



Arkansas Virtual Academy

2018-19 School-Level Improvement Plan

Middle School: 6-8

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Culture

School Mission & Vision

The ARVA school mission and vision is expressed through the completion of our branding pyramid. This pyramid highlights our belief, core values, who we are, what we do, and the branding codes or terms that we hope to lean into with all marketing efforts. Currently the mission and vision statements are in draft form, awaiting final revision from the administration team and board approval.



Mission & Vision Implementation

Summer 2018:

- Returning teachers, staff, administrators and all office personnel will complete a book study over “The Fred Factor” which highlights customer care and building of relationships. All ARVA teachers, staff, office personnel, and administrators will participate in discussion boards through the ARVA SharePoint page.
- All new hires will be provided with a copy of “The Fred Factor”. This will serve as a discussion focus for new staff and their mentors.
- All applicants and interviewees will receive a copy of the branding pyramid and it will serve as a discussion and question starter for interviews and final employee selection.

SY 18-19:

- Finding a Fred: ARVA admin will highlight a found Fred at every PD. This will help to encourage our staff to continue their journey toward more quality relationships with peers and students. Additionally, we’ll have a Fred element for each PD time together.
- Similarly, teachers will push Fred concepts in their homeroom classes and be on the lookout for Freds in their own students. They’ll highlight these Fred Findings throughout the year in their classrooms. Additionally, the AA will send notes to each Fred identified encouraging them to keep up the great work!
- Each face to face PD will also focus on an element of the pyramid to build those skills. Example—Resilience. We’ll train and provide resources for teachers to be able to handle difficult task lists, prioritizing, and utilizing their team.
- Mission and Vision: The new and improved mission and vision statements will appear on everything! Teachers will be inundated with these statements. We’ll provide pens, notebooks, slide sets, etc. to ensure that the mission and vision is consistently in front of teachers. And we’ll discuss it every time we are together face to face. Principals will place it on opening slides of staff meetings. In short, it will be everywhere.

What about the 3Rs?

Rigor, relevance, and relationships are build into our branding pyramid, and into our mission statement. We’ll continue with these three pillar words and streamline our mission overall with the use of the pyramid model.

School Leadership

Potential and current school leaders are identified, trained in instructional leadership, and regularly provided detailed and timely performance feedback throughout the school year. The Opportunity Growth Model for Leaders is a new plan that is mirrored with our instructional staff as well. The teacher model helps to build leaders among our teaching staff for possible movement to administrative roles.

School Community Plan

The school will instill a sense of community among students and families by offering various opportunities for students to meet teachers and other students face to face. Below is a tentative schedule of ARVA outings and events:

EVENT	DATE
Summer events across the state	July (TBD)
Booster Meeting (online)	September (TBD)
Booster Meeting (online)	October (TBD)
Whole-school Staff-sponsored outings across the state	Fall (TBD)
Barnes & Noble Book Fairs X 3 locations	September (TBD)
Booster Meeting (online)	November (TBD)
Whole-school Staff-sponsored outings across the state	Late Fall (TBD)
Booster Meeting (online)	December (TBD)
Winterland of Gingerbreads X 2 locations	December (TBD)
Booster Meeting (online)	January (TBD)
Booster Meeting (online)	February (TBD)
Whole-school Staff-sponsored outings across the state	Early Spring (TBD)
Booster Meeting (online)	March (TBD)
Whole-school Staff-sponsored outings across the state	Late Spring (TBD)
Capitol Day	Spring (TBD)
Booster Meeting (online)	May (TBD)
ARVA Jr./Sr. Prom	May 2018 (TBD)
K-8 Year End Celebration	May 2018 (TBD)
ARVA HS Graduation	May 2018 (TBD)

School Communication Plan

All staff is expected to follow the general communication policies below. Specific policies, based on roles, are listed below the general communication policy.

