Our Direction

Fayetteville Virtual Academy

Our vision is to create a k-12 school that is highly regarded for its academic excellence; where students are empowered to connect and contribute to their local and global communities.

- We believe that all students deserve to learn in the way that best suits them.
- We believe that all students' voices and choices matter.
- We believe that students should be equipped with the academic, emotional, and social skills necessary to be successful post-graduation.
- We believe that students should be exposed to a variety of opportunities available to them in their local and global communities.
- We believe that students should contribute to their local and global communities.

Mission:

The mission of Fayetteville Virtual Academy is to make truly personalized learning accessible to all students while building on their individual strengths and interests.

- Aligning classroom observations with evaluation criteria and professional development

Performance Measure(s)

Performance Indicator: IF10: The principal plans opportunities for teachers to share their strengths with other teachers. (74)		
Data Source:	Baseline Year:	Baseline:
Target Date: 2018	Target: 100	Actual:

- Assessing student learning frequently with standards-based assessments

- Engaging teachers in aligning instruction with standards and benchmarks

Performance Measure(s)

Performance Indicator: IIA01: Instructional Teams [implement] standards-aligned units of instruction for each subject and grade level.		
Data Source:	Baseline Year:	Baseline:
Target Date: 2019	Target: 100	Actual:

- Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Performance Measure(s)

Performance Indicator: IE10: The principal celebrates individual, team and school successes, especially related to student learning outcomes. (61)		
Data Source:	Baseline Year:	Baseline:
Target Date: 2018	Target: 100	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

FVA Demographics and ACT Aspire Data

4th Grade BOY Data   4th Grade MOY Data

5th Grade BOY Data   5th Grade MOY Data

6th Grade BOY Data   6th Grade MOY Data

7th Grade BOY Data   7th Grade MOY Data

8th Grade BOY Data   8th Grade MOY Data

Student Outcome Data:

Our data from the 16-17 school year indicated that improvement is needed in the following areas:

- 5th grade math
- 4th - 8th grade writing

Our MAP data from the beginning and middle of the school year indicated that improvement is needed in the following areas:

- 5th grade math and reading
- 6th grade language
- 7th grade math
- 8th grade reading

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Leadership Meeting Agendas & Notes

Selected Indicators:

Align classroom observations with evaluation criteria and professional development

IF10	The principal plans opportunities for teachers to share their strengths with other teachers.(74)

Assess student learning frequently with standards-based assessments

IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)

Engage teachers in aligning instruction with standards and benchmarks

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)

ACSIP Planning Worksheet 2018-19 Fayetteville Virtual Academy

Goal # _1_:
What do we hope to accomplish?

Engaging teachers in aligning instruction with standards and benchmarks

Where We Are? (Currently) Baseline data	**What PROJECT(S) Will It Take to Get There** (Resources-Time, People, $) (Organizational Supports) (Resisting forces to address)	Actions(Brainstorm, Prioritize) Timeline- (Backwards Map) Job Chart- (Who? What? When?)			**How We'll Know If We're Successful** (Systems for data collection and analysis. Evaluation to ensure quality implementation and sustainability)
		Actions	**Timeline**	**Who**	
We are currently implementing standards-aligned units of instruction for each subject and grade level. We need to continue course modifications to ensure alignment to Arkansas State Standards.	Principal needs to learn more about curriculum development and instructional design in online courses and professional development/support available for teachers.	Network with other virtual school leaders/principals and teachers to learn about resources available	Spring 2018	JLever	Communication log, notes from visits with other virtual school leaders/principals, resources collected from visits
	All teachers need the time to review the standards for their courses.	PD on how to analyze and interpret AR state standards	Summer 2018	JLever	PD presentation, notes, alignment documents from analysis and standards alignment
	Teachers need PD to better understand how to interpret	Standards alignment	Summer 2018	JLever	

