



**Valley School District
Columbia Virtual Academy
2017-2018
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

Student Demographics

Students enrolled in CVA-Valley	October 1		
	2017-2018	472 (headcount)	416 (FTE)
	2016-2017	492 (headcount)	443 (FTE)
	2015-2016	440 (headcount)	395 (FTE)

Staff Profile

Administration

Kevin Foster, Superintendent of Schools
Dennis Killmer, Executive Director
Dave Vail, Principal
Eldon Palmer, Assistant Principal/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

Ken Davis, School Psychologist/Co-Special Services Coordinator
Karen Spencer, Teacher
Susan Schmidt, Para Educator
Lori Knight, Para Educator
Paula Hurd, Para Educator
Caitie Klemish, Secretary

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

Continued 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.

- Increased use of iReady assessment as an annual measurement and screening,
- Special Education program continued to develop. Focus on student growth through assessment, goal setting and instruction,
- Two and a half days of Partner District Training held in August on the Valley campus with 50 Partner District staff attending,
- 19 live professional development opportunities were presented through the school-year to all Partner District staff,
- Continued focus from compliance to student learning while developing the ideal distance-learning environment.

Indicators of School Strengths

- CVA-Valley staff and their commitment,
- A mindset of continuous improvement,
- CVA parents have high levels of engagement.

Review of 2016-2017 Goals and progress

Literacy:

Goal: 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.

What we know:

- As grade level rises, the percentage of being on grade level decreases,
- Students who are one or more grade levels below, remain below,
- Parents are not always comfortable teaching reading. They teach that is familiar or easiest to them. Some do not use the curriculum as it is intended. Skip around and miss parts,
- iReady lessons helped improve scores,
- Students come to us below grade level as parents realize traditional schools in not working (ie 2nd , 3rd grade),
- iReady Placement tests helped get students started in the correct level. Less switching of curriculum either too difficult or easy. Parents agree with placement results,
- One measure does not tell the whole story.

What we need to find out:

- Are there shifts in the tests between grade levels, ie; sequence, fiction vs non-fiction?
- What is the percentage of enrolled students from year to year, how are long time students doing compared to newly enrolled students?

- What would our results show if students took the assessment more than one time?

What we learned:

- We need to target primary (K-2/3) readers for instruction and intervention.
- Parents want to see samples of curriculum before choosing when developing WSLP's.
- We do not have enough information yet – we know we are on our way.

Math:

Goal: 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.

What we know:

- Students do better by staying with one consistent curriculum,
- Some students did switch curriculum with teacher guidance and it helped,
- SPED iReady plus added comprehension lessons helped,
- Parents don't always feel comfortable with upper levels of math,
- Math U See is weaker at the pre-Algebra level to prepare students for Algebra,
- Math U See has its own vocabulary which does not match the SBA vocabulary,
- Math U see is not as rigorous in its approach,
- iReady placement helped start students at the correct level, less switching to a lower level.

Want we need to find out:

- Which of our curriculums prepares students better?
- Where and why do we see a drop in scores?
- Are Math U see students receiving full instruction where they “teach back” to demonstrate understanding?
- SPED math does not correlate with general education math, how do we do that?
- Of those students who keep up the pace versus those who do not, how do they score overall?
- Adding due dates, will it help pace and progress?
- Is there a better math program out there?
- Can iReady plus the Ready curriculum be a math program?
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What we learned:

- iReady is a good growth measure,
- Parents want to see samples of our math curriculum at enrollment time,
- We need to have more staff discussion times entered on our goals,
- Students are making gains!

State Assessment Participation:

Goal: This school year, 25% of all Third through Eighth grade students will participate in the state assessment.

Data:

Total students populated to assessment schedule: 449

Total refused: 304

Total cancelled: 40 - "cancelled" students are mostly those who withdrew

Total completed: 105

Testing participation rate: 23.39%

3rd grade – 24.5%

4th grade – 17%

5th grade – 32%

6th grade – 27%

7th grade – 36%

8th grade – 32%

What we know:

- More students registered to take the assessment than last year,
- Onsite and remote practice sessions helped,
- There was a different attitude among families participating, adding a check box on the enrollment application helped promote the assessments,
- We still had questions up to the time of the test from families regarding scheduling,
- Districts giving the assessments did not always follow special education accommodations with students.

What we need to find out:

- Refusal and no-show numbers,
- Why do families refuse- causes and reasons,
- How do we encourage more participation?
- How to convey and understanding of SPED and 504 accommodations with those administering the assessment for CVA,
- How do our student scores compare with other ALE programs and traditional schools?
- What is the correlation between iReady results and SBA results?