- Maintain a professional tone with families and staff throughout all verbal and written communication
- Return all phone calls & email communications within 48 hours
- Follow up on Pulse Check Survey responses, as assigned

Academic Administrator/Principals

- Post school/district announcements and information
- Contact parents with concerns or questions escalated from homeroom
- Address compliancy concerns
- Monitor incoming and outgoing communications between school and home

Homeroom Teacher

- Maintain regular communication with all parents/students
- Send welcome letter within 1 day of student entry to homeroom
- Make Student Connection call within 5 days of student entry to homeroom
- Email weekly newsletter (announcements, reminders, students of the week, etc.)
- Be the first point of contact for families
- Relate serious family issues to Principal
- Complete 8 conferences a week on average, ensuring that each student receives a conference every 4-6 weeks.
- Conduct FAST communication based on need (**Advisors** in HS)
- Hold one weekly homeroom, community building, informational session
- K-8: Conduct ILP conferences and keep the documents up to date

Content Teacher

- Maintain regular communication with all parents/students
- Use Blackboard Connect to have students complete class-related tasks
- Hold open office hours/help sessions per course, as needed
- Hold Parent Teacher conferences as directed
- K-8 always/HS once a student is in FAST: Contact/Escalate incidents of missed required CC sessions as needed
- Grades 3-12: Provide corrective feedback to students on assignments in a timely manner

Special Education Teacher

- Conduct early Student Connection calls
- Conduct parent orientation sessions (new and returning)
- Complete 3 conferences a week on average (minimum 5/week), ensuring that each student receives a conference every 4-6 weeks.

FASTeam Coordinator

- Post and send school/district announcements and information
- Conduct early Student Connection calls
- Conduct parent orientation sessions (returning)
- Walk to Class calls as assigned
- Distribute school newsletters
- Post weekly updates on the website for Parents/Students
- Hold Tier 2, 3, and 4 family meetings throughout the school year
- Maintain regular contact with all students in the FAST program as instructed
- Utilize Strong Start Website to communicate outings, upcoming testing dates, etc.
- Monitor incoming and outgoing communications between school and home
- Manage and assign Pulse Check Follow Up Calls

Engagement Coach (EC)/Family Academic Support Liaison (FASL)

contact should be made within 48 hours of referral by phone or email. Verbal communication is expected weekly at a minimum. Contact should be reattempted weekly until referral reason is resolved.

Family Resource Coordinator (FRC) this is dependent upon situation and needs and includes phone and email with the family or contact with appropriate agency such as DHS. Verbal communication is preferable to email when possible and follow up communication should occur bi-weekly at a minimum until referral reason is resolved.

Family Compliancy Liaison (FCL) this is dependent upon number of days missed in total, whether or not the days are consecutive, and whether the student has had a previous truancy referral. Contact should go out to families via email and phone. Follow up communication should occur whenever there is a change in truancy status.

School Engagement Plan

COMMUNITY & FAMILY ENGAGEMENT

Strategy: Create community partnerships to utilize all available resources to better serve the needs of children/families and share in the responsibility for effective schools.			
<i>Action Steps</i>	<i>Responsible Party</i>	<i>Evaluate Effectiveness</i>	<i>Timeline</i>
Train school leadership to utilize the assets of school communities, develop partnerships with community organizations, businesses and agencies to support student learning, and address unmet needs of families	HOS to coordinate implementation with Academic Admin. and FAST Coordinator	List of committed sponsors Sponsors receive school certificates and recognized at the end of the school year Outing Collaboration	July 2017- August 2017
Conduct a Learning Coach survey to provide data for schools to use in planning parent engagement improvement efforts. Send survey beginning and end of year.	FAST Coordinator	Parent Survey Conducted	August 2017, May 2018
Conduct monthly LC Town Hall meetings to encourage engagement/discuss any issues, upcoming events, etc.	Principals	Survey sent to participants in Town Hall	August 2017-July 2018
Facilitate monthly Booster meetings for parents to discuss strategies for family engagement, fundraising for school events, teacher appreciation, and outings	Booster Facilitator, FAST Coordinator	Increase in participation/frequency of LC/Booster sponsored events	August 2017-July 2018
Facilitate school-wide outings throughout the year to encourage family participation/engagement	FAST Coordinator will coordinate with AA, Principals, and staff	Family participation at events	August 2017-July 2018

STUDENT ENGAGEMENT

Strategy: Involve every student on every slide during every Class Connect Session.

