests are based on the AR curriculum frameworks, and are specifically designed to prepare students for the state Augmented Benchmark exam. Student engagement and performance will be monitored and measured through weekly systems-generated reports. Teachers will utilize this information to development skill specific assignments within Study Island. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Tracy Ragen, Academic Administrative Assitant</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Working collaboratively, ARVA teachers, special education staff, and the Title I math coach will</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>analyze the 2010-2011 Arkansas Benchmark Scores to determine each student's area of strengths and deficiencies and will develop AIPs for any student scoring below proficient in mathematics on the 2010-2011 Arkansas Augmented Benchmark Exam. ARVA's highly-qualified teachers will ensure that standards-based supplemental strategies are utilized to provide students opportunities to improve in deficient areas. Parents and students, when applicable, will be an active participate in the development, implementation and modification of the student's AIP. Parents play a vital role in the educational process and will be actively engaged in meeting the student's educational goals through parent conferences throughout the year.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education</p>		<p>06/30/2012</p>	<ul style="list-style-type: none"> <li>● Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	
<p>Students in grades 7-8 with an AIP will be required to use Study Island lessons each week based on the goals set during the initial and progressive AIP conferences. These will be written into the AIP for each student. Study Island will be utilized as a scientifically research-based school level Tier II intervention as a method to close the achievement gap between different levels of learners.                  Action Type: AIP/IRI                  Action Type: Collaboration</p>	<p>Lisa Williams,                  Academic Administrator</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>.....                  ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (9): As a school level Tier I intervention for all students needing further instructional strategies on identified standards, the Arkansas Virtual Academy will utilize IXL Math, an online math practice tool that is aligned with AR state standards. IXL will be utilized for additional remediation for identified students to provide skill building and reinforcement along with independent practice.                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Hollie Gumm,                  Title I Math Coach</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<p>.....                  ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (9): The ARVA Title I Math Coach and highly-qualified teachers will utilize Odyssey Math as an additional tool for students who may benefit in grades 7-8 to design and implement Elluminate sessions that will address</p>	<p>Hollie Gumm,                  Title I Math Coach</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>.....                  ACTION BUDGET: \$</p>

<p>areas of need.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>				
<p>TITLE SCHOOL WIDE (6): Title 1 Math Coach and Academic Administrator will conduct a parent meeting with ARVA parents to inform them about the program and services provided by ARVA's school wide Title I program. Parents will be asked for feedback on the program, and will be given the opportunity to join the math committee on the ACSIP team. This session will be held in conjunction with the parent training sessions at the start of each school year. Regular Elluminate and face-to-face sessions will be held for new enrolling families as needed. Title I funds will be used for travel related cost and needed materials and supplies for meetings with ARVA students and their parents.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	<p>Hollie Gumm,                  Title I Math Coach</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>● Public Library</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The ARVA general education teachers, Title I Math Coach, and ARVA staff will use a Blackboard Connect system to inform/remind families of the Title 1 students about parent training sessions, Elluminate sessions, phone conferences, and other school events to promote parent involvement in all educational and school activities.                  Action Type: Parental Engagement</p>	<p>Lisa Williams,                  Academic Administrator</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL PARENT COMPACT: The administrator and general education teachers will distribute and collect the signed copies of the Parent, Teacher and Student School wide Title I Compact for all ARVA students participating in the Title 1 Math program. These will be filed with Title I records at the ARVA office.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Alyssa Gordon,                  Director of Parental Involvement</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A technology committee has studied the LiveScribe electronic writing tablet for their possible usefulness in work sample/portfolio feedback sessions, creating tutorials and for use in Elluminate sessions as a pen input device, and as a tool to address written response outcomes from the State Benchmark exam. After presentation to teachers on possible uses, teachers were</p>	<p>Scott Sides,                  Head of School</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>surveyed for their perceptions of the LiveScribe's usefulness in supporting our students through creating tutorial, providing an instrument for writing in Elluminate, and most importantly, serving as a tool to strengthen our students' writing skills, and in turn, promoting improved achievement on open-response items. A possible pilot student group will be created and will use a rubric to assess usefulness. If purchased, the LiveScribe will be on loan to all ARVA teachers and math tutors, and all students would use the LiveScribe to write more effectively during Elluminate sessions and to create written work to submit digitally to address targeted areas from state test scores and provide standards-based lessons that are aligned with the Arkansas Mathematics Frameworks. The LiveScribe would be shipped to families. If a family withdraws from ARVA, we will pay to repair and ship the LiveScribe tablet back to the ARVA office. Shipping labels would be sent to the family from the ARVA office by office personnel. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>As a Tier II intervention, the ARVA Title I Math Coach will provide small group instruction on a weekly basis in Elluminate, a web-based conferencing tool. Sessions will cover objectives defined by the Arkansas mathematical frameworks and will consist of a lesson over the appropriate objective as well as open response practice. The lesson and open response progress will be documented in the K12 TotalView database and on the appropriate document in the Family Information Spreadsheet. The General Education teacher and Title I Math Coach will discuss student progress on a weekly basis. Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Computers</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<p>..... ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (4): A Title 1 Math Coach and general education teachers will receive additional professional development in the area of mathematics to stay current in math strategies and methods for teaching students. The training will include sources such as Texas Instruments, NCTM, and on-site professional development. See district plan. Action Type: Professional</p>	<p>Hollie Gumm, Title I Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Outside Consultants</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<p>..... ACTION BUDGET: \$</p>

