

School Plan

Arkansas Virtual Academy K-6

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: K-6

Title I: Title I Schoolwide

School Improvement: MS

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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 items in literacy (reading), content (reading), practical (reading) content (writing), and style (writing) based on outcomes from 2010-2011 state benchmark exam.

Priority 3: Student Wellness

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

Priority 5: 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, Geometry, Measurement, and Data Analysis and Probability across all grades levels 3-6, as indicated by the 2010-11 state test scores and in problem solving and estimation for grades 1-2.

Priority 6: Science Improvement

Goal: To improve student academic performance and essential skill mastery in all areas of Science for grade 5.

Priority 7: 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 2: To improve the number of students performing at advanced and/or proficient levels on the state benchmark exam in Literacy.

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-reference items, open-response scores were lower than multiple choice outcomes across grades 3-6 in most comparisons of reading strand outcomes.
2. Based on data from three years of ACTAAP testing, students in 3rd grade had greatest difficulty with all strands of writing when compared to students in grades 4 through 6. Content and Style were most challenging with an average score of 3.8 in both strands in 2011. Students were most successful within the Usage strand, with an average score of 5.9.
3. Based on data from three years of ACTAAP testing, students in 4th grade made improvements in Literary multiple choice, Literary open-response Content and Style Writing when compared across years and made improvements in Literary multiple choice, Literary open-response, Practical open-response, and all components of writing in comparisons of 3rd grade scores in 2010 to 4th grade scores in 2011, while Practical open-response, Content open-response, Multiple Choice, and Practical multiple choice were slightly lower in 2011 compared to 2010.
4. Based on data from three years of ACTAAP testing, students in 5th grade scored similarly in Content multiple choice, Literary open-response, and in Content, Style, Sentence Formation, Usage, and Mechanics in writing. They made improvements in Content open-

Supporting
Data:

response, Practical open-response, and Practical multiple choice in 2011 when compared to 2009. They performed better in 2009 on Multiple-Choice writing and Literary multiple choice when compared to 2009 and 2010 outcomes. However, all strands of writing were improved in comparisons of 3rd grade scores in 2009 and 4th grade scores in 2010.

5. Based on data from three years of ACTAAP testing, students in 6th grade made improvements in Practical multiple choice, Content open-response, Literary open-response, and Practical open-response and in Content, Style, Sentence Formation, and Mechanics. They scored similarly in Usage for writing. Students scores in Content multiple choice, Literary multiple choice and Style were slightly lower in 2011 when compared across years; however, Content open-response, Literary open-response, Practical open-response, and all components of writing increased when compared with 5th grade scores of 2010 and 4th grade scores of 2009.

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 items in literacy (reading), content (reading), practical (reading) content (writing), and style (writing) based on outcomes from 2010-2011 state benchmark exam.

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 K-6 will meet or exceed an AMO of 85 percent of the students proficient in literacy for the 2011-2012 school year, and students in 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. http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp Summary report: www.nationalreadingpanel.org/Publications/summary.htm 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 Elementary 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 grade-level 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"> ● Administrative Staff ● Computers ● District Staff ● Teachers 	ACTION BUDGET: \$
ARVA teachers will utilize Elluminate, an online, web-based meeting tool providing real-time online learning opportunities and collaboration providing enhanced learning experiences, increased retention, and improved completion rates. In this regard, ARVA is leveraging technology to teach	Lisa Williams, Academic Admin.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers ● Teaching Aids 	ACTION BUDGET: \$

