

Data:

Reading 2022

Grade	# Tested	% In Needs of Support	% Close	%Ready	% Exceeding	% Met Readiness Benchmark
3	211	55.0%	16.6%	16.6%	11.8%	28.4%
4	223	35.4%	17.9%	31.4%	15.2%	46.6%
5	285	49.8%	25.6%	15.4%	9.1%	24.6%
6	349	43.0%	19.5%	16.6%	20.9%	37.5%
7	366	36.9%	28.4%	30.1%	4.6%	34.7%
8	417	30.7%	25.9%	30.7%	12.7%	43.4%
9	431	39.9%	19.3%	26.2%	14.6%	40.8%
10	392	51.3%	23.2%	19.1%	6.4%	25.5%

Math 2022

Grade	# Tested	% In Needs of Support	% Close	%Ready	% Exceeding	% Met Readiness Benchmark
3	213	36.2%	31.9%	23.9%	8.0%	31.9%
4	221	34.8%	40.3%	20.4%	4.5%	24.9%
5	286	36.4%	42.3%	18.9%	2.4%	21.3%
6	349	25.5%	46.1%	24.1%	4.3%	28.4%
7	367	42.2%	38.7%	13.1%	6.0%	19.1%
8	418	46.7%	32.1%	12.9%	8.4%	21.3%
9	434	70.7%	15.7%	8.1%	5.5%	13.6%
10	395	76.5%	11.4%	7.1%	5.1%	12.2%

Priorities:

- **Improve student reading proficiency, with a concentration on reading at grade level by grade 3**
- **Provide a strong multi-tiered system of support, intervention, and services for all students**
- **Continue to build instructional expertise at each grade and subject**
- **Continue strengthening leadership and instructional efficacy at all grade bands to ensure that all aspects of the school improve to positively impact student growth**

District Goals:

1. To develop, provide, and support a professional learning community that will work collaboratively and aggressively to drive continuous improvement in all schools through a data driven and outcomes focused culture
2. To equip and support educators and staff members in individual growth and professional expertise for increased achievement in reading for all students
3. To equip and support educators and staff members in individual growth and professional expertise for increased achievement in mathematics for all students
4. To develop, implement, and support a system that engages families, students and staff regarding excellence in education for our students as well as career readiness for a life time of success

Theory of Action: IF we develop, provide, and support professional learning that drives continuous improvement in student outcomes and creates a system of accountability for excellence in instruction, culture, and student/family support, **THEN** our efforts will, over time, students will experience equitable opportunities and increased achievement.

Goal 1: To develop, provide, and support a professional learning community that will work collaboratively and aggressively to drive continuous improvement in all schools through a data driven and outcomes focused culture

Support	Resources	Person(s) Responsible	Methods/Tools for Monitoring	Monitoring Timeline
Support master schedules that include specific times for daily collaborative team meetings.	Various scheduling tools as utilized by the differing grade bands	Building Principals	Master Schedules	Fall Winter Spring/Summer
Provide ongoing, job-embedded, building level PLC professional development	Learning by Doing APSRC Trainings In House Training SolutionTree	Academic Administrator Building Principals	Annual Professional Development Schedule Agendas Observations	Monthly
Continue annual surveys of families, students, and staff to identify assess needs for improved outcomes	Needs Assessment Surveys	Academic Administrator Building Principals Family Engagement Coordinator Federal Funds Coordinator	Data Review By All Administrative Staff upon Survey cCompletion	Spring

Goal 2: To equip and support educators and staff members in individual growth and professional expertise for increased achievement in reading for all students

Support	Resources	Person(s) Responsible	Methods/Tools for Monitoring	Monitoring Timeline
Provide direct and on-going resources, training, and accountability for the school literacy plans	School Improvement Plans which include the literacy plans, linked below	Federal Programs Coordinator Building Principals Instructional Staff District Administrators	Master Schedules	Monthly Fall Winter Spring/Summer

Goal 3: To equip and support educators and staff members in individual growth and professional expertise for increased achievement in mathematics for all students

Support	Resources	Person(s) Responsible	Methods/Tools for Monitoring	Monitoring Timeline
Provide direct and on-going resources, training, and accountability for the school mathematics plans	School Improvement Plans which include the mathematics plans, linked below	Federal Programs Coordinator Building Principals Instructional Staff District Administrators	Master Schedules	Monthly Fall Winter Spring/Summer

Plan Links:

[Elementary Improvement Plan](#)

[Middle School Improvement Plan](#)

[High School Improvement Plan](#)

4. To develop, implement, and support a system that engages families, students and staff regarding excellence in education for our students as well as career readiness for a life time of success

Support	Resources	Person(s) Responsible	Methods/Tools for Monitoring	Monitoring Timeline
Provide regional opportunities for students and families to socialize, collaborate, and build community	Regional Heat Maps Outing Location Banks School Newsletter	Regional Community Coordinators District and Building Level Administration	Attendance Surveys Feedback Surveys	Quarterly
Provide parent and family training on relevant social emotional topics	Cook Center Trainings and Website	Counselors Regional Community Coordinators	Cook Center Data Attendance Documents Parent Surveys	Monthly
Introduce Career Planning and Coursework in the Middle and High Schools with a running plan for each student that includes career pathways and certifications	Graduation Plans Counselor Training Course Catalog Support	Building Level Principals Counselors CTE Administrator	Graduation Plan Data 3 E's Designation Data Pathway Designation Data	Weekly Monthly Quarterly

Reading Curriculum and SoR Pathways

Curriculum is provided by Stride Inc. and is created with and aligned to the science of reading. Curriculum is currently awaiting approval from EdReports. Additionally, Phonics First and Mindplay, as approved curricula by the Arkansas Department of Ed., is used as a supplemental curriculum to reinforce reading proficiency and is a daily part of the curriculum in grades K-5.

ARVA teachers complete SoR pathway D. Teachers that come to us as new teachers with existing pathway work complete a consultation with their Principals to determine if they will align with ARVA's chosen pathway or complete the pathway of their initial body of work. ARVA has it's own RISE Trainer and maintains RISE evaluators for the ongoing monitoring of pathway completion. The tracker employed to organize progress and completion can be found at the link below.

[SoR Tracker](#)

Fidelity, Accountability and the Cycle of Evaluation

The administration and leadership at Arkansas Virtual Academy accept the responsibility of implementation of the support plan. This is done through weekly leadership meetings, weekly data pulls, monthly Science of Reading report outs, and quarterly reports to the ARVA board. The details above are observed via monthly observation processes as teachers receive, on average, two observations monthly and SoR is incorporated into these looks. As part of our growth model, teachers receive quarterly feedback on their efficacy, along with goals for improvement in the coming quarter. The District Support Plan goals are part of those discussions.

Cycle of Evaluation:

As a regular part of staff data digs, interim and summative assessment data will be analyzed in PLCs to identify the effectiveness of the District Support Plan, to identify any gaps and to determine revisions needed. Additionally, the grade level leadership teams will also provide these cycles of review. These larger digs will be conducted after each interim (beginning, middle and end of year), with the deepest dive at Back to School Meetings annually to utilize the Summative Assessment results.

PLCs will roll their findings for plan adjustments (student gains, gaps, etc.) to their grade level leadership. Grade level leadership teams will review and provide their additional evaluatory feedback. This body of evidence will then be evaluated by the district literacy team (Dyslexia Coordinator, Head of School, Academic Administrator, RTI Coordinator and Literacy Interventionist) for plan revision and implementation.