<i>Action Steps</i>	<i>Responsible Party</i>	<i>Evaluate Effectiveness</i>	<i>Timeline</i>
Teach Like A Champion- revisit strategies (or provide study for new virtual teachers) each week	Principals/IC	Monthly Strategies Monthly Evaluation of the use of Strategies; highlight during staff meetings, on shared docs, and in weekly meetings	August 2017- May 2018

Strategy: Implement a strategic plan for identifying and supporting students who are at risk.

<i>Action Steps</i>	<i>Responsible Party</i>	<i>Evaluate Effectiveness</i>	<i>Timeline</i>
Train teachers in identifying and addressing the needs of at-risk students within the school.	AA, Principals FAST Coordinator (engagement)	Biweekly Data Meetings Monitoring student movement from Red to Yellow to Green Increase in student engagement and grades	August 2017- May 2018
Train teachers on the framework of RTI and our school's manual.	RTI Coordinator, Special Programs Manager, Principals	Training of RTI teachers during PD Continual training throughout school year to ensure model is being followed	August 2017-May 2018
Train teachers on identifying and escalating students to the FASTeam Referral program based on engagement protocol	FAST Coordinators	Biweekly FAST Trackers	August 2017-May 2018



Assessment Plan

Assessment Plan

The school will utilize a variety of methods or tools used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. The school's assessment plan will include readiness, interim, benchmark, and/or summative assessment tool(s) as well as a master calendar of all testing windows aligned to each instructional cycle.

Assessment Plan - ARVA

SY 18/19 Plan - K-5						
Readiness (Universal Screener)	Kindergarten	1st	2nd	3rd	4th	5th
ELA	Star360	Star360	Star360	Star360	Star360	Star360
Math	Star360	Star360	Star360	Star360	Star360	Star360
Test Window (all student to test upon enrollment)	**Readiness for K-2 is also Interim I (9/3/18 - 9/28/18)**			Readiness testing window is the same		
Interim / Benchmark 1						
After instructional cycle 1 (Not to exceed 1 week)						
ELA	See Above	See Above	See Above	ACT Aspire	ACT Aspire	ACT Aspire
Math	See Above	See Above	See Above	ACT Aspire	ACT Aspire	ACT Aspire
Science only for EOC or EOI	n/a	n/a	n/a	ACT Aspire	ACT Aspire	ACT Aspire
History/Social Studies only for EOC or EOI	n/a	n/a	n/a	n/a	n/a	n/a
Grade band test window (Start date EndDate)	9/3/2018		9/28/2018	10/1/2018		10/5/2018
Interim / Benchmark 2						
After instructional cycle 2 (Not to exceed 1 week)						
ELA	Star 360	Star 360	Star 360	ACT Aspire	ACT Aspire	ACT Aspire
Math	Star360	Star360	Star360	ACT Aspire	ACT Aspire	ACT Aspire
Science only for EOC or EOI	n/a	n/a	n/a	ACT Aspire	ACT Aspire	ACT Aspire
History/Social Studies only for EOC or EOI	n/a	n/a	n/a	n/a	n/a	n/a
Grade band test window (Start date EndDate)	11/26/2018		12/21/2018	12/3/2018		12/7/2018
Interim / Benchmark 3						
After instructional cycle 3 (Not to exceed 1 week)						
ELA	Star 360	Star 360	Star 360	ACT Aspire	ACT Aspire	ACT Aspire
Math	Star360	Star360	Star360	ACT Aspire	ACT Aspire	ACT Aspire
Science only for EOC or EOI	n/a	n/a	n/a	ACT Aspire	ACT Aspire	ACT Aspire
History/Social Studies only for EOC or EOI	n/a	n/a	n/a	n/a	n/a	n/a
Grade band test window (Start date EndDate)	3/4/2019		4/5/2019	3/4/2019		3/8/2019
Interim / Benchmark 4 (If applicable)						
After instructional cycle 4 (Not to exceed 1 week)	Not Reporting					
ELA	Star360	Star360	Star360	Star360	Star360	Star360
Math	Star360	Star360	Star360	Star360	Star360	Star360
Science only for EOC or EOI						
History/Social Studies only for EOC or EOI						
Grade band test window (Start date EndDate)	5/6/2019		5/24/2019	5/6/2019		5/24/2019