The FLVS Courses are aligned to the CCSS within the LMS under mastery. We need to request the AR alignment for all courses from FLVS. Teachers are completing their first and second years teaching in a new learning environment and are becoming more knowledgeable in terms of knowing: what good online courses consist of; the content included in their FLVS courses; and resources available to supplement what their courses are missing that address AR-specific standards.	their standards and how to best align them to the lessons and learning activities in their courses. Teachers need to learn more about modifying their courses, including adding lessons, removing lessons, and substituting lessons.	PD on course evaluation and course modification PD on instructional design and digital content creation	Summer 2018 & 18-19 SY 18-19 SY	JLever JLever	Course modifications within the online courses; student surveys/evaluations; peer reviews; samples; course evaluation rubrics Creation of online course content; student surveys/evaluations; samples; peer reviews; course evaluation rubrics

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Fayetteville Virtual Academy 2018-19 Job Chart for Goal # _1_

ONLINE COURSE EVALUATION/MODIFICATION/CREATION PROJECT

Action What?	Who?	When?	Confirmation/ Communication
1. Seek information and resources to support this project	Principal	Spring 2018	
2. Complete professional development on standards alignment	Teachers	Summer 2018	
3. Complete professional development on online course evaluation using iNacol and/or ISTE rubrics	Teachers	Spring/Summer 2018	
4. Professional development on modifying and creating online course content	Teachers	2018-19 SY	
5. Modify course content	Teachers	2018-19 SY	
6. Create course content	Teachers	2018-19 SY	
7. Utilize course content	Students	2018-19 SY	
8. Evaluate course lessons and activities	Principal/Teachers/Students	2018-19 SY	
9. Revise content that was modified/created	Teachers	2018-19 SY	
10. Evaluate the cycle and make revisions	Principal	2018-19 SY	
11. Restart the cycle			

April 2018	Principal has monthly meeting with Dr. Weber to inquire about curriculum development resources. Principal has bi-weekly call with Kecia Ray to learn about resources available to support principal and teacher learning in the area of online course content creation
April 2018	Create a new schedule for teachers with protected time for guided study, meetings, and training
May 2018	Principal has bi-weekly call with Kecia Ray to learn about resources available to support principal and teacher learning in the area of remote proctoring, the use of pre-tests using FLVS courses.
May 2018	Principal visits with FLVS and Lawrence Virtual School leaders to learn about their use of pre-tests and how they use the data to inform their instructional and curriculum decisions.
May 2018	Principal visits with FLVS and Lawrence Virtual School leaders to learn about resources and their school's progression to creating their own online course content.
June 2018	Kecia Ray will visit FVA and provide one-day professional development to teachers.
June 2018	Principal will complete PD on creating digital course content.
June 2018	Principal will work with FLVS to create PD for teachers to learn about reports available, how to analyze the provided pre-tests, and how to interpret the data provided within Buzz.
June 2018	Create a schedule of walkthroughs and course evaluations to regularly identify teachers' strengths
July 2018	Principal and assistant principal identify committees needed for the 2018-19 school year, including a committee that will celebrate individual, team, and school successes.
July 2018	Principal will assign teacher leadership committee to steer the project and complete training.

July 2018	Principal and assistant principal will create a system for identifying members of the committee (i.e., selection, nomination, volunteer, etc.)
Summer 2018	Schedule team meetings that are focused on online instructional practices
August 2018	Principal and FLVS will provide planned PD session(s).
August 2018	Principal and teachers will facilitate teacher training on standards alignment, course evaluation, and creating online course content
August 2018	FVA Administration and Staff will create a plan for utilizing proctors and pre-tests to guide instruction.
August 2018	Committee will be formed and meet.
August 2018 – May 2019	Committee meetings to create a system for stakeholders to identify/communicate successes and plan celebrations and evaluate the previous month's celebrations hosted.
August 2018 – May 2019	Teachers will practice modifying and creating online course content. The cycle will include the creation of online course content, evaluation, and revision.
August 2018 – May 2019	Teachers will utilize data to support student learning and provide interventions/enrichment based on that data.
August 2018 – May 2019	FVA Administration and Staff will evaluate the process created and refine it throughout the school year.
August 2018 – May 2019	Meet and have teachers share out when appropriate
May 2019	Principal and teachers will evaluate the cycle and begin planning the training of adjunct teachers for the 2019-20 school year.
May 2019	Have teachers provide feedback regarding the sharing of strengths and learning from their peers

ACSIP Planning Worksheet 2018-19

Fayetteville Virtual Academy

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Goal # _2_:
What do we hope to accomplish?