<p>students in the type of environment and technology-rich workplace within which they will likely be required to function as adults. 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: Technology Inclusion</p>				
<p>Students are required to obtain 80% mastery of content within each lesson and unit through on and offline assessments before advancement within that subject. Teachers monitor mastery of content on a regular basis and provide students needed interventions when appropriate. 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"> • Computers • Performance Assessments • Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>Teachers will receive professional development 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. 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"> • District Staff • Outside Consultants • Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>Teachers will have a designated weekly planning time for tasks such as 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 education teachers and administration, discuss instructional effectiveness, and collaborate on strategies for success. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity 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"> • Administrative Staff • Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>Each student in grades 3-6 will take a diagnostic pretest and post test using the Scantron Performance Series, an online, computer-adaptive test, within a designated two week time frame at the beginning and end of the year to determine the proficiency level of the students across a range of subjects, including literacy. The Scantron assessment is aligned with</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	<p>..... ACTION BUDGET: \$</p>

<p>national specific standards. Scantron assessments provide a unique combination of standards-based and computer-adaptive diagnostic testing. Utilizing Scantron at the start of the school year will provide teachers a diagnostic description of a student's performance within the area of literacy. The information from the assessment will be used to develop and modify learning plans to individualize instruction for students and determine if formative assessments are needed for short or long term goals. For example, teachers will use the results from the Scantron assessment to create group-level instructional sessions that focus on areas of weakness or to develop additional assignments that provide remediation for students with deficiencies. Teachers can develop additional formative assessments, as needed, through Scantron based on the initial results. A post-test is administered each spring to measure academic gains. Using the Scantron test as an interim assessment tool will allow teachers to have a snapshot of each student's performance within the area of literacy. Based on the pre and post Scantron Performance series assessments, on average, for the 2010-11 school year, ARVA students in grades 3rd through 8th grade made scale score gains across all grades: 3rd - 172 scale score gains 4th - 95 scale score gains 5th - 113 scale score gains 6th - 66 scale score gains 7th - 26 scale score gains 8th - 56 scale score gains See supporting document on ARVA Scantron Performance Series Analysis for more detailed information.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>The Scantron Literacy Achievement Series is a formative assessment that the teacher or special education teacher can use, as needed, for targeted students in grades 3-6 whose Benchmark scores show a deficit in literacy. If the student scores less than 80% on the formative assessment, students will have a one-on-one or small group session with a teacher, and a short, post-formative assessment can be used to ensure mastery of the framework. The data</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Computers ● Performance Assessments ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>from the formative assessments will inform the one-on-one or small group instruction. The teacher will communicate with the parent, student, and classroom teacher regarding progress on a weekly basis when needed. Action Type: Alignment Action Type: Technology Inclusion</p>				
<p>All students in grades K-6 will use Study Island, which is a 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 can utilize this information to develop skill-specific assignments within Study Island. Action Type: Alignment 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"> ● Computers ● Performance Assessments ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</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 2010-2011 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, such as Study Island, are utilized to provide students additional opportunities to improve in deficient areas. Parents and students, when applicable, will be an active participant 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 during parent conferences throughout the year. 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"> ● District Staff ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students in grades 3-6 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</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Computers ● Performance Assessments ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>will be written into the AIP for each student. Study Island will be utilized as a school level Tier II intervention as a method to close the achievement gap between different levels of learners. Student engagement and performance will be monitored and measured through weekly systems-generated reports. Teachers can utilize this information to develop skill-specific assignments within Study Island. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>HeadSprout, a research-based Early Reading web-based program, is a Tier I action for students in K-1. Second grade students are provided with HeadSprout as a Tier II intervention for those scoring "not developed" on the QELI and for those who score below the benchmarks on a DIBELS Benchmark Assessment during fall, winter, or spring testing. HeadSprout is an interactive, online, web-based program that supports the K-12 PhonicsWorks curriculum for K-1 students. It is intended to re-teach, reinforce, and allow for repetition of skills to gain mastery. It is comprised of 80 online lessons or episodes. Once a student completes the 80 episodes, it is expected that he/she has the phonetic skills to read at a 1.9 level. Next, students work to build fluency with the companion readers and built-in activities. Progress is determined and monitored by the administration of Benchmarks by a highly-qualified teacher. This is administered, as needed, after episodes and scored by the highly-qualified teacher after listening to the child read the benchmark based on the total number of words in story, total number of words read correctly, and percent of words accurately read. 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"> ● Computers ● Performance Assessments ● Teachers ● Teaching Aids 	<p>----- ACTION BUDGET: \$</p>
<p>DIBELS is a preventative approach where highly-qualified teachers screen all students in grades K-2 for signs of risk in literacy. 3rd-6th grade teachers have access to and will use DIBELS when applicable with identified students. ARVA highly-qualified K-2 teachers will administer DIBELS benchmarks to students in grades K-2 in the fall, winter, and spring as a diagnostic</p>	<p>ARVA Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids 	<p>----- ACTION BUDGET: \$</p>