<p>Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>TITLE SCHOOL WIDE (1, 2,4, 8,10): Teachers and Title 1 Math Coach will utilize the Scantron post tests results from May 2011, and Augmented Benchmark test scores from April 2011, to determine the growth students are making in a school year comparing them to the pre-test taken in Sept 2010. This report of growth will be used as one measurement to evaluate the ARVA Title 1 Program in order to make necessary changes in school wide strategies after sharing out results with the entire teaching and administrative staff. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>..... ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (2,3): Using Benchmark scores, IXL Math data, and Scantron gains reports from 2010-2011 school year, the Arkansas Virtual Academy Middle School highly-qualified teachers will develop and implement a Title I School wide Math program with Tier II levels of intervention as an academic support toward closing the achievement gap using scientifically-based research and programs to guide instruction. See the supporting document for a detailed analysis of the use of Scantron Performance series during the 2010-11 school year. Title I funds will be used to pay for Odyssey Math accounts for highly qualified teachers and an IXL site license. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased \$2314.98 Services: ..... ACTION BUDGET: \$2314.98</p>
<p>TITLE 1 SCHOOL WIDE (1, 2, 6, 8): An evaluation and needs survey of Title I school wide program covering the core and supplemental math programs and strategies will be given to all of ARVA's highly-qualified, certified teachers, as well as ARVA parents, two times a year- in October and May. This information will be used to plan future programs, available resources, professional development, parent training, and Title I spending. The ACSIP Math Committee will create the survey and compile results using Survey Monkey, an online survey website. Action Type: Collaboration</p>	<p>Hollie Gumm, Title I Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>..... ACTION BUDGET: \$</p>

<p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>TITLE 1 SCHOOLWIDE (2,3,4,9): ARVA teachers and the Title I Math Coach will utilize technology such as graphing calculators, calculator software, and webcams to provide real-time online learning opportunities and collaboration that delivers exceptional outcomes, including enhanced learning experiences, increased retention and completion rates. Elluminate session observations, performed by the Academic Administrator, will be used to ensure research-based, best practices are being implemented by teachers within the sessions and that instruction is aligned with state standards. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (10): ARVA will provide graphing calculators to students in grade 7 and 8. The Title 1 Math Coach will provide a live training session each semester as well as training links for teachers and parents on how to use the graphing calculators. See supporting data for research that supports the use of graphing calculators. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Hollie Gumm, Title I Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3880.00  ACTION BUDGET: \$3880</p>
<p>ARVA highly-qualified teachers will design and implement Elluminate sessions that will address areas of math aligned with the AR frameworks that focuses on articulating math through written expression. Using data from Benchmark test scores from the April 2010-2011 testing, ARVA teachers will design sessions to address areas of need based on the standards. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The ARVA Title I Math Coach will offer recorded sessions for parents and teachers from the K12 Speaker Series as well as ARVA teachers based on need and interest. Computer links will be provided as an additional resource to model instructional practices based on best practices and mathematical research. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Hollie Gumm, Title I Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
Staffing: One (1) FTE highly-qualified Title I Math Coach will serve teachers, parents and students in kindergarten through eighth grades. This position will provide direct support for teachers by conducting instructional modeling sessions with students and parents. These sessions will provide ARVA teachers new math instructional strategies and/or sharpen existing strategies that are utilized with students. This math coach will also work collaboratively with all staff, administrators, parents and community stakeholders to ensure that identified areas of academic needs of students specific to mathematics are met. Title I funds will be used for salary, benefits, professional development to include conferences in or out of state. These funds will pay for travel, meals, lodging, and any necessary training, materials, or supplies. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Scott Sides, Head of School	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Purchased Services: \$546.00 Title I - Materials & Supplies: \$546.00 Title I - Employee Salaries: \$7590.00 Title I - Employee Benefits: \$2093.00 <hr/> ACTION BUDGET: \$10775
Teachers will collect a portfolio of student's work each quarter comprised of math open response questions and the corrective feedback shared with the student. Teachers will also assign and monitor progress in Study Island requiring students to earn 85% or more of their blue ribbons in their individual grade level. These requirements will build the student's portfolio for the year, and allow teachers to observe a student's progress throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion	Lisa Williams, Academic Administrator	Start: 07/01/2011 End: 06/30/2012		<hr/> ACTION BUDGET: \$
Total Budget:				\$16969.98

Priority 2: To improve the number of students performing at advanced and/or proficient levels on the state benchmark exam in Literacy.