Assessing student learning frequently with standards-based assessments

Where We Are? (Currently) Baseline data	What PROJECT(S) Will It Take to Get There (Resources-Time, People, $) (Organizational Supports) (Resisting forces to address)	Actions	Timeline	Who	How We'll Know If We're Successful (Systems for data collection and analysis. Evaluation to ensure quality implementation and sustainability)
We are currently administering unit pre-/post-tests that are embedded in the FLVS Courses. The data has solely been available for the students, their parents, and the teachers but not used to make decisions about the curriculum and instructional plans.	Professional development from Agilix/FLVS to learn how to pull the reports and interpret the data. A remote proctoring service, such as ProctorU PD on ProctorU PD on how to appropriately use the data to guide instruction	Network with other virtual school leaders/principals and teachers to learn about resources available PD on how to analyze the pre-/post-test data PD on ProctorU or another remote proctoring	Spring 2018 Summer 2018 Summer 2018	JLever JLever JLever	Communication log, notes from visits with other virtual school leaders/principals, resources collected from visits, quotes from proctor vendors Analysis of pre-/post-test data Ability to effective use remote proctors and provide on-site proctoring of pre-/post-tests

Actions (Brainstorm, Prioritize)
Timeline- (Backwards Map)
Job Chart- (Who? What? When?)

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In order to utilize the pre-test data, assessments will need to be proctored to ensure academic integrity. Upon having resources to proctor exams remotely, the pre-test data will be able to guide instruction. Pre-/Post-test data is available for each unit in each core course. The data has not yet been utilized to direct instruction. It is indicative of student performance and provides a variety of in-depth information. Training is needed in order to pull reports efficiently and interpret the data.	and make decisions about the curriculum.	service/Provide on-site proctorin PD on how to use the data to help make informed instructional and curriculum decisions	18-19 SY	JLever	Student data will be utilized to identify students who need more support or to move forward. This will be evident in the course gradebooks, feedback from teachers, and intervention logs.

Fayetteville Virtual Academy 2018-19 Job Chart for Goal # _2_

PRE-/POST-TEST DATA DISAGGREGATION & ACTION PROJECT

Action What?	Who?	When?	Confirmation/ Communication
1. Seek information and resources to support this project	Principal	Spring 2018	
2. Complete professional development on assessment analysis	Teachers	Summer 2018	
3. Complete professional development on assessment data analysis	Teachers	Spring/Summer 2018	
4. Complete professional development on proctoring service	Teachers	2018-19 SY	
5. Create a plan for utilizing pre-/post-test data that includes criteria for identifying students who are in need of interventions and/or enrichment	Principal/Teachers	2018-19 SY	
6. Evaluate the plan/Identify possible gaps and put preventative measures in place	Principal/Teachers/S takeholders	2018-19 SY	
7. Communicate the plan to students and their parents	Principal/Teachers	2018-19 SY	
8. Implement the plan	Teachers	2018-19 SY	
9. Evaluate the plan	Principal/Teachers/S takeholders		
10. Evaluate the cycle and make revisions			
11. Restart the cycle			

Fayetteville Virtual Academy Summary of Goals and Actions

2018-19

April 2018	Principal has monthly meeting with Dr. Weber to inquire about curriculum development resources. Principal has bi-weekly call with Kecia Ray to learn about resources available to support principal and teacher learning in the area of online course content creation
April 2018	Create a new schedule for teachers with protected time for guided study, meetings, and training
May 2018	Principal has bi-weekly call with Kecia Ray to learn about resources available to support principal and teacher learning in the area of remote proctoring, the use of pre-tests using FLVS courses.
May 2018	Principal visits with FLVS and Lawrence Virtual School leaders to learn about their use of pre-tests and how they use the data to inform their instructional and curriculum decisions.
May 2018	Principal visits with FLVS and Lawrence Virtual School leaders to learn about resources and their school's progression to creating their own online course content.
June 2018	Kecia Ray will visit FVA and provide one-day professional development to teachers.
June 2018	Principal will complete PD on creating digital course content.
June 2018	Principal will work with FLVS to create PD for teachers to learn about reports available, how to analyze the provided pre-tests, and how to interpret the data provided within Buzz.
June 2018	Create a schedule of walkthroughs and course evaluations to regularly identify teachers' strengths
July 2018	Principal and assistant principal identify committees needed for the 2018-19 school year, including a committee that will celebrate individual, team, and school successes.
July 2018	Principal will assign teacher leadership committee to steer the project and complete training.