<p>measure and in an effort to close the achievement gap by identifying those students at risk. DIBELS assessments are scored, then plans are developed by the teacher and parent for students using the, "I've DIBEL'd What Now" book with activities to remediate those at risk. Students identified as not meeting expectations for success will receive additional interventions such as HeadSprout, resources from www.starfall.com and additional resources that teachers have on file. Progress monitoring will continue throughout the year, as needed, with identified students until the student is deemed no longer at risk, as determined by their performance on DIBELS assessments. The program will be evaluated by comparing year-over-year student data from norm-referenced exams. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Intensive Reading Plans (IRI) will be developed and utilized with students in grades K-2. Students in kindergarten who present a substantial deficit in reading through the QUELI Early Learning Inventory will have an IRI developed through collaboration between the teacher and parent. Students in grades 1-2 will be identified using the prior year's norm-referenced test scores or DIBELS scores and an IRI will be developed through a collaborative effort between the teacher and parent. Dynamic Indicators of Basic Early Literacy Skills will be used to assess all students with an IRI. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Lisa Williams</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>MARK12 Reading is a three-stage course for students in the third to fifth grades who are reading two or more grades below grade level, provided by k-12 curriculum. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games;</p>	<p>Lisa Williams</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>..... ACTION BUDGET: \$</p>

<p>adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.^</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 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>Scott Sides, Head of School</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>Title I - Materials & Supplies: \$20643.06 Title I - Purchased Services: \$850.00</p> <hr/> <p>ACTION BUDGET: \$21493.06</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. In addition, K-2 is collecting written work samples each quarter.</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 08/15/2011 End: 05/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$21493.06</p>

- Priority 3: To improve the number of students and families making healthy and child-safe decisions.
1. 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.
 2. The 2008-2009 School Health Index Evaluation (SHI) was completed on 8-21-08 with focus on physical activity and nutrition. ARVA scored High (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.
 3. 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 At Risk for Overweight or were Overweight. There were no identified homeless children during the 2007-2008 inaugural school year at ARVA.
- Supporting Data:
- Goal: To provide opportunities for students and parents to gain information about healthy lifestyle choices, provide exposure to organized physical activity, 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.

Intervention: ARVA teachers and staff will provide research-based information regarding healthy lifestyle and general wellness to students and families through a variety of means in order to increase the overall health and wellness of the ARVA learning community.				
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. http://www.surgeongeneral.gov/topics/obesity/ 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" www.edweek.org published Sept. 21, 2004. "The Role of Schools in Preventing Childhood Obesity", President's Council on Physical Fitness 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 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: Parental Engagement Action Type: Wellness	Cheli Stafford, Dir. of Operations	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
All students k-6 will receive 90 minutes of physical education and 60 minutes of 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 Admin.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
ARVA will utilize www.healthteacher.com to provide physical education and health lessons that are aligned with Arkansas frameworks for grades k-6. Action Type: Technology Inclusion Action Type: Wellness	ARVA Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$

