



# School Plan

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## Arkansas Virtual Academy Elementary School

## Arkansas Comprehensive School Improvement Plan

### 2012-2013

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-5

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 2011-2012 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 3-5, as indicated by the 2011-12 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 the Arkansas Department of Education Rules for Governing Parental Involvement Plans and Title I, Part A, to effectively engage our parents in a meaningful and purposeful way.

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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-referenced items, open-response scores were lower than multiple-choice outcomes across grades 3-5 in most comparisons of reading strand outcomes.
2. Based on data from three years of ACTAAP testing, 3rd grade open-response scores were lower than multiple choice items with students showing improvement in the multiple choice items. 3rd grade had greatest difficulty with all strands of the writing prompt, while performing best in Usage with an average score of 5.8.
3. Based on data from three years of ACTAAP testing, students in 4th grade made improvements in writing within all strand measurements, while they have made comparatively less improvement in Content and Style. Improvement was also seen in multiple-choice items of all three reading passages with lower scores on all three open-response items.
4. Based on data from three years of ACTAAP testing, students in 5th grade scored similarly in Literary multiple-choice, Content open-response, Practical multiple-choice, and Usage from 2010 to 2012. They made improvements in Content multiple-choice, Practical open-response, Content, Style, Sentence Formation, and Mechanics in 2012 when compared to 2010. They performed better in 2010 on multiple-choice writing and Literary multiple-choice when compared to 2010 and 2011 outcomes. However, all strands of writing were improved when comparing 3rd grade scores in 2010 and 4th grade scores in 2011.
5. Based on data from testing from the 2011-2012 school year, 73% of students in grade 1 scored proficient or advanced on the IOWA test. Specifically, first graders performed at a 58% NPR in Vocabulary and 70% NPR in Comprehension.
6. Based on data from testing from the 2011-2013 school year, 61% of students in grade 2 scored proficient or advanced on the IOWA test. Specifically, second graders performed at a 52% NPR in Vocabulary and 58% NPR in Comprehension.

Supporting Data:

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 2011-2012 state benchmark exam.

Benchmark In accordance with the waiver requested by the Arkansas Department of Education and granted by the US Department of Education, students in grades K-5 will meet the Annual Measurable Objectives (AMO) for all students, the Targeted Achievement Gap Group (TAGG), and ESEA subgroups as measured by the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP).

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](http://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
<p>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 incorporates a variety of instructional strategies that addresses multiple learning styles. A gap analysis has been conducted at each grade level, which provided a detailed alignment summary against appropriate frameworks. Through grade level teams that meet on a regular basis, ARVA teachers work to address any alignment gaps that may exist.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>ARVA teachers will utilize Blackboard Collaborate, an online, web-based meeting tool providing real-time online learning opportunities and collaboration providing enhanced learning experiences and improved completion rates. In this regard, ARVA is leveraging real-world technologies similar to what students may be required to use in the workplace. Blackboard Collaborate 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 Standards.</p> <p>Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Students are required to obtain 80% mastery of content within each lesson and/or 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.</p> <p>Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Teachers will receive professional development in the</p>	<p>Lisa Williams,</p>	<p>Start:</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>—————</p>

<p>area of literacy. The focus of staff development for teachers will be on increasing student achievement in targeted areas of need based on 2011-2012 Benchmark data and a teacher survey. Action Type: Professional Development</p>	Academic Admin.	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<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 Blackboard Collaborate 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>	Lisa Williams, Academic Admin.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Each student in grades 3-5 will take a diagnostic pretest and posttest 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 students across a range of subjects, including literacy. Scantron assessments provide a unique combination of standards-based and computer-adaptive diagnostic testing. Utilizing Scantron at the beginning 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. For example, teachers can 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 posttest is administered each spring to</p>	Lisa Williams, Academic Admin.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>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.</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 students in grades 3-5 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 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.</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>All students in grades K-5 will use Study Island, which is a research-based, online test preparation software. Study Island lessons and practice tests are based on appropriate 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.</p> <p>Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa Williams, Academic Admin</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Working collaboratively, ARVA teachers and special education staff will analyze the 2011-12 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 2011-2012 Arkansas Benchmark Exam. Special education</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>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.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education</p>				
<p>Students in grades 3-5 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. 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.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>MimioSprout, a research-based Early Reading web-based program, is a Tier I action for students in K-1. Second grade students are provided with MimioSprout 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. MimioSprout is an interactive, online, web-based program that supports the K-12 PhonicsWorks curriculum for K-1 students. It is intended to reteach, reinforce, and allow for repetition of skills to gain mastery. It is comprised of 80 online lessons or episodes. Once a student completes</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased \$4500.00 Services:</p> <hr/> <p>ACTION BUDGET: \$4500</p>

