UTAH VIRTUAL ACADEMY (5F05F) - Salt Lake County - 2012

# Plan Overview

## Plan Item

G 1) K-3rd Grade Literacy

Description:

Students in K-3rd grades will improve proficiency in phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary and comprehension.

Performance Measure:

3rd grade students=65% indicated as benchmark status on the DIBELS spring benchmark. 2nd grade students=72% indicated as benchmark status on the DIBELS spring benchmark. 1st grade students=78% indicated as benchmark status on the DIBELS spring benchmark. K students=40% indicated as benchmark status on the DIBELS spring benchmark.

Fiscal Resources

| Grant | Notes | 2011 |
|---|---|---|
| **IDEA** | | |
| IDEA Preschool | | $2,000 |
| IDEA School-age | | $27,362 |
| IDEA Preschool ARRA | | $2,921 |
| **IDEA Total:** | | **$32,283** |
| **State Funds** | | |
| Enhancement for At-Risk Students | | $39,289 |
| **State Funds Total:** | | **$39,289** |
| **Early Childhood Programs** | | |
| Reading Achievement Program | | $35,080 |
| **Early Childhood Programs Total:** | | **$35,080** |
| **Grand Total:** | | **$106,652** |

S 1.1) Reading Data

Description:

Using DIBLES Next Steps assessment tools and data system, teachers will benchmark K-3rd grade students in fall, winter and spring and report the results int he DIBELS data system. This data will be available to families, homeroom teachers, Title I teachers, reading teachers and administrators.

Estimated Cost

$1,000.00

AS 1.1.1) DIBELS Benchmarks

Description:

Benchmark K-3rd grade students Fall, winter and spring.

AS 1.1.2) DIBELS Data System

Description:

Track student reading progress through DIBELS data system.

AS 1.1.3) DIBELS Reports

Description:

Utilize DIBELS reports to communicate reading progress to learning coaches, administrators, school board and state educational entities.

S 1.2) Online School Reading Course Progress

Description:

Track and support progress through Online School reading courses-phonics (K-1st grade) and language arts (2nd-3rd grade).

AS 1.2.1) Daily Dose

Description:

Provide Daily Dose classes for phonics and language arts courses in Blackboard.

AS 1.2.2) Class Connect

Description:

Provide Class Connect courses in Blackboard.

AS 1.2.3) Study Island

Description:

Provide access to Study Island program for 3rd grade student's to prepare for CRT testing.

AS 1.2.4) Teacher Tutor Time=TTT

Description:

Teacher Tutor Time provides one on one or small group tutoring in language arts and literature.

AS 1.2.5) Individual Learning Plans

Description:

Develop individual learning plans for each students with relevant reading progress goals.

AS 1.2.6) Online School progress communication

Description:

Track and communicate Online School progress through conference calls and email communication

AS 1.2.7) PRIM "Pre-Referral Intervention Manual

Description:

Utilize PRIM to reference and apply intervention strategies with students.

S 1.3) Reading Remediation

Description:

Provide remediation and support for students at all levels of risk of failure.

AS 1.3.1) DIBELS Instructional Recommendation

Description:

Utilize DIBELS instructional recommendation to place students in intervention groups for instructiona.

AS 1.3.2) Tier I Intervention

Description:

Provide reading intervention instruction with a regular classroom teacher.

AS 1.3.3) Tier 2 Intervention

Description:

Provide intervention instruction with a Title I highly qualified reading teacher utilizing Odyssey reading curriculum.

AS 1.3.4) Tier 3 Intervention

Description:

Provide one on one tutoring and targeted reading instruction with highly qualified special education teacher.

AS 1.3.5) ELL students

Description:

Consider and provide for tiered intervention needs for ELL students.

AS 1.3.6) Leveled Readers

Description:

Provide leveled readers for students in Tiers 1 and 2.

AS 1.3.7) DIBELS Progress Monitoring

Description:

Complete progress monitoring with students in Tiers 1 and 2.

AS 1.3.8) SWAT Monitoring

Description:

School-wide Action Team will effectively monitor and communicate progress of students with Tier 1 and 2 status.

S 1.4) Professional Development

Description:

Professional development in effective reading instruction will be provided to all K-3rd grade staff-Regular classroom teachers, Title I and Special Education teachers.

AS 1.4.1) DIBELS Administration

Description:

Provide training for fidelity in administration of DIBELS Next benchmark and progress monitoring assessments.

AS 1.4.2) Differentiation

Description:

Provide training for differentiated instruction in all levels of Blackboard reading instruction.