<p>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</p>	<p>Kelley Williams, Chair of Wellness Committee and Cheli Stafford, Dir. of Operations</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>An annual survey will be conducted with ARVA staff, families and students to determine if the information provided throughout 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: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Kelley Williams</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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 a light breakfast and light snacks. Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Lisa Williams</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$998.00 ACTION BUDGET: \$998</p>
<p>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. 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: Collaboration Action Type: Wellness</p>	<p>Desiree Rutter, Member of Wellness Committee</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p>	<p>Lisa Williams</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$998</p>
<p>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.</p>				
<p>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</p>				

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 and other ARVA personel attending events.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
Counseling and referral services will be available, as needed, for students at risk of violent behavior, illegal drug use, or who may be 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 students and families in prior years due to a lack of necessity. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Cheli Stafford, Director of Operations	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
We will send out information three times a year on continued safety measures in the areas of online safety, drug safety, bullying, etc. Action Type: Parental Engagement Action Type: Wellness	Kelley Williams, Chair of Wellness Committee and Cheli Stafford, Dir. of Operations	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Central Office Community Leaders District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Improve the number of students performing at proficient and/or advance on the state benchmark exam.

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-reference items, open response scores were lower than multiple choice outcomes across grades 3-6 in most cases across all strands.
2. Based on data from three years of ACTAAP testing, students in 3rd grade averaged 5/8 in multiple choice and 3/8 in open response for Numbers and Operations, 5/8 in multiple choice and 3/8 in open response for Algebra, 5/8 in multiple choice and 2/8 in open response for Geometry, 4/8 in multiple choice and 3/8 in open response for Measurement, and 5/8 in multiple choice and 1/8 in open response for Data Analysis and Probability. Consistently, students did not perform as well on open response as on multiple choice items in all strands.
3. Based on data from 2009-2010 and 2010-2011 ACTAAP testing, students in 4th grade averaged 7/9 and 6/8 respectively in multiple choice and 3/8 both years in open response for Numbers and Operations; 7/9 and 6/8 respectively in multiple choice and 3/8 and 4/8 respectively in open response for algebra; 5/8 both years in multiple choice and 2/8 and 3/8 respectively in open response for Geometry; 5/7 and 5/8 respectively in multiple choice and 3/8 and 4/8 respectively in open response for Measurement; 5/7 and 6/8 respectively in multiple choice and 5/8 and 4/8 respectively in open response for Data Analysis and Probability. Multiple-choice outcomes were better than open-response across years, but most notably in Number and Operations and Algebra.
4. Based on data from 2008-2009, 2009-2010, 2010-2011 ACTAAP testing, students in 5th grade averaged 7/9, 7/9, and 5/8 respectively in multiple choice and 4/8, 3/8, and 2/8 respectively in open response for Numbers and Operations; 6/9, 7/9, and 5/8 respectively in multiple choice and 5/8, 4/8, and 4/8 respectively in open response for Algebra; 6/8 for all three years in multiple choice and 3/8, 2/8, and 2/8 respectively in open response for Geometry; 5/7, 5/7, and 5/8 respectively in multiple choice and 3/8, 4/8, and 3/8 respectively in open response for Data Analysis and Probability. Most notably, discrepancies exist between multiple-choice scores and open response scores for the Numbers and Operations and Geometry strands, respectively.

Supporting Data:

- Based on data from 2007-2008, 2008-2009, 2009-2010, and 2010-2011 ACTAAP testing, students in 6th grade averaged 7/9, 7/9, 6/9 and 5/8 respectively in multiple choice and 5/8, 4/8, 4/8 and 3/8 respectively in open response from Numbers and Operations; 7/9, 7/9, 6/9 and 5/8 respectively in multiple choice and 5/8, 5/8, 3/8 and 3/8 respectively in open response for Algebra; 4/8, 5/8, 5/8 and 5/8 respectively in multiple choice and 2/8, 3/8, 3/8, and 3/8 respectively in open response for Geometry; 4/7, 5/7, and 5/8 respectively in multiple choice and 2/8, 4/8, 4/8, and 3/8 respectively in open response for measurement; 5/7, 6/7, 6/7, and 5/8 respectively in multiple choice and 5/8, 5/8, 4/8, and 3/8 respectively in open response for Data Analysis and Probability. Discrepancies between multiple-choice and open-response outcomes were most pronounced within Number and Operations and Geometry.