Assessment Glossary

A

ACT Aspire:

ACT Aspire provides both interim (grades 3-10) and summative assessments. These assessments cover English, Reading, Writing (summative only), Math, and Science. Interim assessments are completed in the online platform at student homes, while summative assessments are completed face to face at sites throughout the state.

The ACT Aspire is best designated by its high DOK levels of questioning and ties to ACT college and career readiness standards.

B

BENCHMARK:

Used to guide and track learning by (1) evaluating where students are in their learning progress and (2) determining whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams.

Provides educators with data for instructional, predictive, and evaluative purposes, including:

- individual and collective student growth
- effectiveness of teaching practices, programs, and initiatives
- projection of whether a student, class, or school is on track to achieve proficiency benchmarks
- instructional needs of individual students
- aggregated data at critical points in the instructional cycle

Interims assess student mastery of the state standards and objectives taught throughout each instructional cycle, while **benchmark** assessments assess all grade-level standards and objectives. Instructional maps should be used to understand whether content not mastered on benchmark is because it has not yet been taught or taught but not learned.

D

DIBELS:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

In 2017, the Arkansas Department of Education allowed schools to verify reading fluency through other means, and while ARVA does not utilize DIBELS on a recurring basis, the assessment is still available for use in specific situations where a more detailed evaluation may be needed, such as for dyslexia placement or evaluation.

F

Formative:

Used on a daily basis during the instructional process to guide learning. It includes collecting detailed information through a variety of strategies used to improve instructional techniques and student learning while it's happening.

I

Interim:

See Benchmark

R

Readiness:

Used to determine a student's academic strengths, weaknesses, prior knowledge, and skills. Administered at the beginning of the school year or upon enrollment approval.

S

Star360:

Star 360 serves as the readiness assessment for all grades and as the state reported interim and summative assessment for grades K-2. Star 360 provides evaluation in reading literacy and math and, additionally, provides tools to predict ACT Aspire outcomes. Parent reports are available, as well as instructional resources for targeted instruction and remediation.

Summative:

Used to measure student learning at culminating points in a student's academic career, such as the end of project, unit, course, semester or school year. Summative assessments are often high-stakes assessments. Use of its data is evaluative versus instructional.

U

Universal Screener:

Given to all students in the beginning of the school year to determine student mastery of outlined goals, skill levels, mastery of intended content, and/or need for additional practice on foundational concepts (see MTSS/RtI guidelines and manual). A universal screener can also serve as a readiness assessment. However, not all readiness assessments meet the criteria to be classified as a universal screener.

USA TestPrep:

USA TestPrep provides a course and assessment-based question bank as well as instructional resources for teachers. This assessment tool is used largely for exit ticket creation at ARVA but is also utilized to emulate testing type situations and questions for student preparation. Grades 11 and 12, that do not have a state required interim, utilize USA TestPrep as an interim source.

Summative - State Test and Growth Measure (if applicable)						
ELA	Star360	Star360	Star360	ACT Aspire	ACT Aspire	ACT Aspire
Math	Star360	Star360	Star360	ACT Aspire	ACT Aspire	ACT Aspire
Grade band test window (Start date EndDate)				4/8/2019		5/10/2019



Instruction Plan

Instructional Mapping

The school will implement a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. This data will be updated quarterly by teachers and uploaded into a OneDrive folder that is shared with the principal, data intervention coordinators, and others on the leadership team who need access to data.