- Supporting Data:
1. An ACSIP Literacy Committee was formed to review data and make recommendations based upon their analytical review of pertinent data from the previous three years of Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). Based on data analysis of criterion-referenced items, open response scores were lower than multiple choice outcomes across grades 7-8 in most comparisons of literacy strands.
  2. Based on data from three years of ACTAAP testing, students in 7th grade made substantial improvement was made in literacy outcomes from across years from 2009-2011 with 72%, 73%, and 78% of students proficient/advanced, respectively. Students made improvements Literary open-response, Content multiple choice, Content open-response, Practical multiple choice, Practical open-response, as well as in all components of writing when compared from 5th grade in 2009 to 7th grade in 2011. Students performed similarly from 2010 to

2011 in Literary multiple choice and Multiple-Choice Writing, while improvement was made across years in Content and Practical reading.

- Based on data from three years of ACTAAP testing, students in 8th grade performed similarly across years in Content reading, Multiple-Choice Writing, and Usage. Score increases were present within Literary and Practical reading, Sentence Formation and Mechanics, while slight score decreases were present in Content and Style writing.

**Goal** To improve student academic performance and essential skill mastery in all areas of literacy with a strong focus on improving student academic performance on open-response in the areas of Writing-Content and Style-Domain for all grade levels 7-8, as indicated by the 2010-2011 state test scores.

**Benchmark** As established in the State of Arkansas' No Child Left Behind Annual Yearly Progress (AYP) Workbook, the Arkansas Virtual Academy students grades 6-8 will meet or exceed an AMO of 83.8 percent of the students proficient in Literacy for the 2011-2012 school year.

Intervention: ARVA's highly-qualified teachers will provide comprehensive instruction in literacy using scientifically-based curriculum and supplemental programs.				
Scientific Based Research: Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. Moats, L.C. (2000). Speech to print: Language essentials for teachers. Baltimore, MD: Brookes Publishing. Moats, L.C. & Hall, S. (1998). Straight talk about reading: How parents can make a difference during the early years. New York: McGraw-Hill. National Institute of Child Health and Human Development. (2000). Report from the National Reading Panel. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of subgroups. (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office. <a href="http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp">http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp</a> Summary report: <a href="http://www.nationalreadingpanel.org/Publications/summary.htm">www.nationalreadingpanel.org/Publications/summary.htm</a> Snow, C.E., Burns, M.S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Arkansas Virtual Academy will utilize the K12 curriculum as a Tier I level of academic support toward closing the achievement gap. The K12 curriculum implements a variety of instructional strategies that addresses multiple learning styles. A gap analysis has been conducted on the K12 curriculum which provided a detailed alignment summary against the Arkansas Literacy Frameworks. Through grade level teams that meet on a regular basis, ARVA teachers work to address any alignment gaps that may exist. Action Type: Alignment Action Type: Collaboration	Lisa Williams, Academic Admin.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
ARVA teachers, Title I Teachers, and Special Education teachers will utilize Elluminate, an on-line, web-based meeting tool providing real-time online learning opportunities and collaboration that deliver exceptional outcomes, including enhanced learning experiences, increased retention and completion rates. Elluminate session observations will be used to ensure research-based, best practices are being implemented by teachers within the sessions and that instruction is aligned with state standards. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Lisa Williams, Academic Admin.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Students are required to obtain 80% mastery of content within each lesson and unit through online and offline assessments before advancement within that subject. Action Type: Technology Inclusion	Lisa Williams, Academic Admin.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Nine week grade reports will be monitored by	Lisa Williams,	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>teachers and administration. Specific goals will be developed to ensure mastery of 80% or better on all assessments in 100% of the course content at the grade and/or appropriate level for all students. Action Type: Program Evaluation</p>	<p>Academic Admin</p>	<p>07/01/2011 End: 06/30/2012</p>	<p>Staff</p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will receive professional development hours in the area of literacy. The focus of staff development for teachers will be on increasing student achievement in targeted areas of need based on 2010-2011 Benchmark data and a teacher survey. See district plan. Action Type: Professional Development</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will have a designated weekly planning time for team and committee meetings via phone conferences, face-to-face meetings, or online Elluminate sessions, to analyze assessment data for learning, identify children needing remediation and enrichment in literacy, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPs), plan flexible groups (equity), collaborate with special teachers and administration and collaborate on strategies for success. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Each student in grades 7-8 will take a posttest using the Scantron Performance Series, an online, computer-adaptive test, in May to determine the proficiency level of the students in literacy that correspond with the standards, while comparing scores to the pretest to measure growth. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will have access to online custom assessments for students in grades 7-8 through the Scantron Achievement Series tests at regular intervals starting in October, to monitor student progress, and to create Arkansas-aligned, standards-based reports in which to guide future instruction. Teachers will be able to choose from a bank of questions aligned with the Arkansas frameworks and/or develop specific questions unique to specific content areas to determine weakness and gains. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All students in grades 7-8 will have access to Study Island, the research-based, online, test preparation software. Study Island lessons and practice tests are based on the AR curriculum frameworks, and are specifically designed to prepare students for the state Augmented Benchmark exam. Student engagement and performance can be</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>monitored and measured through weekly systems-generated reports. Teachers can then utilize this information to develop skill-specific assignments within Study Island. Action Type: Alignment Action Type: Technology Inclusion</p>				
<p>Working collaboratively, ARVA teachers and special education staff will analyze the 2010-11 Arkansas Benchmark Scores to determine each student's area of strengths and deficiencies and will develop AIPs for any student scoring below proficient in literacy on the 2010-11 Arkansas Benchmark Exam. Special education students with Individualized Education Plans (IEP's) may have an AIP written in an area not served by the IEP. ARVA's highly-qualified teachers will ensure that standards-based supplemental strategies are utilized to provide students opportunities to improve in deficient areas. Parents and students, when applicable, will be active participants in the development, implementation, and modification of the student's AIP. Parents play a vital role in the educational process and will be actively engaged in meeting the student's educational goals through parent conferences throughout the year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>----- ACTION BUDGET: \$</p>
<p>Students in grades 7-8 with an AIP will be required to use Study Island lessons each week based on the goals set during the initial and progressive AIP conferences. These will be written into the AIP for each student. Study Island will be utilized as a school level Tier I intervention as a method to close the achievement gap between different levels of learners. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Tracy Ragen, Study Island Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>----- ACTION BUDGET: \$</p>
<p>A technology committee has studied the LiveScribe electronic writing tablet for their possible usefulness in work sample/portfolio feedback sessions, creating tutorials and for use in Elluminate sessions as a pen input device, and as a tool to address written response outcomes from the State Benchmark exam. After presentation to teachers on possible uses, teachers were surveyed for their perceptions of the LiveScribe's usefulness in supporting our students through creating tutorial, providing an instrument for writing in Elluminate, and most importantly, serving as a tool to strengthen our students' writing skills, and in turn, promoting improved achievement on open-response items. A possible pilot student group will be created and will use a rubric to assess usefulness. If purchased, the LiveScribe will be on loan to all ARVA teachers and math tutors, and all</p>	<p>Scott Sides, Head of School</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<p>----- ACTION BUDGET: \$</p>

