



PROVIDING CHOICE IN PUBLIC EDUCATION

**Valley School District
Columbia Virtual Academy
2016-2017
Continuous Improvement Plan**

Our Mission

We partner with parents who take an active role in their students' education. Parents are the first and most important educators of their children and we support those who exercise their right and responsibility to make educational decisions for them. Students have a greater opportunity for success when parents are actively involved and our partnerships with families are based on positive, caring relationships.

School Profile

For the past six years, CVA has made a conscious transformation from a third-party instructional resource broker with the goal of becoming the best provider of high-quality distance-learning services in the State of Washington:

- * Manage growth,
- * Ensure compliance,
- * Develop consistency: catalog and centralized instructional resources,
- * Build confidence: customer support system,
- * Manage workload: reduce teacher/student to raise quality,
- * Refocus the mission on parent partnerships,
- * Ensure that CVA is a good fit for students,
- * Shed the compliance mentality:
 - o Build strong relationships,
 - o Provide high-quality support,
 - o Use virtual classrooms to facilitate and track student learning,
 - o Provide authentic feedback to students,
 - o Promote student-led conferences.

Student Demographics

Students enrolled in CVA-Valley October 1

2016-17	492 headcount)	443 (FTE)
2015-16	440 (headcount)	395 (FTE)

Staff Profile

Administration

Kevin Foster, Superintendent of Schools
Dennis Killmer, Executive Director
Dave Vail, Principal

Certificated Support Staff

Eldon Palmer, Academic Advisor

General Education Teachers

T.O. Bakken	Doug Coates
Rebecca Dulaney	Mandie Frizzell
Ruthanna Frizzell	Jason Harrison
Janet Mosby	Hilary Noe
George Olsen	Val Ramos
Pat Schneider	

Special Education Teacher

Karen Schaefer

Special Education Para Educators

Debbie Cook
Susan Schmidt
Lori Knight

Classified Support Staff Special Services

Caitie Klemish

School Psychologist/Co-Special Services Coordinator

Ken Davis

Software Engineer

Doug Killmer

Enrollment Advisors

Melanie Bailey
Patti Clark
Vanesa Fry

Technical Support Representative

Linda Farrington

Instructional Resource Secretary

Robin Minaker

Indicators of Success and Progress

Implemented a process at enrollment to discuss with families CVA from the parent view to insure a quality match between the CVA program and the family's educational goals. This resulted with a better match, better start to the year, less withdrawal throughout the year and higher degrees of student success.

- Implemented iReady assessment as an annual measurement and screening tool. Many positive comments on the, engagement of students, ease of use for families, detailed family friendly results, and a direct correlation between assessment and instruction.
- Special Education program continued to grow. A clear focus on student growth through assessment, goal setting and instruction developed. Through monitoring and reporting a connection between general and special education took place.
- Three days of Partner District Training was held in August on the Valley campus with 50 partner District staff attending. Mission Possible was the theme as staff were presented with learning opportunities on how to better serve their families.
- 36 live professional development opportunities were presented through the school-year to all Partner District staff and recorded for later use. Topics centered around working with families, specific curriculum implementation, Office 365 tools, iReady assessment and instruction, and our move to the new Buzz Learning Management System.
- A shift of focus from compliance to student learning.
- Students found success where as they were previously struggling in traditional programs.

Indicators of School Strengths

- CVA-Valley staff and their commitment,
- Efficient systems for collecting and storing information,
- Response to improvement – a mindset of continuous improvement,
- CVA parents have high levels of engagement,
- Providing leadership and modeling for all Partner Districts,
- Providing leadership and modeling within Special Education.

Review of 2015-2016 Goals and Accomplishments

During 2015-16 CVA-Valley set the following Improvement Goals:

- By the end of the year 85% of continuously enrolled 2nd grade students will advance to 3rd grade in reading at or above grade level.
75% of second graders ended the year at or above grade level on iReady
- By the end of the year 85% of continuously enrolled students in grades K-3 will advance by one or more grade level in math.
Percentage of students at or above grade level on iReady:
K- 100% 2 – 76%
1 - 85% 3 – 76%
- By the end of the year 20% of continuous enrolled *3, 4, 5, 6, 7, and 8th grade students will participate in state assessments.
22% of our students participated

State Assessment Data

Grade 3	Total Count	Tested Count	14-15	Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Met Std Count	Met Std Percent
ELA	59	8	4	2	25	0	0	6	75
Math	59	7	4	3	42	1	14	3	42
Grade 4	Total Count	Tested Count		Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Met Std Count	Met Std Percent
ELA	45	9	12	1	11	2	22	6	66
Math	45	9	11	0	0	5	55	4	44
Grade 5	Total Count	Tested Count		Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Met Std Count	Met Std Percent
ELA	48	8	6	2	25	0	0	6	75
Math	50	9	7	2	22	2	22	5	55
Science	51	9	5	1	11	0	0	8	88
Grade 6	Total Count	Tested Count		Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Met Std Count	Met Std Percent
ELA	73	13	15	1	7	3	23	9	69
Math	73	13	15	2	15	6	46	5	38
Grade 7	Total Count	Tested Count		Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Met Std Count	Met Std Percent
ELA	76	31	13	4	12	5	16	22	70
Math	75	27	14	6	22	7	25	14	51
Grade 8	Total Count	Tested Count		Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Met Std Count	Met Std Percent
ELA	83	22	16	3	13	6	27	13	59
Math	83	23	13	8	34	6	26	9	39
Science	85	22	16	2	9	4	18	16	72