<p>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 a highly-qualified teacher who can administer and score Benchmarks, as needed, after episodes. Highly-qualified teachers can score the students 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>DIBELS is a preventative approach where highly-qualified teachers screen all students in grades K-2 for signs of risk in literacy. 3rd-5th 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 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 MimioSprout weekly progress monitoring using the LearningA-Z online resources of leveled fluency passages and leveled readers, resources from www.starfall.com and additional resources that teachers have on file. Students who show a need for remediation due to their DIBELS score and/or IOWA test scores will also be given access to RAZ-kids, through LearningA-Z.com, where they will move steadily through the leveled readers and be monitored weekly by a highly-qualified teacher who will tailor the program to ensure each at-risk student is making progress towards reading fluency. 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</p>	<p>ARVA Teachers</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased     \$1948.30 Services:</p> <hr/> <p>ACTION BUDGET:         \$1948.3</p>

<p>comparing year-over-year student data from norm-referenced exams.  Action Type: Collaboration  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 (DIBELS) will be used to assess all students with an IRI.  Action Type: AIP/IRI  Action Type: Parental Engagement</p>	<p>Lisa Williams,  Academic Admin.</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <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 K12 curriculum. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptive lessons 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. This engaging course features new graphics, learning tools, and games; 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>Lisa Williams,  Academic Admin.</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>A technology committee has studied the LiveScribe electronic pen and writing tablet to evaluate its usefulness in work sample/portfolio feedback sessions, creating tutorials, and for use in Blackboard Collaborate 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 tutorials, providing an instrument for</p>	<p>Scott Sides,  Head of School</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>writing in Blackboard, and most importantly, serving as a tool to strengthen our students' writing skills which should promote improved achievement for our students on open-response items. A pilot student group in grade 4 (and 7) has been created for the current school year to assess its usefulness. The LiveScribe will be on loan to ARVA teachers, math tutors and students. LiveScribe will allow students to write more effectively during Blackboard Collaborate sessions and to create written work to submit digitally to address targeted areas from state test scores and provide lessons that are aligned to appropriate standards. The LiveScribe would be shipped to families. If a family withdraws from ARVA, we will pay to repair and ship the LiveScribe tablet back to the ARVA office. Shipping labels would be sent to the family from the ARVA office by office personnel. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Teachers will collect a portfolio of student's work at three intervals during the year comprised of written assignments and practice items. Teachers will also assign and monitor progress in Study Island requiring students to earn 100% or more of their blue ribbons on their grade levels. 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: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Literacy Committee is currently evaluating the possibility of an online, library accessible to all students and learning coaches at ARVA. Overdrive is an online, e-book company that provides schools and public libraries with a large variety of current, classic, quality reading material of all genres for all reading levels. This would address the need for rural students' access to quality reading material and would provide models for students to obtain constant access to literature to build reading skills, mentor texts for writing, and vocabulary acquisition.</p>	<p>Lisa Williams</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Students in grades 4-5 will have the opportunity to participate in an online school spelling bee. An online informational session will be held for parents and students to provide the spelling bee rules, registration process, and study materials. The top two winners of</p>	<p>Alyssa Gordon, Director of Parental Involvement</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>

the school spelling bee will be eligible to participate in the K12 Regional Spelling Bee, and the top two spellers of the regional bee will compete in the K12 National or International Spelling Bee.				
All students in K-2 will be provided testing preparation using the Iowa Test Best to prepare students for the Iowa Test of Basic Skills. Students identified as needing more intervention will receive preparation on a weekly bases, while all students will receive test preparation at least bi-weekly in sessions with teachers using this supplemental resource.	Lisa Williams, Academic Admin.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1635.84 <hr/> ACTION BUDGET: \$1635.84
Total Budget:				\$8084.14

- 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.
- Supporting Data:
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.
- 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 2012-2013 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](http://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	Gina Moore	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All students K-5 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ARVA will utilize www.healthteacher.com to provide physical education and health lessons that are aligned with Arkansas frameworks for grades K-5. Action Type: Technology Inclusion Action Type: Wellness	ARVA Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ARVA will encourage and promote participation in community health events such as The Race for the Cure, The Little Rock Kids Marathon, and other local events. Action Type: Wellness	Kelley Williams, Chair of Wellness Committee and Cheli Stafford, Dir. of Operations	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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	Kelley Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ARVA will use Title I funds to purchase materials and supplies to support activities prior to the start of the school day during the administration of required state testing including a light breakfast and light snacks. Action Type: Title I Schoolwide Action Type: Wellness	Lisa Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> Title I - Materials & \$998.00 Supplies: <hr/> ACTION BUDGET: \$998

<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, Kmails and social media. We will hand out pamphlets at outings, use the website-sparkpeople.com for staff and parents, which is a website designed to help people live healthier lives. Freerice.com will also be used to keep our students mindful of world hunger our obligation of service. Action Type: Collaboration Action Type: Wellness</p>	<p>Desiree Rutter, Member of Wellness Committee</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<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: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$998</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.