An addition to ARVA's mapping and planning tools will be the newly modified Big Teacher Workbook. This workbook will continue to house real-time exit ticket data, but will also now house course pacing guides, course calendars, state standards, ACT Aspire (or other applicable assessment) skills indicators, and DOK levels. Additionally, the workbook will now assist teacher in analyzing and planning for standards with the highest importance and DOK level inclusion for questioning.

Instructional Cycle

A predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need (Advanced, Proficient, Basic, and Below Basic).

Instructional Cycles + 3 Interim/Benchmark Assessments (Grades 3-12)																		
Semester 1																		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	
Onboarding & Readiness		Instructional Cycle & Assessment 1						A1 (Day 45)	Data Week	Instructional Cycle & Assessment 2						A2 (Day 90)	Data Week	
Semester 2																		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
Instructional Cycle & Assessment 3							A3 (Day 120)	Data Week	Instructional Cycle & Assessment 4				State Testing	State Testing	Instructional Cycle 4 cont.		Summative if applicable	

Instructional Framework

The scheduling structure that each school adopts ensures students are provided live and synchronous instruction in general and/or targeted sessions. Changes this year include a common homeroom time across schools and grade bands (where applicable) to provide time for assemblies and town hall activities. Additionally, every teacher has been provided 5 hours of planning time per week to allow for instructional preparation, self-reflection, and growth.

MTSS/RtI

RTI greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. It also provides more advanced curriculum and additional instructional time and intensity to those who

are proficient and need extended learning. With *RTI*, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities.

Goals of a RTI System include:

For the school and staff to provide effective teaching that fits the needs of each student.

For the school and staff to make sure the classroom environment is the best possible for every student.

To help all students meet grade level standards.

To use student data to identify students who may be struggling.

To provide interventions (“help”) as a natural, ongoing part of education that doesn’t wait until the student is struggling.

Grading Structure

School grading structure encompasses multiple measures of learning that can include (are not limited to) student assessments in online school, teacher-graded assignments, formative interim assessments, and participation.

Middle School Grades – SY 2018-2019

Uniform Grading Scale

Arkansas Virtual Academy parents or guardians shall be kept informed concerning the progress through course content and their student’s mastery of course content. The Online Middle School is the electronic platform where 6-8th grade students access courses and assessments. The OMS offers an ongoing report of a student’s academic progress. A parent or guardian may log on to the system at any time and view this information. If a parent wishes to have a printed version of academic and attendance information, a copy of the progress and attendance screens from learning coach landing page may be printed for the student. Students’ grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

6th – 8th Category and Grade Weighting

The grading policy for 6th – 8th grade and high school students is based on the state’s uniform grading scale as described in Arkansas Code Annotated §6-15-902. Adjustments will be made for special education students who have specified goals per an Individualized Education Program (IEP) or 504 Plan.

Your child’s score on the uniform grading scale for Art/Music will be as follows.

6-8 Online Middle School Classes Including: Art/Music	
Category	Weighting
Expected progress	100%

Definitions:

Grade Mark = A letter grade given to the student based on progress and mastery of curriculum along with class participation, work samples, and class assessments.

Quarterly Progress = A percentage of progress within the Online School during each of four nine week periods.

Grade Percentage = This percentage is determined by the amount of progress a student has shown in the Online School along with the expectations that may include, but is not limited to, class participation, work samples, and assessments, and follows the grading scale outlined in Arkansas code. The expected goal is that the student would complete the curriculum, thus making progress, at 80% mastery on courses in the Online School or total points earned divided by the total point value as a percentage on the new middle school platform. (see above table)

Mastery = Proficiency of course content demonstrated upon completion of a unit within the Online School.

Graded Activities for 6th-8th Middle School Platform Courses

Grades are determined based on how well a student performs on graded activities within each course. Graded activities include, but are not limited to:

- Practice Lessons
- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests

Some assignments are teacher graded and others are computer graded. During the semester, students and parents can always view grades in the grade book for each course. It is important to note that these grades are updated every time an assignment is graded.