<p>students would use the LiveScribe to write more effectively during Elluminate sessions and to create written work to submit digitally to address targeted areas from state test scores and provide standards-based lessons that are aligned with the Arkansas Literacy Frameworks. The LiveScribe would be shipped to families. If a family withdraws from ARVA, we will pay to repair and ship the LiveScribe tablet back to the ARVA office. Shipping labels would be sent to the family from the ARVA office by office personnel.                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				
<p>Teachers will collect a portfolio of student's work each quarter comprised of written assignments and practice items. Corrective feedback will be shared with the student. Teachers will also assign and monitor progress in Study Island requiring students to earn 85% or more of their blue ribbons in their individual grade level. These requirements will build the student's progress throughout the year.</p>	<p>Lisa Williams,                  Academic Administrator</p>	<p>Start:                  08/15/2011                  End:                  05/30/2012</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 3: To improve the number of students and families making healthy and child-safe decisions.

- Supporting Data:
- The 2007 Arkansas Youth Risk Behavior Survey indicated that among high school students: 14% were obese, 87% ate fruits and vegetables less than five times per day during the 7 days prior to the survey, 39% drank a soda or pop (not diet) at least one time per day during the 7 days prior to the survey, 58% did not meet recommended levels of physical activity, 34% watched television 3 or more hours per day on an average school day, 19% used the computer for non-school related work for 3 or more hours per day on an average school day. 60% had tried cigarette smoking, 21% currently smoked cigarettes, 11% used smokeless tobacco.
  - The 2008-2009 School Health Index Evaluation (SHI) was completed on 8-21-08 with a focus on physical activity and nutrition. ARVA students earned high scores (81-100%) in the areas of health education as well as physical education and other physical activity programs. ARVA students earned average scores in all other areas of the SHI, including school health and safety policies and environment, health services, counseling, psychological, and social services, Health Promotion for Staff, and Family and Community Involvement.
  - According to the 2007-2008 Assessment of Childhood and Adolescent Obesity for ARVA JR, there were 56 students enrolled in 7th and 8th grade of which BMI was assessed for 21 students. Of these 21 students there were 9 males and 12 females. 55.6% of males and 33.3% of females assessed as being at risk for overweight or are overweight. There were no identified homeless children during the 2007-2008 inaugural school year at ARVA.

Goal: To provide opportunities for students and parents to gain information about healthy lifestyle choices and provide resources to improve the overall wellness of ARVA students and staff.

Benchmark: During the 2011-2012 school year there will be an increase of 2% in awareness among students and families regarding healthy lifestyle choices and overall student wellness based on pre and post health and wellness survey results.