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, Geometry, Measurement, and Data Analysis and Probability across all grades levels 3-6, as indicated by the 2010-11 state test scores and in problem solving and estimation for grades 1-2.

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 K-6 will meet or exceed an AMO of 85.00 percent proficient in Mathematics for the 2011-2012 school year, and students in grades 6-8 will meet or exceed AMO of 82.28 percent proficient in Mathematics for the 2011-2012 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/Integrated_Platform_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/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
The Arkansas Virtual Academy Elementary 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-specific math intervention teams that meet on a regular basis, ARVA teachers work to address any alignment gaps that may exist. 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"> Administrative Staff Computers Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
TITLE 1 SCHOOL WIDE (3, 9)ARVA teachers and the Title I Math Coach	Lisa Williams, Academic	Start: 07/01/2011	<ul style="list-style-type: none"> Administrative Staff 	

<p>will utilize Elluminate, an on-line web-based meeting tool, providing 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. See supporting link for impact of use of Elluminate. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Admin.</p>	<p>End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Computers ● Teachers ● Teaching Aids ● Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>New students enrolling in Arkansas Virtual Academy are given Scantron Performance tests to determine appropriate level of placement within the curriculum. ARVA Academic Administrator and Administrative Associate will use those results as well as previous standardized test scores, school records, and anecdotal information to place students in the educationally appropriate math course. 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"> ● Administrative Staff ● Teachers ● Title Teachers 	<p>ACTION BUDGET: \$</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 Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Computers ● Performance Assessments ● Teachers 	<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 2010-2011 Benchmark data and a teacher survey. 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"> ● Administrative Staff ● Outside Consultants ● Teachers ● Title Teachers 	<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 math, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPs), plan flexible groups</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers ● Teaching Aids ● Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>(equity), collaborate with 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>TITLE SCHOOL WIDE (J. 1.2.6. AND 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 Action Type: Parental Engagement Action Type: Professional Development 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"> • Administrative Staff • Community Leaders • Computers • Teachers • Title Teachers 	<p>----- ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (J.8 AND 9): Each student in grades 3-6 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 including math that correspond with AR specific standards. Scantron assessments provide a unique combination of standards based formative assessments and computer adaptive diagnostic testing. Utilizing Scantron tests 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 the 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</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids • Title Teachers 	<p>----- ACTION BUDGET: \$</p>

<p>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. ARVA 3rd graders gained, on average, 179 scaled score points. 4th graders gained, on average, 143 scaled score points. 5th graders gained, on average, 141 scaled score points. 6th graders gained, on average, 83 scaled score points. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Each student in grades 3-6 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. ARVA 3rd graders gained, on average, 179 scaled score points. 4th graders gained, on average, 143 scaled score points. 5th graders gained, on average, 141 scaled score points. 6th graders gained, on average, 83 scaled score points. Action Type: Collaboration 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"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>All students in grades K-6 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 develop skill specific assignments within Study Island. 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"> • Computers • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>Working collaboratively, ARVA teachers, special education teachers, Academic Administrator, and Title I Math Coach will analyze the 2010-2011 Arkansas Benchmark Scores to determine each student's area of strengths and deficiencies and will develop</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>..... ACTION BUDGET: \$</p>

<p>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: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>				
<p>Students in grades 3-6 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 II intervention as a method to close the achievement gap between different levels of learners. 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"> ● Computers ● Teachers ● Teaching Aids ● Title Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>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"> ● Administrative Staff ● Computers ● Teachers ● Teaching Aids ● Title Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>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</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Community Leaders ● Title Teachers 	<p>..... ACTION BUDGET: \$</p>