iReady Assessment Data

								At and Above	
Grade K	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	38	3	8	31	84	4	8	35	92
Math	39	0	0	27	68	13	32	39	100
Grade 1	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	45	5	13	35	76	5	11	40	88
Math	42	6	14	25	60	11	26	36	85
Grade 2	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	48	12	26	29	60	7	15	36	75
Math	47	11	26	18	37	18	37	36	76
Grade 3	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	58	21	36	34	59	3	5	37	63
Math	58	12	21	34	58	12	21	46	79
Grade 4	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	50	18	37	34	59	3	4	37	74
Math	49	23	48	19	38	7	15	36	73
Grade 5	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	60	22	37	38	63	0	0	38	63
Math	60	21	35	29	48	10	17	39	65
Grade 6	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	68	28	42	33	51	4	6	37	54
Math	65	21	32	31	48	13	20	44	67
Grade 7	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	74	47	64	26	35	1	1	27	36
Math	72	24	33	36	50	12	17	48	66
Grade 8	Total Count	Below Count	Below %	At Count	At %	Above Count	Above %	Count	%
Reading	85	60	71	25	29	0	0	25	29
Math	72	28	39	37	57	7	10	44	61

Improvement goals for 2016-2017

Goal Area - Literacy

Through partnering with parents, all students in Kindergarten through Eighth grade will receive quality curriculum, instruction and interventions in reading to be able to make a year's growth this school year.

By spring of 2020, 95% or more non IEP students who have been enrolled in CVA since the start of their First grade year, will be *independent* on grade level readers by the end of their Third grade year.

Students will be assessed using state and school-wide screening measures to identify students who are at-risk of not meeting proficiency levels. Each year action steps, intervention/support processes and timelines will be developed to identify, monitor and assess progress toward reaching the 2020 goal.

Family engagement is vital to student success and we recognize that parents are a contributing member of their child's family educational team. Teachers will collaborate and support parents to set individual reading goals using research-based reading interventions and participate in monthly, two-way meaningful communication involving student academic learning.

The school staff will meet regularly to review data collected from screening measures and to make instructional decisions based upon this data including evaluation of the effectiveness of the core curriculum and make adjustments to more effectively meet the needs of all students.

Goal Area - Math

Through partnering with parents, all students Kindergarten through Eighth grade will receive quality curriculum, instruction and interventions in math to be able make a year's growth this school year.

By the end of the 2019-2020 school year, 95% or more non IEP students who have been enrolled in CVA since the start of their First grade year will be prepared for high school algebra by the time they are ready to enter Ninth grade.

Students will be assessed using state and school-wide screening measures to identify students at-risk of not meeting proficiency levels. Each year action steps, intervention/support processes and timelines will be developed to identify, monitor and assess progress toward reaching the 2020 goal.

Family engagement is vital to student success and we recognize that parents are a contributing member of their child's family educational team. Teachers will collaborate and support parents to set individual reading goals using research-based reading interventions and participate in monthly, two-way meaningful communication involving student academic learning.

The school staff will meet regularly to review data collected from screening measures and to make instructional decisions based upon this data including evaluation of the effectiveness of the core curriculum and make adjustments to more effectively meet the needs of all students.

Goal Area - Smarter Balanced Assessment Preparation and Understanding

This school year, 25% of all Third through Eighth grade students will participate in the state assessment. The school staff will meet regularly to review and provide information to students and their parents to increase understanding of the state assessments through practice materials within each course of study and to encourage participation through regular communication.

How will the school's strengths be utilized to accomplish these goals?

Through continued relationship building.

CVA-Valley staff has continually placed an emphasis on developing trusting and respectful relationships with our families. We feel parents and students are more successful when connected with their teachers. Each student has one (often more) adults that he or she is connected to who demonstrate caring about the student and his for her future.

Through the use of iReady.

We have already seen positive results from using iReady and are now using the instruction to go along with the diagnostic assessment. Students are provided a quality intervention lessons in both math and reading to target specific skills. CVA Special Education is using these lessons as part of their specially designed instruction.

What professional development will occur to support achieving these goals?

We continue to develop our educational knowledge. The teaching staff will be trained to effectively study and use meaningful student achievement data and work with colleagues to provide instruction to meet short-term learning goals through the year.

We are also focusing on providing students with authentic feedback to their learning. Using variety of materials, we have focused of choosing the words we use with students to provide motivation and encouragement.

All staff will have Professional Growth goals that align with school and district goals.

How will parent involvement be developed and leveraged to support achieving these goals?

It is the desire of CVA-Valley to improve our parent involvement. Teachers will share our School Improvement Plan with families, focusing on how it will help CVA Valley to progress in a positive direction.

We recognize and embrace that all parents, regardless of location in the state, need to share in the partnership to continually improve their child's school.

How is a broad stakeholder group, specifically including staff and parents, included in the development and implementation of this continuous improvement plan?

CVA-Valley staff have worked collaboratively in the development of this Continuous Improvement Plan. All stakeholders will have access to the plan and have the opportunity to submit comments and suggestions.