Scientific Based Research: (1) Family Online Safety Institute: American Teens & Online Safety: What the research is telling us... (Dec. 2007); (2) Online Victimization, by The Crimes Against Children Research Center, June 2000. (3) Protecting Children in Cyberspace: The ICAC Task Force Program, U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, January 2002. (4) Online Victimization: Five Years Later, by The Crimes Against Children Research Center, June 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>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</p>	<p>Alyssa Gordon and other ARVA personnel attending events.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Counseling and referral services will be available, as needed, for students believed to be at risk of illegal drug use or who may be in need of intervention services as a result of a major incident that disrupts the learning</p>	<p>Cheli Stafford, Director of Operations</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>————— ACTION BUDGET: \$</p>

environment. Follow-up conversations with families that access these services will take place to determine the effectiveness of the intervention. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:

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 3-5 in most cases across all strands.
2. Based on data from 2010-2011 and 2011-2012 ACTAAP testing, students in 3rd grade averaged 5/8 and 7/9 respectively in multiple-choice and 3/8 and 3/8 respectively in open-response for Numbers and Operations; 5/8 and 6/9 respectively in multiple-choice and 3/8 and 4/8 respectively in open-response for Algebra; 5/8 and 5/8 respectively in multiple-choice and 2/8 and 4/8 respectively in open-response for Geometry; 4/8 and 4/7 respectively in multiple-choice and 3/8 and 3/8 respectively in open-response for Measurement; 5/8 and 6/7 respectively in multiple-choice and 1/8 and 2/8 in open-response for Data Analysis and Probability. Consistently, students did not perform as well on open-response as on multiple-choice items across all strands.
3. Based on data from 2009-2010, 2010-2011, and 2011-2012 ACTAAP testing, students in 4th grade averaged 7/9, 6/8, and 7/9 respectively in multiple-choice and 3/8, 3/8, and 4/8 respectively in open-response for Numbers and Operations; 7/9, 6/8, and 6/9 respectively in multiple-choice and 3/8, 4/8, and 4/8 respectively in open-response for algebra; 5/8 all three years in multiple-choice and 2/8, 3/8, and 4/8 respectively in open-response for Geometry; 5/7, 5/8, and 4/7 respectively in multiple-choice and 3/8, 4/8, and 3/8 respectively in open-response for Measurement; 5/7, 6/8, and 5/7 respectively in multiple-choice and 5/8, 4/8, and 3/8 respectively in open-response for Data Analysis and Probability. The 2011-2012 school years' ACTAAP data shows discrepancies in multiple-choice and open-response outcomes that were most pronounced within Measurement and Data Analysis and Probability. Students did not perform as well on open-response as on multiple-choice items consistently across all strands.
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.
- Based on data from 2008-2009, 2009-2010, 2010-2011, and 2011-2012 ACTAAP testing, students in 5th grade averaged 7/9, 7/9, 5/8, and 6/9 respectively in multiple-choice and 4/8, 3/8, 2/8, and 3/8 respectively in open-response for Numbers and Operations; 6/9, 7/9, 5/8, and 6/9 respectively in multiple-choice and 5/8, 4/8, 4/8, and 5/8 respectively in open-response for Algebra; 6/8, 6/8, 6/8, and 5/8 respectively in multiple-choice and 3/8, 2/8, 2/8, and 2/8 respectively in open-response for Geometry; 5/7, 5/7, 5/8, and 5/7 respectively in multiple-choice and 3/8, 4/8, 2/8, and 4/8 respectively in open-response for Measurement; 5/7, 5/7, 5/8, and 4/7 respectively in multiple-choice and 4/8, 3/8, 3/8, and 4/8 respectively in open-response for Data Analysis and Probability. The 2011-2012 school years' ACTAAP data shows discrepancies in multiple-choice and open-response outcomes that were most pronounced within Numbers and Operations and Geometry. Across all strands, students did not perform as well on open-response.

**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 3-5, as indicated by the 2011-12 state test scores and in problem solving and estimation for grades 1-2.

**Benchmark** In accordance with the waiver requested by the Arkansas Department of Education and granted by the US Department of Education, students in grades K-5 will meet the Annual Measurable Objectives (AMO) for all students, the Targeted Achievement Gap Group (TAGG), and ESEA subgroups as measured by the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP).

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
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	Lisa Williams, Academic Admin.	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>		06/30/2013	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
<p>TITLE 1 SCHOOL WIDE (3, 9)ARVA teachers and the Title I Math Coach will utilize Blackboard Collaborate, 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. Blackboard Collaborate 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 appropriate standards. See supporting link for impact of use of Blackboard Collaborate.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Lisa Williams, Academic Admin.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<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.</p> <p>Action Type: Technology Inclusion</p>	Lisa Williams, Academic Admin.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<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</p>	Lisa Williams, Academic Admin.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$

that subject.			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<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 2011-2012 Benchmark data and a teacher survey given in May 2012 and the beginning of the school year 2012-2013.</p> <p>Action Type: Professional Development</p>	Lisa Williams, Academic Admin	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <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 Blackboard Collaborate sessions, to analyze assessment data for learning, identify children needing remediation and enrichment in math, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPs), plan flexible groups (equity), collaborate with special education teachers and administration, discuss the mathematics curriculum, and collaborate on strategies for success.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education</p>	Lisa Williams, Academic Admin.	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Hollie Gumm, Title I Math Coach	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>