<p>Intervention: ARVA teachers and staff will provide research-based information regarding healthy lifestyle and general wellness to students and families in a variety of modes in order to increase the overall health and wellness of the ARVA learning community.</p>
<p>Scientific Based Research: U.S. Department of Health and Human Services. The Surgeon General's call to action to prevent and decrease overweight and obesity. [Rockville, MD]: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General; [2001]. Available from: US GPO, Washington. <a href="http://www.surgeongeneral.gov/topics/obesity/">http://www.surgeongeneral.gov/topics/obesity/</a> Shephard, R. "Curricular Physical Activity and Academic Performance," Pediatric Exercise Science, 9, pp. 113-126, 1997. National Association of State Boards of Education, "Fit, Healthy, and Ready to Learn," 2002. The National Association for Sport and Physical Education, National Survey of Parents, 2003. Education Week "Student Health" <a href="http://www.edweek.org">www.edweek.org</a> published Sept. 21, 2004. "The Role of Schools in Preventing Childhood Obesity", President's Council on Physical Fitness</p>

and Sports: Research Digest Sept. 2006 Series 7, No. 3, "Resistance Training for Obese Children and Adolescents", President's Council on Physical Fitness and Sports: Research Digest Sept. 2007 Series 8, No. 3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A bi-monthly parent newsletter will be sent to all families containing a wellness information section that will focus on health, wellness, and safety issues for students and their families. Action Type: Wellness	Cheli Stafford, Dir. of Operations	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All students 7-8 will receive 60 minutes of physical education and training instruction a week in compliance with Arkansas Department of Education Rules Governing Nutrition and Physical Activity (9.03.01). Action Type: Wellness	Lisa Williams, Academic Administrator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
ARVA teachers will utilize www.healthteacher.com to provide physical education and health lessons that are aligned with Arkansas frameworks for grades 7-8. Action Type: Technology Inclusion Action Type: Wellness	Lisa Williams	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
ARVA will encourage and promote participation in community health events such as The Race for the Cure, The Little Rock Kids Marathon, and other local events. Action Type: Wellness	Cheli Stafford, Dir. of Operations & Kelley Williams, Chair of Wellness	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
An annual survey will be conducted with ARVA staff, families, and students to determine if the information provided through out the school year helped to improve healthy lifestyle choices. This will be the first year to conduct the wellness survey therefore no prior data is available. Action Type: Parental Engagement Action Type: Program Evaluation	Kelley Williams	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
ARVA will use Title I funds to purchase materials and supplies to support activities prior to the start of the school day during the administration of required state testing including tutoring materials and light snacks. Action Type: Title I Schoolwide Action Type: Wellness	Lisa Williams	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00  ACTION BUDGET: \$200
The ARVA Wellness Committee will implement sharing of information and options for positive lifestyle changes through increased availability of alternative healthy food choices, communication of educational resources and events, early detection offerings, and various other tools and opportunities that can be used to adapt practical lifelong habits leading to increased health and life of its employees and the families it serves.	Desiree Rutter, Member of Wellness Committee	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

We will do this by sharing information through newsletters and kmails. We will hand out pamphlets at outings, use the website-sparkpeople.com for staff and parents-(it is a website that helps people live healthier lives). We also want to build world hunger awareness by sharing the website, Free Rice. Action Type: Wellness				
Teachers will hold a current CPR certificate to ensure that appropriate safety measures and actions are taken at school events in case of an emergency.	Lisa Williams	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$200
Intervention: Arkansas Virtual Academy staff will provide educational materials and learning opportunities for students and parents to assist them in making positive and safe choices that will have a positive impact on student learning environments and academic achievement.				
Scientific Based Research: 1) Family Online Safety Institute: American Teens & Online Safety: What the research is telling us... (Dec. 2007); (2) Online Victimization, by The Crimes Against Children Research Center, June 2000. (3) Protecting Children in Cyberspace: The ICAC Task Force Program, U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, January 2002. (4) Online Victimization: Five Years Later, by The Crimes Against Children Research Center, June 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ID badges/name tags will be made and distributed to help identify our students during all school events to ensure their safety.  Action Type: Wellness	Cheli Stafford, Dir. of Operations & Person Attending the Event	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Counseling and referral services will be available, as needed, for students at risk of violent behavior, illegal drug use, students in need of intervention services as a result of a major incident that disrupts the learning environment. Follow-up conversations with families that access these services will take place to determine the effectiveness of the intervention. These services have not been provided to families in prior years due to a lack of necessity. Action Type: Parental Engagement Action Type: Wellness	Cheli Stafford, Dir. of Operations	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: Arkansas Virtual Academy will engage parents school-wide to develop parental involvement programs that support the development and academic achievement of students enrolled in ARVA.
1. 100% of our students learn at home with a learning coach, which is most often a parent. As we have students located a across the state, a very deliberate effort must be made to reach parents and bring them into the school community. Much work lies ahead for us within the effort, and a full-time position focused on this effort provides a supplemental level of support that we simply could not engage through general operating funds.
  2. With 61% of our students qualifying for free-and/or-reduced lunch, programs are needed to provide an additional layer of support for the parents of our unique community of learners who may not be in a position to access research and support that could be provided through a calculated and deliberate effort of our full-time parental involvement coordinator. Goal To increase participation in parental involvement activities.
- Supporting Data:
- Goal To employ various parental engagement strategies, in accordance with Act 397 and Title I, Part A, to effectively engage our parents in a meaningful and purposeful way.

Benchmark Benchmark To establish a baseline that will be used to measure growth in participation in parental involvement activities.