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated. Teachers may enter zeroes for missing assignments on the day an assignment is due, or within one week of the due date.

Late Work Policy

Corrections will be handled by Teacher.

- **Teachers will enter a zero (0) for any assignment not completed after the due date has passed.**
- **The student will turn in all late assignments no later than two (2) weeks after the due date. Teacher-graded assignments will close after two (2) weeks and will no longer be accessible.**
- **Due date extensions can be granted on assignments under extreme circumstances but not past the late date.** It should never be assumed that these will automatically be granted. **Due date extensions must be requested before the due date of the assignment and on a school day.** Requests received on or past the due date, or on a non-school day will most likely not be granted.

Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass some courses without completing them.

The uniform grading scale for online school courses reflect the percentage of curriculum mastered at 80% or better over the course of one school year along with, but not limited to, class participation requirements, work samples, and assessments. The number of days enrolled, expected progress as required by any IEP or 504 plans, and the number of lessons mastered in the course will be included in the mastery calculation.

Please note: Health and Safety grades will be based upon required attendance hours met per semester.

As defined by law, the following grading scale shall be used by ARVA for students in grades 6-8:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=0-59%



Data Driven Instruction

Data Analysis Protocol

The school will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Data analysis is used to inform and evaluate each instructional cycle.

Data Action Plan and Accountability

Measurable action steps are developed in response to the data analysis. Action steps include SMART goals, instructional strategies, and a system for follow-up to monitor progress. Action steps will be implemented during each instructional cycle.

Instructional Mapping & Data Meeting Combo- Tool Used: Big Teacher Workbook 4.0 (Big Teacher Workbook 4.0 Includes: Standard Breakdown, Teaching Analysis Tab, ET Planning Tab, ET Suggestion Tab specifically pics are below)

The Big Teacher Workbook 4.0 will be used to:

- coincide with regularly scheduled meetings with the school's Data Intervention Coordinators. These meetings will be utilized to help teachers prioritize standards. Standards will be prioritized based on the weight allotted on the summative test and how our students performed on the summative assessment in the prior year.
- track priority standards and how often they are taught.
- track how students perform by class within each domain of that course's summative assessment.
- track how often specific domains are taught that align to the emphasis of importance based on summative assessment.
- track the number of times teachers use specific DOK levels in their Exit Tickets (Ex. how many DOK 1, DOK 2, etc.).
- analyze whether students are exposed to the appropriate number of the various DOK level questions based on how the summative assessment is weighted.
- track the number of exit tickets that have constructed responses, technology enhanced, or multiple-choice questions.
- analyze whether students are exposed to the appropriate amount of constructed response, technology enhanced, and multiple-choice questions based on how the summative assessment is weighted.

- track how often teachers assess specific domains.
- analyze whether teachers assess domains with the same emphasis as the summative assessment.
- provide immediate/automated feedback and suggestions to teachers on how to proceed forward based on the number of DOK 1, 2, 3, and 4 questions as well as question types that they are using throughout their exit tickets.
- provide immediate/automated feedback and suggestions on how to proceed forward to teachers based on major domain areas they are assessing over throughout their exit tickets.
- provide tools to teachers that help them plan instruction based on the number of questions they want plan for and what skills they might need to scaffold to help students become successful within a standard.

Sample Data Meeting Template- [Differentiated Meeting template based on the teacher growth module.](#)

This next year the school will strive to bring a differentiated approach to the data meeting structure. Using the Teacher Growth Module, the school plans to hold Exemplary Data Meetings, Proficient Data Meetings, and Progressing/Novice Data Meetings. Each group will have a different level of expectations based on their proficiency and ability to use their classroom data to drive their instruction.

Sample DDI Action Plans- [Same as last year, but with school goals this year.](#)

The Data Coordinators will implement Data Driven Instruction Action Plans with teachers. Each teacher’s plan will include school level goals as well as individual growth goals based on his/her Professional Growth Plan.