<p>sessions will be held for new enrolling families as needed. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>The ARVA general education teachers, Title I Math Coach, and ARVA staff will use Title I funds for the use of 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 student/parent involvement in all educational and school activities. Action Type: Parental Engagement 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"> • Administrative Staff • Central Office • Teachers • Title Teachers 	<p>Title I - Purchased \$2000.00 Services: ----- ACTION BUDGET: \$2000</p>
<p>The administrator and/or general education teachers will distribute and collect the signed copies of the Student, Parent, Teacher Compact for all ARVA students participating in the Title 1 Math program. 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"> • Central Office • Title Teachers 	<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 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</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>Title I - Purchased \$850.00 Services: Title I - Materials & Supplies: \$20643.06 ----- ACTION BUDGET: \$21493.06</p>

<p>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>Title I 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. This training will include sources such as Texas Instruments, NCTM, and on-site professional development. See district plan. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Hollie Gumm, Title 1 Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE: ARVA Teachers and the 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. Action Type: Program Evaluation 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"> • Performance Assessments • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (J.2, 10): Using Benchmark scores, IXL math data, Scantron gains reports from 2010-11, the Arkansas Virtual Academy Elementary school 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 for math, literacy, and science. These Title I funds will be used to pay for the site licenses for Odyssey math accounts for highly qualified teachers and IXL math site licenses. 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"> • Administrative Staff • Teachers • Title Teachers 	<p>Title I - Purchased \$11935.38 Services: ACTION BUDGET: \$11935.38</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</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>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</p>				
<p>ARVA highly-qualified teachers will design and implement Elluminate sessions that will address areas of math aligned with the AR frameworks that focus 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 Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Scott Sides, Head of School</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$2454.00 Title I - Materials & Supplies: \$2454.00 Title I - Employee Salaries: \$24410.00 Title I - Employee Benefits: \$6390.00 ACTION BUDGET: \$35708</p>
<p>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 progress throughout the year. In addition, K-2 is collecting</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>ACTION BUDGET: \$</p>

math fluency work samples each quarter. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion				
TITLE 1 SCHOOL WIDE(J.9.): The ARVA teachers and Title I Math Coach will utilize Odyssey Math as an additional tool for students who may benefit in grades K-6 to design and implement Elluminate sessions that will address areas of need. Action Type: Parental Engagement Action Type: Title I Schoolwide	Hollie Gumm, Title I Math Coach	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$71136.44

Priority 6: 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-reference 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 5th grade need to improve over the coming year. Descrepancies exist between multiple-choice success rates and open-response success across strands with with 3.4/3.1, 6.4/6.6, 7.5/ 1.7, 6.8/2.3 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 5.

Benchmark Arkansas Virtual Academy 5th grade Students had Proficiency levels of 55%, 35%, 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
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 2010-11 testing, ARVA teachers will design sessions to address areas of need based on the standards. Action Type: Collaboration Action Type: Technology Inclusion	Lisa Williams	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Achievement Series formative assessments for each framework for grades 5 and 6 will be used by the ARVA's highly-qualified teachers to help guide lesson plans for small group instruction. These assessments are aligned with Arkansas frameworks. Action Type: Program Evaluation	ARVA Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
ARVA teachers will use Odyssey lessons aligned with the frameworks for instruction in Elluminate small group classrooms when necessary or appropriate for grades K-6. Action Type: Technology Inclusion	ARVA Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

<p>ARVA highly-qualified teachers will use Study Island lessons aligned with national standards for grades 5 and 6 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 5th/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 These standards are derived from the National Science Education Standards by the National Academy of Sciences, the Benchmarks for Science Literacy by the American Association for the Advancement of Science, and the National Assessment of Educational Progress Science Framework by the Department of Education. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>ARVA Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

- Priority 7: Arkansas Virtual Academy will engage parents schoolwide 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 To establish a baseline that will be used to measure growth in participation in parental involvement activities.