What we learned:

- Sending an individualized email with testing dates, times and locations to families from their CVA teacher helped participation,
- Testing districts who accommodate our students help participation from our students.

State Assessment Data – Yellow highlights above the state average

Grade 3	Total Count	Tested Count	Met Std Count	Met Std Percent
15-16 ELA	59	8	6	75
15-16 Math	59	7	3	42
16-17 ELA	48	12	9	25
16-17 Math	48	12	4	33
Grade 4	Total Count	Tested Count	Met Std Count	Met Std Percent
15-16 ELA	45	9	6	66
15-16 Math	45	9	4	44
16-17 ELA	54	10	5	50
16-17 Math	54	10	5	50
Grade 5	Total Count	Tested Count	Met Std Count	Met Std Percent
15-16 ELA	48	8	6	75
15-16 Math	50	9	5	55
15-16 Science	51	9	8	88
16-17 ELA	50	17	10	58
16-17 Math	50	17	9	53
16-17 Science	50	14	10	58
Grade 6	Total Count	Tested Count	Met Std Count	Met Std Percent
15-16 ELA	73	13	9	69
15-16 Math	73	13	5	38
16-17 ELA	59	16	10	63
16-17 Math	59	16	4	25
Grade 7	Total Count	Tested Count	Met Std Count	Met Std Percent
15-16 ELA	76	31	22	70
15-16 Math	75	27	14	51
16-17 ELA	68	25	17	68
16-17 Math	68	25	12	48
Grade 8	Total Count	Tested Count	Met Std Count	Met Std Percent
15-16 ELA	83	22	13	39
15-16 Math	83	23	9	39
15-16 Science	85	22	16	72
16-17 ELA	77	23	17	74
16-17 Math	77	23	8	35
16-17 Science	77	21	15	71

iReady Assessment Data

		On and Above	
Grade K	Total Count	Count	%
15-16 Reading	38	35	92
15-16 Math	39	39	100
16-17 Reading	38	37	97
16-17 Math	44	43	97
Grade 1	Total Count	Count	%
15-16 Reading	45	40	88
15-16 Math	42	36	85
16-17 Reading	40	31	78
16-17 Math	42	33	78
Grade 2	Total Count	Count	%
15-16 Reading	48	36	75
15-16 Math	47	36	76
16-17 Reading	30	22	73
16-17 Math	36	24	67
Grade 3	Total Count	Count	%
15-16 Reading	58	37	63
15-16 Math	58	46	79
16-17 Reading	39	30	77
16-17 Math	48	35	73
Grade 4	Total Count	Count	%
15-16 Reading	50	37	74
15-16 Math	49	36	73
16-17 Reading	55	36	63
16-17 Math	53	40	75

Grade 5	Total Count	Count	%
15-16 Reading	60	38	63
15-16 Math	60	39	65
16-17 Reading	58	25	43
16-17 Math	46	28	61
Grade 6	Total Count	Count	%
15-16 Reading	68	37	54
15-16 Math	65	44	67
16-17 Reading	61	35	57
16-17 Math	58	32	55
Grade 7	Total Count	Count	%
15-16 Reading	74	27	36
15-16 Math	72	48	66
16-17 Reading	63	42	67
16-17 Math	65	35	54
Grade 8	Total Count	Count	%
15-16 Reading	85	25	29
15-16 Math	72	44	61
16-17 Reading	63	44	70
16-17 Math	64	29	45

Improvement goals for 2017-2018

Goal Area - Literacy

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.

Addendum: (2017-18) By the end of the school-year, continuously enrolled general education students will demonstrate a year's growth in overall reading skills verified by multiple measures.

Goal Area - Math

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.

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.

Goal Area – Increasing Family Involvement

CVA – Valley desires to actively increase our partnership with parents and families as a school-community through building effective communication and interaction practices.

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

This year we are developing School Improvement Teams centered on each of the goals. Teams will use perception and statistical data using the David Langford Quality Learning Principles applying the Plan – Do – Study - Act cycle with the improvement process and tools. Teams will meet monthly to work together and reporting back to staff at mid-year and at the end of the year. Each team has at least one member who has been trained in the Plan – Do – Study – Act through a David Langford Quality Learning Seminar in the past two years, while others received training when David was in the district in 2012.

Reading Team – Ruthanna Frizzell, Rebecca Delaney, Eldon Palmer, Susan Schmidt

Math team – Janet Mosby, Karen Spencer, Val Ramos, Doug Coates

State Assessment Team – Mandie Frizzell, T.O. Bakken, George Olsen, Pat Schneider, Dave Vail

Family Involvement – Hilary Noe, Linda Farrington, Lori Knight, Melanie Bailey, Jason Harrison

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.