<p>TITLE 1 SCHOOL WIDE (J.8 AND 9): Each student in grades 3-5 will take a pre-test and post-test using the Scantron Performance Series, an online computer-adaptive test, in August and May, to determine the proficiency level of the students, across a range of subjects including math that correspond to appropriate 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 individualize 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 through Scantron based on the initial results. ARVA Teachers and the Title 1 Math Coach will utilize the Scantron post-test results from May 2012, and Augmented Benchmark test scores from April 2012, to determine the growth students are making in a school year comparing them to the pretest taken in August 2011. These scores and the Scantron gains reports will be used in part to evaluate other math intervention strategies. ARVA 3rd graders gained, on average, 216 scaled score points. 4th graders gained, on average, 144 scaled score points. 5th graders gained, on average, 162 scaled score points in 2011-2012.  Action Type: Alignment  Action Type: Program Evaluation  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Lisa Williams, Academic Admin.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>
<p>All students in grades K-5 will have access to Study Island, the research-based, online test preparation software. Study Island lessons and practice tests are based on appropriate frameworks, and are specifically designed to prepare students for the state augmented</p>	<p>Lisa Williams, Academic Admin</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>

<p>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>			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
<p>Working collaboratively, ARVA teachers, special education teachers, Academic Administrator, and the Title I Math Coach will analyze the 2011-2012 Arkansas Benchmark Scores to determine each student's area of strengths and deficiencies and will develop AIPs for any student scoring below proficient in mathematics on the 2011-2012 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 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 through parent-teacher conferences throughout the year.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Special Education</p>	<p>Lisa Williams,  Academic Admin.</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students in grades 3-5 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:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<hr/> <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</p>	<p>Hollie Gumm,  Title I Math  Coach</p>	<p>Start:  07/01/2012  End:</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>IXL Math, an online math practice tool that is aligned with appropriate standards. IXL will be utilized for additional remediation for identified students to provide skill building and reinforcement along with independent practice.</p> <p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>		06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
<p>The 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 Blackboard Collaborate and face-to-face sessions will be held for new enrolling families as needed.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Lisa Williams, Academic Administrator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</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, Blackboard Connect sessions, phone conferences, and other school events to promote student/parent involvement in all educational and school activities.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Lisa Williams, Academic Administrator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$2000.00</p> <hr/> <p>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.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Alyssa Gordon, Director of Parental Involvement	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A technology committee has studied the Livescribe Smartpen to ascertain its effectiveness in work sample feedback, for use in Blackboard Collaborate, and a tool</p>	Lisa Williams, Academic Administrator	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$2511.84</p>

<p>to address written response outcomes in the area of math on the Benchmark exam. This pen has been presented to teachers and a pilot group of students to assess its usefulness in our virtual environment. The result of the presentation was overall very positive from both groups. Based on the success of the pilot with the teachers and initial pilot group, the Livescribe pen will continue to be tested on a larger population of students. The plan for the Livescribe pen is as follows:</p> <ol style="list-style-type: none"> <li>1. A letter will be sent to the targeted group from the Head of School promoting both the usefulness and encouraging the students and parents of the 4th and 7th grades to embrace the new tool.</li> <li>2. Weekly messaging to the target group from previously trained in the 2011-2012 school year teachers will be sent to show them various capabilities that the Livescribe pen holds.</li> <li>3. The Livescribe pen will be shipped to families of the targeted students. Any family who withdraws from ARVA, we will pay to repair and ship the Livescribe Pen back to the ARVA office. Shipping labels would be sent to the family from the ARVA office by office personnel.</li> <li>4. Multiple required Class Connect sessions and recordings will be provided on the following topics: "How to Install Livescribe Desktop and Create an Account," "How to Download Paper Tablet App," "How to Use Your Livescribe Pen in Class Connect," and "How to Create and Share a Pencast". After each Class Connect session the students will fill out a brief survey stating whether they were successful at meeting that requirement. This will also be the way to keep attendance and to follow up with anyone who may not attend. Both the students from the initial test pilot as well as this target group will submit their Work Samples via their Livescribe pen, use their Livescribe pen in Class Connect each week, as well as answer open response questions in the area of math using their Livescribe pen. A survey will be sent in May 2012 to gain feedback from teachers, parents and students to assess the usefulness and effectiveness of the Livescribe pen. Also, ARVA staff will review the 2012-2013 Math Open Response areas for the 4th and 7th grades on the Benchmark to assess the effectiveness and impact of the Livescribe </li></ol>		06/30/2013		<p>Title I - Materials &amp; Supplies: \$22603.00</p> <hr/> <p>ACTION BUDGET: \$25114.84</p>
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<p>pen on the results. A plan will be developed based on the feedback from the survey and the ACTAAP scores for further use of the pen for the 2013-2014 school year.</p> <p>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 NCTM and on-site professional development. See district plan.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Hollie Gumm, Title 1 Math Coach	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TITLE 1 SCHOOL WIDE (J.2, 10): Using Benchmark scores, IXL math data, Scantron gains reports from 2011-12, 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 IXL Math site licenses.</p> <p>Action Type: Title I Schoolwide</p>	Hollie Gumm, Title I Math Coach	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased \$2500.00 Services:</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>As a Tier II intervention, the ARVA Title I Math Coach will provide small group instruction on a monthly basis in Class-Connect, a web based conferencing tool. Sessions will cover objectives defined by the AR mathematical frameworks and will consist of students preparing and presenting open-response questions selected from Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability strands. The sessions will be documented in the k12 TotalView database on the appropriate document template and on the Family Information Spreadsheet. The general education teacher and Title I Math Coach will discuss student progress regularly and strive to improve student achievement in math open-response for the 2012-2013 Augmented Benchmark Exam.</p> <p>Action Type: Collaboration</p>	Lisa Williams, Academic Administrator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>ARVA highly-qualified teachers will design and implement Class-Connect sessions that will address areas of math aligned with appropriate frameworks that focus on articulating math through written expression. Using data from Benchmark test scores from the April 2011-2012 testing, ARVA teachers will design sessions to address areas of need based on appropriate frameworks for math. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <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: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased     \$2454.00 Services: Title I - Materials &amp;     \$2454.00 Supplies: Title I - Employee     \$26250.00 Salaries: Title I - Employee     \$6737.00 Benefits: <hr/>ACTION BUDGET:     \$37895</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 100% of their blue ribbons or answer at least 10 questions per objective in their individual grade level. These requirements will build the student's progress throughout the year. In addition, K-2 is collecting math fluency work samples each quarter. Action Type: AIP/IRI Action Type: Alignment</p>	<p>Lisa Williams, Academic Administrator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET:     \$</p>