G 2) K-12th Grade Literacy

Description:

Students in K-12th grades will improve proficiency in literacy skills of reading and writing.

Performance Measure:

Reading K-3rd grade students=performance addressed in K-3rd grade literacy goal. 4th-8th grade students =70% of students will be "on target" on Spring Scantron Performance Series test 9th-10th grade students=70% of students "on target" on Spring Scantron Performance Series test 4th grade students=45% "sufficient/proficient" on CRT 5th grade students=65% "sufficient/proficient" on CRT 6th grade students=53% "sufficient/proficient" on CRT 7th grade students=42% "sufficient/proficient" on CRT 8th grade students=55% "sufficient/proficient" on CRT 9th grade students=43% "sufficient/proficient" on CRT 10th grade students=45% "sufficient/proficient" on CRT 10th grade students=40% "sufficient/proficient" on CRT Writing 4th grade students=45% "sufficient/proficient" on CRT 5th grade students=65% "sufficient/proficient" on CRT 6th grade students=53% "sufficient/proficient" on CRT 7th grade students=42% "sufficient/proficient" on CRT 8th grade students=55% "sufficient/proficient" on CRT 9th grade students=43% "sufficient/proficient" on CRT 10th grade students=45% "sufficient/proficient" on CRT 10th grade students=40% "sufficient/proficient" on CRT 5th grade students=55% "sufficient/proficient" on DWA 8th grade students=45% "sufficient/proficient" on DWA

Fiscal Resources

There are no Fiscal Resources for this Goal.

S 2.1) Online School Progress

Description:

Monitor progress through Online School curriculum with literacy focus.

AS 2.1.1) Online School Progress Tracking

Description:

Analyze and communicate student progress through use of school-wide progress tracking tools.

AS 2.1.2) Daily Dose Instruction

Description:

Provide access to Daily Dose instruction in spelling, vocabulary, and GUM=grammar, usage and mechanics.

S 2.2) Writing Progress

Description:

Increase student progress in writing.

AS 2.2.1) Work Samples

Description:

Collect work samples in My Access writing evaluation application. Review work sample with My Access and teacher evaluation.

AS 2.2.2) Study Island

Description:

Monitor and communicate progress in Study Island reading lessons correlated to the Utah State Core Language Arts Curriculum.

AS 2.2.3) Writing Instruction

Description:

Provide writing instruction in Blackboard for 3rd - 8th grade students and in High School English courses.

S 2.3) Literacy Interventions

Description:

Provide interventions to students not achieving adequate progress in Online School literacy courses.

AS 2.3.1) PRIM-Pre-Referral Intervention Manual

Description:

Use PRIM to employ intervention strategies in phonics and language arts.

AS 2.3.2) RtI Data

Description:

Use multiple points of data to refer students to the Response to Intervention SWAT.

AS 2.3.3) Mark 12 Reading

Description:

Use Online School progress, Scantron and DIBELS to 3rd-5th grade at risk students in Mark 12 reading remediation curriculum.

AS 2.3.4) Horizons Reading

Description:

Provide Horizons Reading curriculum to students in need of Tier 3 interventions.

AS 2.3.5) Title I Services

Description:

Provide small groups instruction to students in need of Tier 2 interventions.

AS 2.3.6) Student Success Plans

Description:

Formulate student success plans with input from learning coaches.

AS 2.3.7) Related Services

Description:

Provide related services (speech and occupational therapy, communication and writing) to students in need of Tier 3 interventions.

S 2.4) Literacy Instruction

Description:

Use data to identify students in needs of supplemental instruction to support achievement of literacy skills.

AS 2.4.1) School-wide Grading Rubrics

Description:

Develop school-wide grading rubrics to examine attainment of literacy skills.

AS 2.4.2) Professional Development

Description:

Provide professional development training on applying inquiry method and effective questioning strategies of instruction.

AS 2.4.3) Student Achievement

Description:

Provide professional development training on increasing students achievement in literacy focused curriculum.

AS 2.4.4) EYE Mentor Program

Description:

Provide Level 1 teachers with increased support through the EYE Mentor Program.

G 3) Math and Science Proficiency

Description:

Improve students testing outcomes in math and science.

