

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/3/2016

Fayetteville Virtual Academy NCES - na

FAYETTEVILLE SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The FVA staff is currently comprised of the director, three teachers, a field experience coordinator, and an administrative assistant. Due to our size and the nature of the stage of development that we are in, our entire staff is our Leadership Team. Next year, these staff members will continue filling this role as the founders of FVA.	
Plan	Assigned to:	JoAnna Lever	
	How it will look when fully met:	The Leadership Team will complete a multitude of tasks as they fill multiple roles during Fayetteville Virtual Academy's inaugural year. This team will make up the Leadership Team during years 2, 3, and beyond as founders of the school. Their involvement in the process of creating this school will enable them to serve in a leadership capacity as new staff members and teachers are added in the following years. The evidence that this objective is fully met will be their level of involvement filling leadership roles in the future.	
	Target Date:	08/01/2018	
	Tasks:	<p>1. The Leadership Team will meet weekly for an hour each meeting operating with agendas, group norms, and follow through with the plans they make. Those meetings will include:</p> <ul style="list-style-type: none"> -analysis of school growth data at the beginning, middle, and end of the year -analysis of individual student performance monthly -analysis of the relationship between the written curriculum, taught curriculum, and assessments weekly one on one with the teacher and director -analysis the vertical relationship between the grade level curriculum monthly -discussion of the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps) 	
	Assigned to:	JoAnna Lever	
	Added date:	09/27/2016	
	Target Completion Date:	10/14/2016	

Frequency: weekly

Comments:

2. The Leadership Team will facilitate the involvement of the school community in the development of the School Improvement Plan; encourage, support and create opportunities for involvement from parents and the community.

Assigned to: Jay Stoyanov

Added date: 09/27/2016

Target Completion Date: 12/20/2016

Frequency: weekly

Comments:

3. The Leadership Team will contribute to the design of the School Improvement Plan; create policies and procedures that enhance achievement and meet educational, safety and parent involvement goals; build the capacity of the school to address parent and staff concerns.

Assigned to: JoAnna Lever

Added date: 09/27/2016

Target Completion Date: 09/29/2016

Comments:

Implement

licator

Percent Task Complete: Tasks completed: 0 of 3 (0%)

ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)

Status

Tasks completed: 0 of 5 (0%)

Assessment

Level of Development: Initial: Limited Development 09/27/2016

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Students are currently being assessed and data is being collected for our beginning of year data meeting. Structures are being put in place for monthly data meetings, as well as RtI meetings.

Plan

Assigned to: JoAnna Lever

How it will look when fully met: When this objective is fully met at FVA, teachers will know where all of the students are academically. Their practice will reflect that. They will make modifications and provide accommodations according to their students' needs. They will personalize their instruction based on what they know about their students strengths and areas of need.

Evidence that this objective is fully met will include improved student achievement as a result of the decisions that are made during the various data meetings. The documentation would include student assessment results, notes and plans of action from data meetings regarding the decisions that were made, and agendas.

Target Date: 10/14/2016

Tasks:

1. Student performance data is analyzed at the beginning, middle and end of each school year during data meetings. The assessments include MAP testing, the Scholastic Reading Inventory, Lexia Core 5 Placement, IOWA Math and ACT Aspire.

Assigned to: Juli Johnson

Added date: 09/27/2016

Target Completion Date: 10/14/2016

Frequency: three times a year

Comments:

2. Individual student data is analyzed weekly by all teachers and the director within the PEAK and K12 Learning Management System. Student progress and grades will be up-to-date for students, parents, teachers, designees and administration. Lack of progress will be discussed with the students and their parents (and designees when applicable).

Assigned to: JoAnna Lever

Added date: 09/27/2016

Target Completion Date: 09/15/2016

Frequency: weekly

Comments:

3. Individual student data will be analyzed monthly by all staff in data meetings. Students' progress monitoring, as well as AIPs will be updated. Students who are not making the expected progress will filter into RtI.

Assigned to: JoAnna Lever

Added date: 09/27/2016

Target Completion Date: 10/14/2016

Frequency: monthly

Comments:

4. A data wall will be constructed to monitor students' progress in PEAK and on summative assessments. The data wall will be updated during the monthly data meetings.

Assigned to: JoAnna Lever

Added date: 09/27/2016

Target Completion Date: 10/14/2016

Frequency: monthly

Comments:

5. Teachers will be provided with job-embedded professional development to support their ability to interpret student data and be diagnostic with their analysis.