Action Type: Technology Inclusion				
As a Tier II intervention, the Title I Math Coach along with the 5th grade general education teacher have selected students in 5th grade to participate in a National Math Lab Class-Connect weekly for 2 one hour classes or 4 one hour classes based upon the student's Benchmark test scores from 2011-2012 and the Scantron performance series pre-test scores. These Class-Connect sessions are designed to provide math instruction for areas of weakness and improve student achievement in math. Action Type: Title I Schoolwide	Hollie Gumm, Title I Math Coach	Start: 07/01/2012 End: 06/30/2013		Title I - Purchased \$5000.00 Services: <hr/> ACTION BUDGET: \$5000
Total Budget:				\$72509.84

Priority 6: To ensure that all ARVA students are performing at proficient or advanced 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. Discrepancies exist between multiple-choice success rates and open-response success across strands with 3.94/5.69, 6.67/5.95, 8.02/1.78, 5.83/4.36 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 demonstrated proficiency levels of 35%, 53%, and 54% in 2010, 2011, and 2012, respectively. For the 2012-13 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 Class Connect sessions that will address areas of science aligned with AR frameworks that focus on articulating science through written expression. Using state benchmark test scores from the April 2011-2012 testing, ARVA teachers will design sessions to address areas of need based on appropriate standards.	Lisa Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Technology Inclusion				
ARVA highly-qualified teachers will use Study Island lessons aligned with appropriate standards for grades 5 and 6 for independent work or use in Class Connect 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 100% or more of their blue ribbons in topics that align with 5th grade frameworks. 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	ARVA Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
Total Budget:				\$0

- 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 the Arkansas Department of Education Rules for Governing Parental Involvement Plans and Title I, Part A, to effectively engage our parents in a meaningful and purposeful way.
- Benchmark To use the benchmark that was established in 2011-2012 to measure growth in participation in parental involvement activities.

Intervention: To employ various parental engagement strategies, in alignment with Arkansas Department of Education Rules for Governing Parental Involvement Plans and Title I, Part A, to effectively engage our parents in a meaningful and purposeful way so that parents are mobilized to be full partners in their child's education.

Scientific Based Research: [www.pta.org](http://www.pta.org) Parent Involvement in Early Intervention for Disadvantaged Children – Does it Matter? Authors: Miedel, W.T. & Reynolds, A.J.: Source: Journal of School Psychology (2000). Cotton, K., and Savard, W. G. Parent Involvement in Instruction, K-12: Research Synthesis. Portland, OR: Northwest Regional Educational Laboratory, 1982. (ED 235 397). McManus, J. and Vaden-Kiernan, N. "Parent and Family Involvement in Education: 2002-03" National Center for Education Statistics, U.S. Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ARVA will distribute an Informational Packet via email at the beginning of the school year that includes the parental involvement plans with a parent-friendly explanation of the parental involvement plans, the recommended role of the parent, teacher, student, and school, ways for the parent to become involved in the school and his or her child’s education, a survey for the parent regarding volunteering at the school, activities planned throughout the school year, and a system to allow the parents and the school to communicate in a regular, two-way, meaningful manner. The packet will also contain a quick reference sheet of school contacts, including contact information for the parent facilitator and Director of Parental Involvement. Teachers will also distribute informational packets via email and/or online sessions for each grade level that will include developmental information specific to each grade level, tips from returning families, and other educational resources. In the 2012 Parental Involvement Evaluation Survey, 65% indicated that the Informational Packet was very helpful, and 20.8% indicated that it was somewhat helpful. Action Type: Collaboration Action Type: Parental Engagement</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
<p>Online parent involvement meetings/workshops 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, math support, and others as determined by a needs assessment. In alignment with the rules governing parental involvement ARVA will also schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of what students will be learning, how students will be assessed, what a parent should expect from his or her child’s education, and how a parent can assist and make a difference in his or her child’s education. In the 2012 Parent Involvement Evaluation Survey, parents were asked, "Were</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