Intervention: To employ various parental engagement strategies, in alignment with Act 397 and Title I, Part A, to effectively engage our parents in a meaningful and purposeful way so that parents are mobilized to be full partners in their child's education.				
Scientific Based Research: www.pta.org Parent Involvement in Early Intervention for Disadvantaged Children – Does it Matter? Authors: Miedel, W.T. & Reynolds, A.J.: Source: Journal of School Psychology (2000). Cotton, K., and Savard, W. G. Parent Involvement in Instruction, K-12: Research Synthesis. Portland, OR: Northwest Regional Educational Laboratory, 1982. (ED 235 397). McManus, J. and Vaden-Kiernan, N. "Parent and Family Involvement in Education: 2002-03" National Center for Education Statistics, U.S. Department of Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ARVA will distribute an Informational Packet via email at the beginning of the school year that includes the parental involvement policies, the recommended role of the parent, teacher, student, and school, ways for the parent to become involved in the school and his or her child's education, a survey for the parent regarding volunteering at the school, activities planned throughout the school year, and a system to allow the parents and the school to communicate in a regular, two-way, meaningful manner. Teachers will also distribute informational packets via email for each grade level that will include developmental information specific to each grade level, tips from returning families, and other educational resources. Action Type: Collaboration Action Type: Parental Engagement	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
Online Elluminate sessions will be held throughout the year by ARVA teachers and/or staff, K12, and other experts in the field of education for parents to attend. Session topics may include: Title I, developmentally appropriate learning activities, volunteer training, strategies for schooling effectively at home, state testing, and others as determined by a needs assessment. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Target Assistance	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2011		ACTION BUDGET: \$
ARVA will conduct an annual Title I meeting in September that will include the rights of parents of students receiving Title I services, a description or explanation of the school's curriculum, information on forms of academic assessment used to measure student progress and information on proficiency level students are expected to meet. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
A volunteer resource book, listing the interests and availability of parent volunteers, will be developed and shared with all ARVA teachers and administration. Volunteer opportunities that allow parents to participate in shared decision-making, such as ACSIP committee, Parental Advisory Committee, and Booster Program (PTA/PTO) will be included in the resource book. Action Type: Collaboration Action Type: Parental Engagement	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
ARVA staff and Board has an approved policy for resolving parental concerns, and it is clearly outlined in the ARVA Student/Parent Handbook which is distributed to all families annually. Action Type: Collaboration Action Type: Title I Schoolwide	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$

<p>An ARVA Booster Program (PTA/PTO) will provide a forum for mutual support and ideas geared to make the ARVA experience positive and academically rewarding for all families. This parent based volunteer group is intended to foster local engagement through activities that promote leadership, school pride and outreach, and meaningful connections for families through its efforts. In a 2011 survey, 89.2% of parents felt that the school has an active parent-teacher organization.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>Monthly ARVA Booster Program meetings will be conducted via Elluminate to ensure that all parents of students enrolled are provided the opportunity to participate in school activities. In a 2011 survey, 89.2% of parents felt that the school has an active parent-teacher organization.                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Beth Moore</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>Parent education meetings will be held in an online format and sponsored by the ARVA Booster Club to promote family involvement. Topics will include early childhood education and preparing preschoolers for kindergarten.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>	<p>Beth Moore</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>Parent-teacher conferences will take place on a regular basis as indicated by parent and student needs, AIP, IEP, or IRI guidelines. (minimum once a month). Conferences will focus on student progress, academic areas of need, and support for the parents. Results from a 2011 parent survey indicated that 91.7% of parents met with their student's teacher two or more times throughout the year, and 73% of parents say they communicate with their child's teacher often. In a former survey, 85% of parents felt that their parent-teacher conferences were helpful; 83% indicated that the teacher provided information about their child's progress and performance; and 85% reported that they felt the teacher effectively answered questions regarding their child's education.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	<p>Lisa Williams</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>A Parent Advisory Committee (PAC) will serve as a forum for parent suggestions for ARVA improvement. The PAC reviews and evaluates the parental involvement policies every year, meets to discuss ways to implement various aspects of the parental involvement policy, and collaborates on other issues that pertain to our school. The PAC will also participate in the development of school-wide programs outside of the regular curriculum through analysis of parent involvement surveys. Information from the surveys will be used to evaluate parental access to school information and will inform what enhancements may be needed to support our students and parents. In a 2011 parental involvement survey a question was asked, "Are parents involved in the planning and evaluating school programs?" 48.7% responded Yes, 3.3% responded No, and 50% do not know. Parents were also asked "Does the school actively seek ideas from parents on school-related issues?" 44.2% responded Yes, 10.8%</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>