July 2018	Principal and assistant principal will create a system for identifying members of the committee (i.e., selection, nomination, volunteer, etc.)
Summer 2018	Schedule team meetings that are focused on online instructional practices
August 2018	Principal and FLVS will provide planned PD session(s).
August 2018	Principal and teachers will facilitate teacher training on standards alignment, course evaluation, and creating online course content
August 2018	FVA Administration and Staff will create a plan for utilizing proctors and pre-tests to guide instruction.
August 2018	Committee will be formed and meet.
August 2018 – May 2019	Committee meetings to create a system for stakeholders to identify/communicate successes and plan celebrations and evaluate the previous month's celebrations hosted.
August 2018 – May 2019	Teachers will practice modifying and creating online course content. The cycle will include the creation of online course content, evaluation, and revision.
August 2018 – May 2019	Teachers will utilize data to support student learning and provide interventions/enrichment based on that data.
August 2018 – May 2019	FVA Administration and Staff will evaluate the process created and refine it throughout the school year.
August 2018 – May 2019	Meet and have teachers share out when appropriate
May 2019	Principal and teachers will evaluate the cycle and begin planning the training of adjunct teachers for the 2019-20 school year.
May 2019	Have teachers provide feedback regarding the sharing of strengths and learning from their peers

ACSIP Planning Worksheet 2018-19 Fayetteville Virtual Academy

Goal # _3_:
What do we hope to accomplish?

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Where We Are? (Currently) Baseline data	**What PROJECT(S) Will It Take to Get There** (Resources-Time, People, $) (Organizational Supports) (Resisting forces to address)	Actions(Brainstorm, Prioritize) Timeline- (Backwards Map) Job Chart- (Who? What? When?)			**How We'll Know If We're Successful** (Systems for data collection and analysis. Evaluation to ensure quality implementation and sustainability)
		Actions	**Timeline**	**Who**	
Student accomplishments are highlighted on social media when they receive accolades for athletics, extracurricular activities, etc.

We recently celebrated our rating from the state department and test scores from year one. As our school continues to grow, | Our PTO has gotten established as a 501 c3 this year in order to raise money for the school. One of the things that PTO can do is help fund the celebrations as they accrue funds to do so.

Other fundraisers may be needed in order to create an activity account to support such celebrations. | Create a committee to create a system to identify successes and develop celebrations.

Collaborate with PTO to support the celebrations.

Meet with the committee monthly to identify successes, create celebratory ideas, and | Summer 2018

Summer 2018

2018-19 SY | JLever & KCook

Committee

Committee | Committee sign-in sheets/notes

Photographs, documentation on social media of celebrations

Planning calendar

Digital forms and calendar of celebratory events |

we hope to celebrate more accomplishments and beyond social media and the student newsletter. FVA is hosting a senior celebration to recognize the inaugural graduating class. The celebration will include a proclamation by the mayor, a guest speaker, commemorative gifts for the students, and a celebratory luncheon for the students, their families, district cabinet members, and area politicians.	The principal will need to be consistent with recognizing individual, team, and school successes. A committee consisting of students, parents, teachers, and the principal will be established to help identify successes and develop celebrations.	determine/develop funding.			