<p>the online parent workshops that ARVA or K12 sponsored to help parents understand the learning needs of their child and strategies for working with their child helpful?" 57.3% responded "Yes," 0.9% responded "No," 9.4% responded "Somewhat" and 32.5% indicated that the question was not applicable since they did not attend any workshops. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Title I Target Assistance</p>				
<p>ARVA will conduct an annual Title I meeting in October 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. In the 2012 Parent Involvement Evaluation Survey, 45.4% agree that the Title I meeting is helpful in understanding these topics, 11.8% "somewhat agree." Whereas, 42.9% of those surveyed said that they did not attend the Title I meeting. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
<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 (parent organization) will be included in the resource book. In a 2012 Parent Involvement Evaluation, 57.1% indicated that the volunteer survey was Very Useful, and 37.8% indicated that it was Somewhat Useful. 77.1% responded yes to the question, "Were you asked about your interests, talents, and availability for volunteering for our school?" Action Type: Collaboration Action Type: Parental Engagement</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
<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. 91.3% of parents surveyed in the 2012 Parental Involvement Evaluation Survey answered yes to the following question: "I have been made aware of the</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

school's process for resolving parental concerns in the ARVA handbook." Action Type: Parental Engagement Action Type: Title I Schoolwide				
PARENTAL ENGAGEMENT: An ARVA Booster Program (parent organization) will provide a forum for mutual support and ideas geared to make the ARVA experience positive and academically rewarding for all families. This parent based volunteer group is intended to foster local engagement through activities that promote leadership, school pride and outreach, and meaningful connections for families through its efforts. In a 2012 survey, 84.9% of parents felt that the school has an active parent-teacher organization. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Monthly ARVA Booster Program meetings will be conducted online to ensure that all parents of students enrolled are provided the opportunity to participate in school activities. In a 2012 survey, 84.9% of parents felt that the school has an active parent-teacher organization. However, 68.7% did not attend any Booster meetings, and 27.8% attended 1 to 7 meetings last school year. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Parent education meetings will be held in an online format and sponsored by the ARVA Booster Club to promote family involvement. Topics may include early childhood education and preparing preschoolers for kindergarten and others topics as parent interests and volunteers arise. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
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 the 2012 Parent Involvement Evaluation indicated that 82.4% of parents met with their student's teacher two or more times throughout the year, and	Lisa Williams	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

<p>80.8% of parents agree to the question, "My child's teacher contacts me routinely on an individual basis to communicate about my child's progress and academic needs," whereas, 13.3 "Somewhat Agree" to this statement.</p> <p>Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation</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 plans every year, meets to discuss ways to implement various aspects of the parental involvement plans including parent involvement programs, activities, and procedures and collaborates on other issues that pertain to our school. The PAC will also participate in the development of school-wide programs outside of the regular curriculum through analysis of parent involvement surveys. Information from the surveys will be used to evaluate parental access to school information and will inform what enhancements may be needed to support our students and parents. PAC will ensure that the school's parental involvement plans involve parents of students at all grade levels in a variety of roles, including involvement in the education of their children, volunteer activities, learning activities that support classroom instruction, participation in school decisions, and collaboration with the community. PAC meetings are scheduled on 9/10/12 and 9/17/12 to review and update parent involvement plans for the 2012-2013 School Year. The plans will also be emailed to PAC on the week of 9/24/12 with a survey for final review before submission to the Department on October 1, 2012. 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.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation</p>	<p>Alyssa Gordon</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>=====</p> <p>ACTION BUDGET: \$</p>
<p>A monthly school newsletter will be distributed to families</p>	<p>Gina Moore</p>	<p>Start:</p>		<p>=====</p>