Performance Measure:

Math 4th-8th grade students =60% of students will be "on target" on Spring Scantron Performance Series test 9th-10th grade students=70% of students "on target" on Spring Scantron Performance Series test 4th grade students=45% "sufficient/proficient" on CRT 5th grade students=65% "sufficient/proficient" on CRT 6th grade students=53% "sufficient/proficient" on CRT 7th grade students=42% "sufficient/proficient" on CRT 8th grade students=55% "sufficient/proficient" on CRT 9th grade students=43% "sufficient/proficient" on CRT 10th grade students=45% "sufficient/proficient" on CRT 10th grade students=40% "sufficient/proficient" on CRT Science 4th grade students=45% "sufficient/proficient" on CRT 5th grade students=65% "sufficient/proficient" on CRT 6th grade students=53% "sufficient/proficient" on CRT 7th grade

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Fiscal Resources

There are no Fiscal Resources for this Goal.

S 3.1) Math and Science Data

Description:

Use data to identify areas of weakness in math and science student performance.

AS 3.1.1) Scantron Performance Series

Description:

Analyze Scantron Performance Series beginning and end of year math assessments. Analyze spring CRT science test data.

AS 3.1.2) Scantron Achievement Series

Description:

Analyze Scantron Achievement Series weekly math checkpoints for follow-up instructional needs.

AS 3.1.3) Online School Assessments

Description:

Monitor Online School math and science assessment outcomes:passing percentages and attempts.

AS 3.1.4) Online School Placement

Description:

Increase number of students working on and above grade level in math and science coursework.

S 3.2) Tiered Interventions-Math

Description:

Provide Tier 1 (Regular Education), Tier 2 (Regular Education and Title I) and Tier 3 (Special Education) intervention for underachieving math students.

AS 3.2.1) Data

Description:

Use multiple points of data to identify students in need of Tier 1,2 and 3 interventions.

AS 3.2.2) PRIM-Pre-Referral Intervention Manual

Description:

Use PRIM to employ Tier 1 and 2 intervention strategies.

AS 3.2.3) Title I Services

Description:

Targeted assistance for 5th and 8th grades students identified most at risk using Odyssey program and "Math On Demand"-math lesson completion teacher time.

AS 3.2.4) SWAT-School-wide Action Team

Description:

Use SWAT to make Tier 3 placement determinations.

AS 3.2.5) Study Island

Description:

Monitor and communicate use of Study Island program as a a Tier 1 intervention.

AS 3.2.6) Scantron Checkpoints

Description:

Monitor and communicate Scantron Achievement Series checkpoint testing for the purpose of assigning mandatory attendance at live Blackboard instruction sessions.

AS 3.2.7) Math Tutor Time

Description:

Provide staff to offer math Blackboard tutoring sessions.

AS 3.2.8) Math Work Samples

Description:

Evaluate and communicate math work sample submissions.

AS 3.2.9) National Math Lab

Description:

Monitor attendance and participation of students participating in National Math Lab-K12 pilot program.

AS 3.2.10) Dreambox Math Program

Description:

Utilize Dreambox math program with students identified in need of Tier 3 math interventions.

AS 3.2.11) Small Group Intstruction

Description:

Provide targeted, small group instruction for students with math IEP goals.

S 3.3) Tiered Interventions-Science

Description:

Provide Tier 1 (Regular Education), Tier 2 (Regular Education and Title I) and Tier 3 (Special Education) intervention for underachieving science students.

AS 3.3.1) Blackboard Instruction

Description:

Increase offerings of live science class instruction through Blackboard.

AS 3.3.2) AP Science

Description:

Increase number of students taking AP science courses.

AS 3.3.3) Technology

Description:

Provide and train teachers in use of flip cameras to record science labs.

AS 3.3.4) Science Fairs

Description:

Organize and carryout science fairs encouraging quality submissions.

S 3.4) Professional Development

Description:

Provide relevant professional development training to math and science teaching staff.

AS 3.4.1) PRIM-Pre-Referral Intervention Manual

Description:

Provide training in use of PRIM for interventions.

AS 3.4.2) Instructional Methods Training

Description:

Provide professional development training in inquiry and problem solving methodology.

AS 3.4.3) Teacher Collaboration

Description:

Provide professional collaboration opportunities for and with UTVA and K12 math and science teachers.

AS 3.4.4) EYE Mentor Program

Description:

Provide EYE mentors for Level 1 math and science teachers and "buddy system" for Level 2 math and science teachers.

AS 3.4.5) Common Core

Description:

Provide Common Core standards application and instruction training.

G 4) Testing Participation and School Attendance

Description:

UTVA students will maintain expected benchmarks of testing participation and school attendance.

Performance Measure:

UTVA students will maintain expected benchmarks of testing participation and school attendance.

Fiscal Resources

There are no Fiscal Resources for this Goal.