Instructional and engagement strategies that are based directly on the analysis of the data.

In data meetings teachers will collaborate and share out strategies that can help impact student growth. Teachers also participate in this activity during the school’s regularly scheduled data week.

What ongoing assessments will be used to measure progress between interims. [Big Teacher Workbook 4.0](#)

Teachers will use the Big Teacher Workbook 4.0 to measure progress between interims. Teachers will have a view within it that they can analyze monthly growth per domain. They will also have a DOK analysis and question type analysis.

Consistent meetings and observations to review implementation and outcomes (e.g., review lesson, MTSS/RtI and instructional cycle plans). [Weekly meetings with Amy and Admin data meetings](#)

Each week, ARVA Admin team has zoom meetings in zoom to share out data. District Data Coordinators and AA also have weekly meetings that they discuss and reflect current data practices, data, and school outcomes. Teachers will also participate in monthly RTI meetings where they may present data for students who are struggling and move them in or out of RTI as the data supports.



Observation & Feedback

Informal Observations

Principals will make routine visits to each teacher’s live or recorded classroom for the purpose of providing timely feedback and instructional coaching by the academic leadership team determined by the school policy.

Instructional Coaching

Instructional Coaches are non-evaluative peers who work closely with teachers through an ongoing cycle of observation and support. The school will utilize subject-specific Instructional Coaching support. Duties of Instructional Coaches may include observational feedback meetings, guiding teachers in creating action steps based on their growth areas, and creating meeting schedules which will be differentiated based on the needs of the teacher and the quality of their instruction.

Formal Observations

Principals will conduct scheduled, live observations that include a review of synchronous and asynchronous instructional duties. A pre-conference and post-conference with detailed feedback are included in each formal observation.

Evaluation

Annual formal evaluation of each teacher’s effectiveness including synchronous and asynchronous instruction, lesson planning, and professionalism—with feedback to promote professional growth.



Staffing

Middle School Model

The Middle School will utilize content-specific teachers for core courses and homeroom/advisor designations appropriate to school size and state requirements.

Student Support Services

Student Support Services Teams include any role at the school that is student-facing, but non-instructional. Examples are School Counselors, Advisors, and Family Academic Support Teams.

Special Programs Staffing

The Special Programs Team includes roles that support student needs in areas of special education, tiered and targeted support, English Language Learner, and Advanced Learners.

Administrator/Principal

A detailed account of the responsibilities of the school's leader who is charged with ensuring instructional quality and academic compliance.

Head of School

A detailed account of responsibilities of the school's leader who is ensuring instructional quality, academic compliance and oversight of the Academic Excellence of the school.

Parents' Right to Know

A Title I meeting, led by the Title I Coordinator, held during September 2018, will notify the parents of each student attending Title I schools of their right to know, specifically, that they may request information regarding the professional qualifications of their child's classroom teacher. This meeting is held in Blackboard Collaborate, an online meeting space, and the invitation will be provided to parents via e-mail. Minutes will be shared in the school newsletter. Contact information is provided to parents who have additional questions.

In any event when instruction is provided by a teacher or substitute teacher, who is not highly qualified for four or more consecutive weeks, a notice is sent by e-mail to any family to whom this will apply.



Professional Development

Schoolwide Professional Development

Professional development will be aligned to the instructional map and assessment calendar, providing opportunities to instructional and support staff for growth in data-driven instruction, instructional practices, and instructional leadership.

New Teacher Training & Induction Program

New teachers will participate in a highly structured, new teacher training and induction program that fosters growth in professional learning and collaboration within the teaching culture. New teachers will participate in district and school level training as well as national training from K12 Inc.

Individual Professional Development

The school will use teacher data from classroom observations and student assessments to tailor professional learning to specific teacher or support staff needs. Individual Professional Development plans are Professional Growth Plans logged in the state observation system. PGPs are goals set by teachers for instruction improvement and Professional Development is planned based on teacher determined goals.