<p>responded No, and 45% do not know.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>			
<p>A monthly school newsletter will be distributed to families providing information about school outings, student achievement awards, health and wellness information, Title 1 information, additional learning opportunities for students and other general school information. Study skill strategies, learning inventories, and test-taking tips are just some of the information distributed. A PDF formatted newsletter will be distributed via email. An annual parent survey indicated that 72% of parents find the school newsletter useful. In a 2011 survey, 29.8% parents indicated that that school memos (newsletters, updates, etc. was their preferred method of communication, while 91.1% prefer email.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	Gina Moore	Start: 08/15/2011 End: 06/04/2012	ACTION BUDGET: \$
<p>Teachers will attend and participate in organized school outings throughout the year where students and parents are in attendance.                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	Lisa Williams	Start: 08/15/2011 End: 06/04/2012	ACTION BUDGET: \$
<p>Copies of the ADE Refrigerator Curriculum documents for grades 7-8 with expected abilities at current grade level and activities to foster those abilities will be provided to new families at parent trainings or as they enroll throughout the year.                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	Cheli Stafford	Start: 08/15/2011 End: 06/04/2012	ACTION BUDGET: \$
<p>The parent involvement coordinator and parent facilitator will work together to ensure parental involvement.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	Alyssa Gordon/Beth Moore	Start: 08/15/2011 End: 06/04/2012	ACTION BUDGET: \$
<p>The school will provide various forms of electronic means of communication including messages posted on the online school (OLS), school websites (<a href="http://portaportal.com">http://portaportal.com</a>, <a href="http://www.k12.com/arva/">http://www.k12.com/arva/</a>, <a href="http://arva.k12start.com">http://arva.k12start.com</a>), school facebook page: Arkansas Virtual Academy at K12, teachers' facebook groups, and kmail to allow parents many avenues to access school information. The bigthink, an online networking space, will also be utilized by ARVA to post school documents, school activity schedules, and resources for parents.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	Alyssa Gordon/Cheli Stafford	Start: 08/15/2011 End: 06/04/2012	ACTION BUDGET: \$
<p>The Arkansas Virtual Academy's has a school-wide Parental Involvement Policy that is developed jointly with parents and revised each year based on an annual needs survey. Parents have the opportunity to give input and suggestions for revision of the school plan through surveys and participation in the Parental Advisory Committee.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012	ACTION BUDGET: \$
<p>ARVA will collect signature pages from parents and</p>	Jazmyne	Start:	

<p>students from the ARVA Student/Parent Handbook at the beginning of the year via by way of mail and email that states they have accepted the policies and procedures outlined and will comply. Action Type: Parental Engagement</p>	Cromwell	<p>08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>ARVA will implement a mentor program in which newly enrolled families can be paired with an experienced learning coach who will be available to share tips for a successful school year and answer questions regarding getting started, setting up a school space, logging attendance, and other aspects of online schooling. Parent mentors will be provided training to support them in this role. Action Type: Collaboration Action Type: Parental Engagement</p>	Alyssa Gordon	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>School, staff, and parents develop the Student, Parent, Teacher Compact as part of the parental involvement policy. This Compact outlines how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The Compact will be discussed during one of the parent/teacher conferences held during the first semester so that stakeholders have an opportunity to agree upon the components of the compact, and signatures will be obtained. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Alyssa Gordon	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Alyssa Gordon	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>The Arkansas State Library Traveler Program is a portal of online magazines, books, encyclopedias, databases and other resources in which parents and students can research current events, science, business, health, notable people, hobbies, and much more from your home computer. Beginning in the 2011-2012 school year, ARVA plans to add this to the online resources available to our parents and students. 76% feel that the Traveler Program would be beneficial and 22% requested technical training on how to use the program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Alyssa Gordon	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>Develop a lending library that contains hard copies of parenting materials and online access to parenting materials. In a 2011 survey, 64.4% of parents requested parenting materials be offered in a hard copy and online format. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Alyssa Gordon	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>
<p>ARVA teachers will provide the opportunity for K-8 students to participate and compete in a virtual science fair that will involve the planning and implementation of their own scientific inquiry. This endeavor will incorporate the use of the scientific process, data analysis, and</p>	Leah Childress	<p>Start: 08/15/2011 End: 06/04/2012</p>	<p>ACTION BUDGET: \$</p>

<p>written and oral presentation, as well as meeting curriculum objectives for grades 7-8. Students will present their findings in a school-wide Elluminate session. Parents and students will be provided an online session which describes an overview of science fair procedures and expectations.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>				
<p>ARVA administration will reach out to statewide programs that would possibly interact with in coming kindergarten students. Programs such as Head Start, HIPYPY and Parents as Teachers, may have interacted with students and parents prior to enrolling in ARVA. Shared information between programs will enable ARVA teachers to provide additional support and services to these families. ARVA will also provide contact information for these programs to parents through links on school websites and the school newsletter.</p> <p>Action Type: Collaboration                  Action Type: Parental Engagement</p>	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To ensure that all ARVA students are performing at proficient or advance levels on the state exams.

Supporting Data:

1. An ACSIP Science Committee was formed to review data and make recommendations based upon their analytical review of pertinent data from the previous three years of Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). Based on data analysis of criterion-referenced items, open-response scores were lower than multiple choice outcomes for 5th grade students in most comparisons of science strand outcomes.
2. Based on data from three years of ACTAAP testing, students in 7th grade need to improve over the coming year. Discrepancies exist between multiple-choice success rates and open-response success across strands with with 3.6/3.8, 6.9/2.8, 7.2/4.9, and 7.6/3.6 outcomes for multiple-choice/open response scores within the strands of Nature of Science, Life Science, Physical Science, and Earth and Space Science, respectively.