Assigned to: JoAnna Lever

Added date: 09/27/2016

Target Completion Date: 11/30/2016

Frequency: monthly

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 5 (0%)

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	FVA teachers are currently providing online instruction daily; face-to-face whole group, small group and 1:1 instruction; 1:1 instruction remotely using an online conference tool.	
Plan	Assigned to:	JoAnna Lever	
	How it will look when fully met:	Students will receive opportunities to engage in a variety of learning experiences to meet common objectives. These include daily online instruction; face-to-face whole group, small group and 1:1 instruction; 1:1 instruction remotely using an online conference tool; and field experiences.	
	Target Date:	08/30/2016	
	Tasks:		
	1. Teachers will receive ongoing training on how to utilize the PEAK and K12 Learning Management Systems.		
	Assigned to:	Melissa Green	
	Added date:	09/27/2016	
	Target Completion Date:	07/07/2016	
	Frequency:	twice a year	
	Comments:		
	2. Students will complete a student orientation where they will learn how to access and use PEAK, send and receive emails, and use the Zoom online conference tool. They will also receive tech assistance based on their individual needs.		
	Assigned to:	Lisa Malloy	
	Added date:	09/28/2016	
	Target Completion Date:	08/09/2016	
	Frequency:	twice a year	
	Comments:		
	3. Weekly live lessons will be available on the FVA campus for students in the following subject areas: math, science, and ELA.		
	Assigned to:	JoAnna Lever	
	Added date:	09/28/2016	
	Target Completion Date:	09/29/2016	
	Frequency:	weekly	
	Comments:		
	4. Personalized 1:1 lessons are available upon request in the core subject areas and on Tuesdays during Guided Study Sessions.		
	Assigned to:	Lisa Malloy	

Added date: 09/28/2016

Target Completion Date: 08/17/2016

Frequency: daily

Comments:

5. Students will have opportunities to participate in weekly, grade-appropriate field experiences in a variety of interest areas.

Assigned to: Jay Stoyanov

Added date: 09/28/2016

Target Completion Date: 08/17/2016

Frequency: weekly

Comments:

Implement

Percent Task Complete: Tasks completed: 0 of 5 (0%)

Task Report

The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.

October 03, 2016

Fayetteville Virtual Academy na

Key Objectives are shown in RED.

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Tasks Included in the Plan (13)

Objective		Task	Frequency	Assigned	Due Date	Completed
IIIC05	1	Teachers will receive ongoing training on how to utilize the PEAK and K12 Learning Management Systems.	twice a year	Melissa Green	07/07/2016	
		<i>comments:</i>				
IIIC05	2	Students will complete a student orientation where they will learn how to access and use PEAK, send and receive emails, and use the Zoom online conference tool. They will also receive tech assistance based on their individual needs.	twice a year	Lisa Malloy	08/09/2016	
		<i>comments:</i>				
IIIC05	4	Personalized 1:1 lessons are available upon request in the core subject areas and on Tuesdays during Guided Study Sessions.	daily	Lisa Malloy	08/17/2016	
		<i>comments:</i>				
IIIC05	5	Students will have opportunities to participate in weekly, grade-appropriate field experiences in a variety of interest areas.	weekly	Jay Stoyanov	08/17/2016	
		<i>comments:</i>				
ID10	2	Individual student data is analyzed weekly by all teachers and the director within the PEAK and K12 Learning Management System. Student progress and grades will be up-to-date for students, parents, teachers, designees and administration. Lack of progress will be discussed with the students and their parents (and designees when applicable).	weekly	JoAnna Lever	09/15/2016	
		<i>comments:</i>				
ID08	3	The Leadership Team will contribute to the design of the School Improvement Plan; create policies and procedures that		JoAnna Lever	09/29/2016	

enhance achievement and meet educational, safety and parent involvement goals; build the capacity of the school to address parent and staff concerns.

comments:

IIIC05	3	Weekly live lessons will be available on the FVA campus for students in the following subject areas: math, science, and ELA.	weekly	JoAnna Lever	09/29/2016
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comments:

ID10	1	Student performance data is analyzed at the beginning, middle and end of each school year during data meetings. The assessments include MAP testing, the Scholastic Reading Inventory, Lexia Core 5 Placement, IOWA Math and ACT Aspire.	three times a year	Juli Johnson	10/14/2016
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comments:

ID08	1	The Leadership Team will meet weekly for an hour each meeting operating with agendas, group norms, and follow through with the plans they make. Those meetings will include: -analysis of school growth data at the beginning, middle, and end of the year -analysis of individual student performance monthly -analysis of the relationship between the written curriculum, taught curriculum, and assessments weekly one on one with the teacher and director -analysis the vertical relationship between the grade level curriculum monthly -discussion of the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps)	weekly	JoAnna Lever	10/14/2016
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comments:

ID10	3	Individual student data will be analyzed monthly by all staff in data meetings. Students' progress monitoring, as well as AIPs will be updated. Students who are not making the expected progress will filter into RtI.	monthly	JoAnna Lever	10/14/2016
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comments:

ID10	4	A data wall will be constructed to monitor students' progress in PEAK and on summative assessments. The data wall will be updated during the monthly	monthly	JoAnna Lever	10/14/2016
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data meetings.

comments:

ID10	5 Teachers will be provided with job-embedded professional development to support their ability to interpret student data and be diagnostic with their analysis.	monthly	JoAnna Lever	11/30/2016
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comments:

ID08	2 The Leadership Team will facilitate the involvement of the school community in the development of the School Improvement Plan; encourage, support and create opportunities for involvement from parents and the community.	weekly	Jay Stoyanov	12/20/2016
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comments:

AR
 Fayetteville Virtual Academy (FAYETTEVILLE SCHOOL DISTRICT)
 300 S Ray Avenue
 Fayetteville AR 72701
 479-445-1604

Health and Wellness School Improvement Priority

Section I: School Information

School Name:	Fayetteville Virtual Academy
School LEA Name:	7203703

School Year:
2016-2017

Section II: Needs Assessment

School Health Index Assessment

☒ Check box if the school completed the pdf version of the SHI Assessment, upload the Completed Overall Score Card and the School Health Improvement Plan to the Health & Wellness Folder.

If completing the SHI Assessment online you must provide a Reference Number.

Reference Number:

Body Mass Index (BMI)

☒ The school can verify the analysis of the School Level Body Mass Index screening data conclusions.

Description/Conclusion

Due to this being the first year for FVA, the district's results have been analyzed for grades 4-8.

Males

Females

Grade N Healthy or Underweight Overweight Obese N Healthy or Underweight Overweight Obese

04 361 67.3% 16.6% 16.1% 324 70.4% 12.7% 17% 05 N/A N/A N/A N/A N/A N/A N/A N/A

06 322 65.2% 19.3% 15.5% 293 70.6% 15.4% 14% 07 N/A N/A N/A N/A N/A N/A N/A N/A

08 277 70% 14.8% 15.2% 308 62.3% 18.8% 18.8%

Other health and wellness related data (Optional)

Description/Conclusion

Section III: Health and Wellness Goals

(Provide a detailed description of each required activity)

Goal 1: How will the LEA provide coordination and support to create a healthy nutrition environment for students? {HINT: see 3 required activities.}

Activity	Person Responsible	Timeline
Coordinate with Ally Mrachek, the Director of Child Nutrition to ensure menus are reviewed quarterly by the district wellness committee and healthy food choices are being marketed. FVA students are not served daily lunches since their coursework is completed at home.	Jay Stoyanovich	September, 2016
FVA students will receive grade-appropriate nutrition education through guest speakers, field experiences, and video segments within their physical education courses.	JoAnna Lever	August, 2016-May, 2017
Ensure the district's wellness policy is in compliance with federal and state mandates.	JoAnna Lever	August, 2016-May, 2017
Students will participate in field experiences that will provide them with opportunities to learn about making healthy food choices, such as the farm-to-table program at Apple Seeds Farm.	Jay Stoyanovich	August, 2016-May, 2017

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Description

Goal 2: How will the LEA provide coordination and support to create an environment that promotes physical activity and provides quality physical education for students? {HINT: see 3 required activities.}

Activity	Person Responsible	Timeline
Ensure that minimum levels of physical education and physical activity are being provided through the use of Google Forms.	Jay Stoyanovich	August, 2016-May, 2017
Ensure that physical activity is implemented across the curriculum for all grade levels.	JoAnna Lever	August, 2016-May, 2017
Ensure that the district policy is in compliance with federal and state mandates.	JoAnna Lever	August, 2016-May, 2017

Description

Goal 3: How will the LEA promote a healthy school environment that promotes learning throughout the school culture? {HINT: see 1 required activity.}

Activity	Person Responsible	Timeline
The FVA teachers will be provided with professional development that includes nutrition and physical activity.	Jay Stoyanovich	Spring, 2017
Students will be provided with field experiences that promote healthy living (i.e., hiking at Mt. Kessler and Lake Fayetteville; Apple Seeds farm-to-table program; FPS bike trails). Teachers will be encouraged to attend these field experiences, as well.	Jay Stoyanovich	August, 2016-May, 2017
Students will learn about health and exercise from guest speakers that include professional, collegiate, and high school athletes.	JoAnna Lever	October, 2016-May, 2017

Description

Goal 4: (Optional) How does the school address other health disparities trending among students identified from the Needs Assessment?

Activity	Person Responsible	Timeline

Description

Reviewer Response:

Reviewer Comments:

AR
 Fayetteville Virtual Academy (FAYETTEVILLE SCHOOL DISTRICT)
 300 S Ray Avenue
 Fayetteville AR 72701
 479-445-1604

School Parent Involvement Policy

**This form was adapted from, *A Toolkit for Title I Parent Involvement*.
 Ferguson, C. (2009). *A Toolkit for Title I Parental Involvement*. Austin, TX: SEDL.**

Hint

District

Fayetteville Public School District

School Improvement Status

N/A

Grade Levels

4-8

Parent Involvement Coordinator

Jay Stoyanovich

Are you Title I Schoolwide?