Fayetteville Virtual Academy 2018-19 Job Chart for Goal # _3_

SCHOOL CELEBRATION PROJECT

Action What?	Who?	When?	Confirmation/ Communication
1. Meet with PTO to discuss needs and funding options to support school celebrations	Principal	Spring 2018	
2. Create a committee to create a system to identify successes and develop unique ideas for celebrations	Principal and assistant principal	Summer 2018	
3. Have the committee meet monthly to collaborate and plan celebrations	Committee	2018-19 SY	

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April 2018	Principal has monthly meeting with Dr. Weber to inquire about curriculum development resources. Principal has bi-weekly call with Kecia Ray to learn about resources available to support principal and teacher learning in the area of online course content creation
April 2018	Create a new schedule for teachers with protected time for guided study, meetings, and training
May 2018	Principal has bi-weekly call with Kecia Ray to learn about resources available to support principal and teacher learning in the area of remote proctoring, the use of pre-tests using FLVS courses.
May 2018	Principal visits with FLVS and Lawrence Virtual School leaders to learn about their use of pre-tests and how they use the data to inform their instructional and curriculum decisions.
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June 2018	Create a schedule of walkthroughs and course evaluations to regularly identify teachers' strengths
July 2018	Principal and assistant principal identify committees needed for the 2018-19 school year, including a committee that will celebrate individual, team, and school successes.
July 2018	Principal will assign teacher leadership committee to steer the project and complete training.

July 2018	Principal and assistant principal will create a system for identifying members of the committee (i.e., selection, nomination, volunteer, etc.)
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May 2019	Have teachers provide feedback regarding the sharing of strengths and learning from their peers

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Goal # _4_:
What do we hope to accomplish?

Aligning classroom observations with evaluation criteria and professional development

Where We Are? (Currently) Baseline data	**What PROJECT(S) Will It Take to Get There** (Resources-Time, People, $) (Organizational Supports) (Resisting forces to address)	Actions(Brainstorm, Prioritize) Timeline- (Backwards Map) Job Chart- (Who? What? When?)			**How We'll Know If We're Successful** (Systems for data collection and analysis. Evaluation to ensure quality implementation and sustainability)
		Actions	**Timeline**	**Who**	
Due to the nature of our school, all of the teachers have been learning new strategies and skills in the area of delivering instruction through the use of a learning management system. There have not been a lot of formal opportunities provided, thus far, for them to share	More structured scheduling of teachers' work from home days to allow more days on campus together as a staff

Increased observations in order to identify strengths

Team meetings that are instructional and provide opportunities for teachers to | Restructure the weekly schedule for teachers to work from home on Mondays or Fridays only. This will also allow high school students to access guided study on A and B days during the 18-19 school year

A schedule for regularly accessing teacher's | Summer 2018

Summer 2018 | JLever & KCook

JLever | New weekly schedule

Calendar of course evaluation/observations

System to track teachers sharing their strengths'

Observation of the results of the sharing (i.e., if a teacher shares a certain strategy for scheduling DBAs, the new way to schedule DBAs should |

1

their strengths with each other. The formal opportunities that they have had have primarily been available through discussion boards in an online professional development course.	share their strengths with each other Peer observations	courses and using rubrics for course evaluation Set up an organization system to track sharing in order to provide balance	2018-19 SY	JLever	be evident in the other teacher's online course) Teacher feedback in surveys

Fayetteville Virtual Academy 2018-19 Job Chart for Goal # _4_

PEER SUPPORT PROJECT

Action What?	Who?	When?	Confirmation/ Communication
1. Create new schedule for teachers with protected time for guided study, meetings, and training	Principal & Assistant Principal	Spring 2018	
2. Schedule times to complete "walkthroughs" in online courses and keep a consistent calendar to identify strengths for teachers to share.	Principal & Assistant Principal	Summer 2018	
3. Schedule team meetings that are focused on online instructional practices	Teachers	Summer 2018	
4. Meet and have teachers share out when appropriate	Teachers	2018-19 SY	
5. Have teachers provide feedback regarding the sharing of strengths and learning from their peers	Teachers	Spring 2019	

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Fayetteville Virtual Academy Summary of Goals and Actions

2018-19

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August 2018 – May 2019	FVA Administration and Staff will evaluate the process created and refine it throughout the school year.
August 2018 – May 2019	Meet and have teachers share out when appropriate
May 2019	Principal and teachers will evaluate the cycle and begin planning the training of adjunct teachers for the 2019-20 school year.
May 2019	Have teachers provide feedback regarding the sharing of strengths and learning from their peers

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