Goal: To improve student academic performance and essential skill mastery in all areas of Science for grade 7.

Benchmark: Arkansas Virtual Academy 7th grade Students had Proficiency levels of 46%, 48%, and 53% in 2009, 2010, and 2011, respectively. For the 2011-12 school year, ARVA will have 60% of the 5th grade students proficient or advanced in Science.

Intervention: ARVA's highly-qualified teachers will provide comprehensive instruction in Science using scientifically-based curriculum and supplemental programs.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ARVA highly-qualified teachers will design and implement Elluminate sessions that will address areas of science aligned with the AR frameworks that focuses on articulating science through written expression. Using data from the Benchmark test scores from the April 2009-10 testing, ARVA teachers will design sessions to address areas of need based on the standards.</p> <p>Action Type: Collaboration                  Action Type: Technology Inclusion</p>	Lisa Williams, Academic Administrator	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
<p>Achievement Series formative assessments for each framework for grades 5 and 6 will be used by the ARVA's highly-qualified teachers</p>	Lisa Williams, Academic Administrator	Start: 07/01/2011 End:	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION \$

to help guide lesson plans for small group instruction. These assessments are aligned with Arkansas frameworks. Action Type: Alignment Action Type: Technology Inclusion		06/30/2012		BUDGET:
ARVA teachers will use Odyssey lessons aligned with the frameworks for instruction in Elluminate small group classrooms when necessary or appropriate for grades 7-8. Action Type: Technology Inclusion	Lisa Williams, Academic Administrator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
ARVA highly-qualified teachers will use Study Island lessons aligned with national standards for grades 7 and 8 for independent work or use in Elluminate small group classrooms. In addition, teachers will collect a portfolio of student's work each nine-week period that includes progress in Study Island Science requiring 7th students to earn 85% or more of their blue ribbons in their individual grade level. These requirements will build the student's portfolio for the year, and allow teachers to observe a student's progress throughout the year. Action Type: Technology Inclusion	Lisa Williams, Academic Administrator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Jett	Kindergarten Teacher and Testing Coordinator	Math and Parent Booster Committees
Classroom Teacher	Beth Moore	First Grade Teacher	ACSIP Leadership, Chair of Parent Booster, Literacy, and Parental Involvement Committees
Classroom Teacher	Desiree Rutter	Special Education Teacher	Chair of RTI, Literacy, Wellness, Health, and Safety, ACSIP Leadership, and Technology Committees
Classroom Teacher	Ginger Weaver	Second Grade Teacher	Chair of Fine Arts, ACSIP Leadership, Math, and RTI Committees
Classroom Teacher	Heather Stewart	Special Education Teacher	RTI, Literacy, and Wellness Committees
Classroom Teacher	Hollie Gumm	Title I Math Coach	Chair of Math, Parental Involvement, Science, ACSIP Leadership, and Wellness Committees
Classroom Teacher	Kelley Williams	Fourth Grade Teacher	Chair of Wellness, Health, and Safety, ACSIP Leadership, Literacy, and Technology Committees
Classroom Teacher	Leah Childress	7th and 8th Grade Teacher	ACSIP Leadership, Chair of Science Committee, Math, and Technology Committee
Classroom Teacher	Regina Moore	5th Grade Teacher	Chair of Literacy Committee, Chair of Technology Committee, Parental Involvement, Science, and ACSIP Leadership Team Committees
Classroom Teacher	Renee Bissell	6th Grade Teacher	Parental Involvement, Math, RTI, and Wellness
Classroom Teacher	Tammy Williams	3rd Grade Teacher	Wellness, Health, and Safety, RTI, Fine Arts and Literacy Committees
Classroom Teacher	Tracy Ragen	ARVA Teacher	ACSIP Leadership, Science, Math, and Technology Committees
Community Representative	Jerry Jones	Board Chair	ACSIP Leadership Committee
District-Level Professional	Scott Sides	Head of School	ACSIP Leadership Team, Parental Involvement, and Fine Arts Committees
Non-Classroom Professional Staff	Alyssa Gordon	Director of Parental Involvement	Parental Involvement Committee, Fine Arts Committee, Science Committee, Literacy Committee

Parent	Angela Murray	Parent	Parental Involvement Committee
Parent	Casey Kelley	Parent	Parental Involvement Committee
Parent	Diana Clark	Parent	Member of Science Committee
Parent	Jeanie Thacker	Parent	Parental Involvement Committee
Parent	Jodie Clements	Parent	Technology Committee
Parent	Kimberly Palazolo	Parent	Wellness, Health, and Safety Committee
Parent	Misty Mathes	Parent	Math Committee
Parent	Sharon Collins	Parent	Literacy Committee
Principal	Lisa Williams	Academic Administrator	Chair of ACSIP Leadership, Literacy, and Technology Committees