- ☐ Yes
☒ No
☐ N/A

Percent of free and reduced lunch

26%

Parent Involvement Committee Members

(Select "Repeat" to open more entry fields to add additional team members)

Enter committee members
First Name

Matthew

Last Name

Wilson

Position

Teacher

Enter committee members
First Name

Juli

Last Name

Johnson

Position

Teacher

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

- FVA will distribute a weekly electronic newsletter to parents that is developed with participation of the director and staff. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.
- FVA will create teacher pages on the school website. Links to the PEAK LMS and pertinent classroom information will be available on classroom websites.
- Parents can access their child's grades using their guardian accounts in the PEAK and K12 LMS. Parents may use email or Zoom to communicate with members of the school staff, as well as phones.
- Each teacher will communicate with parents weekly regarding the students' progress.

- Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
- FVA will provide to parents report cards every nine weeks with information regarding their child's academic progress.
- FVA will send parents a parent-friendly letter in the first report card that explains their child's test results and standardized test scores.
- FVA will offer parents a special workshop at the beginning of each year on helping their children be successful online learners.
- FVA will send brochures home with students, post notices in school facilities and public buildings about parent workshops and meetings.

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

- Personalized Learning Plan meetings were held in the spring with all parents of FVA students. These meetings were scheduled individually by the students' parents. During these meetings, parents learned more about the expectations and requirements of FVA. They, with the help of their children and FVA teachers, selected their children's courses for the current school year.
- Meet the Teacher Night was held on June 7, 2016. Parents and their children were able to visit campus and meet the newly hired staff.
- FVA held a 3 hour student orientation on July 28, 2016, that parents were welcome to attend to learn more about the PEAK LMS, Zoom online conferencing tool, and digital citizenship.
- FVA held a Back to School Bash with a parent orientation on August 9, 2016. Parents were shown how to access online tools to help learn the PEAK LMS.
- A series of family reading days/nights will be held. These will provide an opportunity for parent and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.
- Outside speakers will provide parents with more information concerning ways to make their child's academic life more successful.
- Teachers will hold conferences individually with parents of children in their classrooms twice per year (October 20 & 21 and March 30 & 31). Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of coursework and grading procedures.
- FVA will offer parents a special workshop each year to provide an explanation of the statewide assessment system, standards, and other accountability measures.
- FVA will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:
 - Learning coach
 - Field experience chaperone
 - Club leaders
 - Awards day presentation
 - Field day volunteers
 - Family reading night
 - Parent education workshops
 - Orientation presentations
 - Open House
 - Parent-Teacher Organization
 - Various committees

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

- FVA will provide opportunities for parents and community members to support the instructional program through such programs as academic clubs, tutoring, and special guest speakers.
- The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Our field experience coordinator will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
- The school will work with the middle and junior high schools in the district to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities.
- Student and parent interest meetings will be held in the spring to help with the transition from traditional and home schooling to FVA.
- Parents will have the opportunity to meet the new teachers during the summer before the school year begins.
- STATE REQUIREMENT – Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.
- STATE REQUIREMENT (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer that three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

4. How will your school work with parents to create a School-Parent-Compact?

- FVA staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving 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 academic standards. All stakeholders will sign the compact.
-

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

- FVA will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.
 - FVA will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.
 - FVA will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement.
 - STATE REQUIREMENT – To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
 - STATE REQUIREMENT - The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.
 - Coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as the Head Start Program, Reading First Program, Early Reading First Program, Even Start Program, Parents as Teachers Program and, Home Instruction Programs for Preschool Youngsters, and state-run pre school programs.
-

6. How will your school provide resources for parents?

- Parents may check out materials, use their children's computers to check grades, and visit educational websites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. An electronic suggestion form will also be available for parental input. The school will open the resource center at hours that are convenient to parents.
 - STATE REQUIREMENT - The school will distributed Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...).
 - STATE REQUIREMENT - To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.
 - Create a parent center.
 - STATE REQUIREMENT – Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.
 - STATE REQUIREMENT – The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator.
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7. How will your school engage parents in the evaluation of your parental involvement efforts?

- FVA will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.
-

8. How will your school use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year?

- FVA will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically.
 - The school will use the results of the parent interest survey will be used to plan the parental involvement activities for the year.
 - The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.
 - STATE REQUIREMENT – Sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
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9. When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)

- FVA will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program.
- The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet.
- For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the

minutes for this meeting must be generated separately from any other events and kept on file in the school's office.

****After completion of this form, the school should print and submit to district for review and approval. Once approved, the school is required to post their School Parent Plan on their website.***