<p>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 75.4% of parents find the school newsletter very helpful. In a 2012 survey, 27.7% parents indicated that that school memos (newsletters, updates, etc. was their preferred method of communication, while 94.7% prefer email.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation</p>		07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
<p>The Director of Parental Involvement and/or teachers will attend and participate in organized school outings throughout the year where students and parents are in attendance. These optional outings for students and parents are educational in nature and driven by the curriculum to provide enrichment to what students are learning. In 2012, 87.5% of parents surveyed reported that their student participated in ARVA's educational outings.  Action Type: Parental Engagement</p>	Lisa Williams	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
<p>The parent involvement coordinator and parent facilitator will work together to ensure parental involvement. In a 2012 parent survey, 59% strongly agree and 38.5% with the statement, "ARVA's Director of Parental Involvement and the Parent Involvement Facilitator work together to provide other reasonable support for parental involvement activities as parents may request and assist parents and communities to become more involved in the school." 1.7% disagreed with the statement and 0.9% strongly disagreed; in an effort to remove barriers to parental participation within ARVA, an effort will be made to contact those who disagree with the statement and resolve any concerns.  Action Type: Collaboration  Action Type: Parental Engagement</p>	Alyssa Gordon & Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
<p>The school will provide various forms of electronic means of communication including messages posted on the online school (OLS), school websites (<a href="http://portaportal.com">http://portaportal.com</a>, <a href="http://www.k12.com/arva/">http://www.k12.com/arva/</a>, <a href="http://arva.k12start.com">http://arva.k12start.com</a>), school Facebook page: Arkansas Virtual Academy at K12, teachers'</p>	Alyssa Gordon & Cheli Stafford	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

<p>Facebook groups, and KMail to allow parents many avenues to access school information. In a 2012 parent survey, a range of 42%-77% indicated that these communication strategies were very helpful in providing additional information to parents and to increase parental involvement in supporting classroom instruction.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>The Arkansas Virtual Academy has a school-wide Parental Involvement Plan that is developed jointly with parents and revised each year based on an annual needs survey and to reflect programs and practices that enhance parental involvement and address the specific parent involvement needs of the students and their families as well as the specific academic improvement needs of the school. Parents have the opportunity to give input and suggestions for revision of the school plan through surveys and participation in the Parental Advisory Committee. In the 2012 Parent Involvement Evaluation Survey, 87.5% of parents indicated awareness of the Parental Involvement Policies and the Parental Advisory Committee.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>ARVA will collect signature pages from parents and students from the ARVA Student/Parent Handbook at the beginning of the year by way of mail, email/KMail, or fax that states they have accepted the policies and procedures outlined and will comply.</p> <p>Action Type: Parental Engagement</p>	Jazmyne Cromwell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
<p>ARVA will provide 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. Regular mentor/mentee meetings will be provided in an online format to promote support and points of discussion surrounding effective schooling strategies. 85.7%</p>	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$

<p>of mentees surveyed indicate that they strongly agree with the statements, "My mentor provided relevant and helpful information" and "My mentor was available and willing to help." Whereas, 57.1% of those surveyed indicate that they strongly agree with the statements, "New Learning Coaches benefit from having a mentor" and "The academic quality of the school is improved by the ARVA Mentor Program because the extra layer of support has allowed me to focus more on my child's learning."</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>School, staff, and parents develop the Student, Parent, Teacher Compact as part of the parental involvement policy. This Compact outlines how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The Compact will be discussed during one of the parent/teacher conferences held during the first semester so that stakeholders have an opportunity to ask questions and agree upon the components of the Compact. Compact signatures will be obtained. In the 2012 Parent Involvement Evaluation, 85.5% was useful in outlining 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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Alyssa Gordon	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Arkansas State Library Traveler Program is a portal of online magazines, books, encyclopedias, databases and other resources in which parents and students can research current events, science, business, health, notable people, hobbies, and much more from your home computer. Beginning in the 2011-2012 school years, ARVA added this to the online resources available to our parents and students and a recorded training is available on the Porta Portal so that parents can have additional training on how to use the program if needed. In 2011, 76% indicated that the Traveler Program would be beneficial and 22% requested technical</p>	Alyssa Gordon	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Public Library</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>training on how to use the program.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>Build awareness of the lending library that was developed in 2011. Add to the contents of the library, which contains hard copies of parenting materials and online access to parenting materials, as requested by parents. The Parental Advisory Committee will also research online options for the Lending Library. In a 2011 survey, 64.4% of parents requested parenting materials be offered in a hard copy and online format. However, only 18.5% utilized the lending library as indicated on the 2012 Parent Involvement Evaluation Survey.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	Alyssa Gordon	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>School Library</li> <li>Title Teachers</li> </ul>	<p>Title I -  Materials &amp; \$400.00  Supplies:</p> <hr/> <p>ACTION BUDGET: \$400</p>
<p>ARVA will coordinate with preschool programs as applicable and assist parents with transitioning their student to kindergarten by providing to parents the contact information for programs like Head Start, HIPPY, Parents as Teachers through links on school websites and the school newsletter; providing kindergarten preparation workshops; and providing a monthly online preschool story hour, including supplemental learning activities.  Action Type: Collaboration  Action Type: Parental Engagement</p>	Alyssa Gordon	<p>Start: 07/01/2012  End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>During new parent trainings/orientations and through the annual volunteer survey, parents are invited to be a part of the development and implementation of the Annual Comprehensive School Improvement Plan (ACSIP) in which they can be involved in the development of school goals and priorities and evaluating the effectiveness of the ACSIP.</p>	Alyssa Gordon	<p>Start: 07/01/2012  End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>ARVA will provide information to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. Similarly, ARVA will take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parent, including furnishing of appropriate auxiliary aids and</p>	Alyssa Gordon	<p>Start: 07/01/2012  End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>