<p>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.</p>				
<p>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.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>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</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2011</p>		<p>ACTION BUDGET: \$</p>

<p>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</p>				
<p>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: Parental Engagement Action Type: Title I Schoolwide Action Type: Title I Target Assistance</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>
<p>TITLE 1 Building Parental Capacity: 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: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>
<p>PARENTAL ENGAGEMENT: 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</p>	<p>Beth Moore</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>

<p>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>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>	Beth Moore	<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>	Beth Moore	<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>	Lisa Williams	<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-</p>	Alyssa Gordon	<p>Start: 08/15/2011 End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>

<p>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% 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 Action Type: Program Evaluation</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</p>	Lisa Williams	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
<p>Copies of the ADE Refrigerator Curriculum documents for grades K-6 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</p>	Alyssa Gordon &	Start: 08/15/2011		

<p>including messages posted on the online school (OLS), school websites (http://portaportal.com, http://www.k12.com/arva/, http://arva.k12start.com), 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>	<p>Cheli Stafford</p>	<p>End: 06/04/2012</p>		<p>ACTION BUDGET: \$</p>
<p>The Arkansas Virtual Academy 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>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<ul style="list-style-type: none"> • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>ARVA will collect signature pages from parents and 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>	<p>Jazmyne Cromwell</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<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>	<p>Alyssa Gordon</p>	<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</p>	<p>Alyssa Gordon</p>	<p>Start: 08/15/2011 End: 06/04/2012</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

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				
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	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
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	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012	<ul style="list-style-type: none"> • Public Library • Title Teachers 	ACTION BUDGET: \$
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: Program Evaluation Action Type: Title I Schoolwide	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012	<ul style="list-style-type: none"> • School Library • Title Teachers 	Title I - Materials & Supplies: \$400.00 ACTION BUDGET: \$400
ARVA administration will reach out to statewide programs that would possibly interact with in coming kindergarten students. Programs such as Head Start, HIPPY 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. Action Type: Collaboration Action Type: Parental Engagement	Alyssa Gordon	Start: 08/15/2011 End: 06/04/2012		ACTION BUDGET: \$
Total Budget:				\$400

- Planning Team

Classification	Name	Position	Committee
Business Representative	Jerry Jones	Board Member	ACSIP Leadership Committee
Classroom Teacher	Amy Jett	Kindergarten Teacher	Parent Booster and Math Committees
Classroom Teacher	Beth Moore	Parental Involvement Coordinator and First Grade Teacher	Chair of Parent Booster, ACSIP Leadership, Literacy, and Parental Involvement Committees
Classroom Teacher	Desiree Rutter	Special Education Teacher	Chair of RTI and member of Literacy, Wellness, Health, and Safety, ACSIP, 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	Member of RTI, Literacy, and Wellness Committees
Classroom Teacher	Hollie Gumm	Title I Math Coach	Chair of Math, ACSIP Leadership, Health, Wellness, and Safety, Science, and Parental Involvement Committees
Classroom Teacher	Kelley Williams	4th 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, 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	Math, RTI, and Parental Involvement Committees
Classroom Teacher	Tammy Williams	3rd Grade Teacher	Wellness, Health, and Safety, RTI, Fine Arts, and Literacy Committees
Classroom Teacher	Tracy Ragen	6th and 7th Grade Teacher and Administrative Associate	ACSIP Leadership, Science, Math, and Technology Committees
District-Level Professional	Scott Sides	Head of School	ACSIP Leadership Team, Parental Involvement, and Fine Arts Committee
Non-Classroom Professional Staff	Alyssa Gordon	Director of Parental Involvement	Chair of Parental Involvement, ACSIP Leadership, Parent Booster, Science, and Fine Arts Committees
Parent	Angela Murray	Parent	Parental Involvement Committee
Parent	Casey Kelly	Parent	Parental Involvement Committee
Parent	Diana Clark	parent	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