S 4.1) State Testing

Description:

Increase number of students participating in state end of year testing to improve testing outcomes.

AS 4.1.1) Communication

Description:

Communicate testing information to families throughout the school year. Communication attempts will be made using more than one method of communication (Kmail, email, and phone calls).

AS 4.1.2) Community Outreach

Description:

Utilize advisory and family student advocates to build sense of community related to testing requirements.

AS 4.1.3) Scheduling

Description:

Schedule testing times and locations to accommodate students.

AS 4.1.4) Mobile Testing Lab

Description:

Utilize mobile computer lab to accommodate student geographic locations.

AS 4.1.5) Comprehensive Guidance Plan

Description:

Develop Comprehensive Guidance Plan.

AS 4.1.6) ILP's and SEOP's

Description:

Schedule and complete Individual Learning Plan-ILP (K-8th grades) and Student Educational and Occupational Plan-SEOP (9th-12th grades) for each student,

AS 4.1.7) Alternate Testing Plan

Description:

Identify alternate assessment students, tasks and dates for Tier 3 students with IEP alternate testing requirements.

AS 4.1.8) Professional Development

Description:

Train teachers on effective testing practices, ethical testing procedures and student engagement and motivation in testing situations.

AS 4.1.9) Student Testing Preparation

Description:

Provide student testing preparation sessions using Blackboard and Study Island.

S 4.2) Attendance

Description:

Increase number of students achieving attendance expectations.

AS 4.2.1) Attendance Staff

Description:

Provide staff dedicated to attendance monitoring.

AS 4.2.2) Monitoring

Description:

Utilize tracking tools to monitor student attendance.

AS 4.2.3) Success Plans

Description:

Develop students success plans with learning coaches and Family Student Advocates.

AS 4.2.4) Attendance Modifications

Description:

Modify attendance goals for students with modifications provided in 504 plans and IEP's.

S 4.3) Test Proctoring

Description:

Increase number of adequately prepared teachers prepared to proctor state end of year testing.

AS 4.3.1) Testing Ethics

Description:

Provide testing ethics training twice annually.

AS 4.3.2) Testing Accommodations

Description:

Train teachers to provide all testing accommodations for special education students at all testing sites.

G 5) Positive Community and Peer Interactions

Description:

UTVA students will experience positive community and peer interactions.

Performance Measure:

UTVA students will experience positive community and peer interactions.

Fiscal Resources

There are no Fiscal Resources for this Goal.

S 5.1) Virtual Activities

Description:

Increase opportunities for participation in virtual activities.

AS 5.1.1) Advisory Sessions

Description:

Provide student advisory sessions (high school) and Monday Morning Meetings MMM's (K-8th grade).

AS 5.1.2) UTVA and K12 Clubs

Description:

Provide access and communication UTVA and K12 club sessions.

AS 5.1.3) Learning Fairs

Description:

Schedule, carryout and encourage participation in student learning fairs.

S 5.2) Outings and Activities

Description:

Increase opportunities for face to face outings and activities.

AS 5.2.1) Scheduling

Description:

Schedule outings geographically to increase likelihood of student participation-locally and regionally.

AS 5.2.2) Hybrid Model

Description:

Investigate a hybrid model of education.

AS 5.2.3) Special Needs

Description:

Consider and provide for needs of special education students when planning face to fave outings and activities.

AS 5.2.4) Student Associations Participation

Description:

Increase student participating in students associations, such as National Honor Society and National Junior honor Society.

S 5.3) Staff Participation

Description:

Increase staff participation in face to face interactions with students.

AS 5.3.1) Calendaring

Description:

Calendar and schedule events in advance to increase likelihood of staff participation.

AS 5.3.2) Scheduling Geographically

Description:

Schedule outings and activities geographically to increase likelihood of staff participation.

AS 5.3.3) Transition Plan

Description:

Provide transition plan to students 14 years of age with an IEP.

AS 5.3.4) Parenting Class Sessions

Description:

Provide parenting class opportunities face to face (located geographically) and virtually in Blackboard through Title I services.

S 5.4) Communication

Description:

Improve staff communication skills with families.

AS 5.4.1) Professional Development

Description:

Provide professional development training on "netiquette", email and phone communication.

AS 5.4.2) Recognition

Description:

Provide recognition calls to students demonstrating behaviors increasing likelihood of success.

| Plan Function |
| --- |
| Print |
| Change Log |
| View All School Plan Action Steps |

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## Needs Assessment

Needs Assessment data: Upload most recent local education agency needs assessment.

Needs Assessment is under construction.