services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including parental involvement provisions.				
ARVA will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of what students will be learning, how students will be assessed, what a parent should expect from his or her child's education, and how a parent can assist and make a difference in his or her child's education.	Alyssa Gordon & Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Parents will be provided instruction on how to incorporate developmentally appropriate learning activities in the home environment, including role play and demonstration by trained volunteers, the use of and access to Department website tools for parents, Assistance with nutritional meal planning and preparation, and other strategies, curricula, or activities to help a parent assist in his or her child's learning.	Alyssa Gordon & Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
ARVA will investigate and, where feasible, utilize community resources in the instructional program of the school to strengthen school programs, family practices and student learning such as collaboration with the K12 national community for parent workshops, student clubs, Operation Lemonade, WOG, art contest, etc.; the Arkansas State Library, Lego League, "Book It" reading incentive, Horse Tales Literacy Project, Back-to-School Night/Book Fair at Barnes & Noble, venues across the state for educational outings, church or community buildings for testing and new parent trainings, and so forth.	Alyssa Gordon & Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Students in grades 4-5 will have the opportunity to participate in an online school spelling bee. An online informational session will be held for parents and students to provide the spelling bee rules, registration process, and study materials. The top two winners of the school spelling bee will be eligible to participate in the K12 Regional Spelling Bee, and the top two spellers of the regional bee will compete in the K12 National or International Spelling Bee.	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
ARVA will collaborate with Barnes & Noble Bookstores to host two back-to-school night/book fair events. Students will have the opportunity to play a musical instrument and/or present their school work to others. Activities include story time, crafts, math-based games, and/or other activities that	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

enhance the academic goals of the school.				
Families have the opportunity to attend one of two Winterland of Gingerbread events, in which students create gingerbread houses to display and write a photo journal about the process of creating their house. Fun activities such as crafts and ice skating will be available as an option, but this event will also incorporate fun literacy based activities to reinforce the academic goals of the school.	Alyssa Gordon & Beth Moore	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
ARVA will provide the opportunity for grades K-5 students to participate and compete in a virtual science fair that will involve the planning and implementation of their own scientific inquiry. This endeavor will incorporate the use of the scientific process, data analysis, and written and oral presentation, as well as meeting curriculum objectives for grades K-5. Students will present their findings in a school-wide Blackboard Collaborate session. Parents and students will be provided an online session which describes an overview of science fair procedures and expectations as well as online sessions that specifically address each aspect of the scientific process for the fair. Action Type: Parental Engagement Action Type: Title I Schoolwide	Alyssa Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$400

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Jett	First Grade Teacher	Parent Booster and Literacy Committees
Classroom Teacher	Beth Moore	Parental Involvement Coordinator and Second Grade Teacher	Chair of Parent Booster, ACSIP Leadership, Literacy, and Parental Involvement Committees
Classroom Teacher	Desiree Rutter	Special Education Teacher	Chair of Technology and member of Literacy, Wellness, Health, and Safety, ACSIP, and RTI Committees
Classroom Teacher	Ginger Weaver	Kindergarten Teacher	Chair of Fine Arts, Wellness, Health, and Safety, 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, and member of Achievement Gap Task Force, ACSIP Leadership, Science, and Parental Involvement Committees
Classroom Teacher	Kelley Williams	4th Grade Teacher	Chair of Wellness, Health, and Safety, and member of Achievement Gap Task Force, ACSIP Leadership, Literacy and Technology Committees
Classroom Teacher	Leah	7th and 8th grade Teacher	ACSIP Leadership. Chair of Science. and member of Achievement Gap Task Force.

Classroom Teacher	Childress Regina Moore	5th Grade Teacher	Math, and Technology Committee Chair of Literacy Committee, and member of Achievement Gap Task Force, Technology, Parental Booster, Science, Fine Arts, and ACSIP Leadership Team Comm
Classroom Teacher	Tammy Williams	3rd Grade Teacher	Math, Wellness, Health, and Safety, RTI, and Fine Arts Committees
Classroom Teacher	Tracy Ragen	6th and 7th Grade Teacher and Administrative Associate	Achievement Gap Task Force, ACSIP Leadership, Science, Math, and Technology Committees
District-Level Professional	Scott Sides	Head of School	Achievement Gap Task Force, ACSIP Leadership Team 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	Casey Kelly	Parent	Parental Involvement Committee
Parent	Jeanie Thacker	Parent	Parental Involvement Committee
Parent	Jennifer Shelby		Literacy Committee
Parent	Jodie Clements	Parent	Technology Committee
Parent	Kimberly Palazolo	Parent	Wellness, Health, and Safety Committee
Parent	Misty Mathes	Parent	Math Committee
Parent	Pat Rippetoe	Parent	Science Committee
Parent	Stephanie Palmer	Parent	Fine Arts
Principal	Lisa Williams	Academic Administrator	Chair of ACSIP Leadership and Achievement Gap Task Force, and Technology Committees