



**Valley School District
Columbia Virtual Academy
2018-2019
Continuous Improvement Plan**

Our Mission

Preparing students for Their future

Our Vision

Personalized learning for Every student

School Profile

Student Demographics

Students enrolled October 1

	<u>Headcount</u>	<u>FTE</u>	<u>Student/Teacher Ratio (HC)</u>
2018-2019	746	660	46
2017-2018	472	416	42
2016-2017	492	443	44
2015-2016	440	395	46

Administration

Ben Ferney, Superintendent of Schools
Dennis Killmer, Executive Director
Dave Vail, Principal
Eldon Palmer, Assistant Principal/Academic Advisor

Academic Advisor

Hilary Noe

General Education Teachers

T.O. Bakken	April Beck-Friends	Doug Coates
Rebecca Dulaney	Lynnette Franks	Mandie Frizzell
Ruthanna Frizzell	Jason Harrison	Susan Harrison
Mary Howell	Janet Mosby	George Olsen
Val Ramos	Kimber Rolfe	Pat Schneider
David Smith		

Special Education

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

Software Engineer

Doug Killmer

Enrollment Advisors

Melanie Bailey
Vanessa Fry

Assessment Coordinator

Patti Clark

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.

- Use of iReady assessment as an annual measurement and screening,
- Special Education program continued to develop. Focus on student growth through improving curriculum, instruction, and progress monitoring.
- Two and a half days of Partner District Training held in August on the Valley campus with 50 Partner District staff attending,
- 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 using the P-D-S-A approach,
- CVA parents have high levels of engagement.

Review of 2017-2018 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:

We began this process during the 2016-17 school year. An instructional materials adoption team of Ruthanna Frizzell, Rebecca Dulaney, T.O. Bakken, Karen Spencer and Eldon Palmer formed to evaluate the "CVA" Language Arts curriculum.

Along with the Learning Improvement team of Ruthanna Frizzell, Rebecca Dulaney, Eldon Palmer and Susan Schmidt the Plan-Do-Study-Act process (Langford) using tools, developing strengths and challenges/weaknesses, a parent pilot of proposed materials along with staff input.

The staff overwhelmingly approved to recommendation to adopt both sets of curriculum.

K-5 – *Ready Reading and Writing* from Curriculum and Associates (the same publisher of the iReady assessment we currently use)

Ready Reading and Writing includes a student instruction book, teacher resource book and high-quality literature and informational texts from a variety of genres. Lessons have a consistent layout throughout the curriculum; teaching, modeling and practicing for emerging readers.

Grades 6-8 - *myPerspectives* English Language Arts from Pearson Education

myPerspectives provides the analysis and critical thinking and writing activities that are essential building blocks to success in high school English courses. Online resources include translation services for ELA users and access to practice tests aligned to state standards. The text includes a writing and grammar handbook to guide students in the conventions of written English. Literature selections include fiction, non-fiction, poetry, and excerpts from longer works, as well as novels and e-books that complement and expand upon themes.

Through the process of the P-D-S-A approach, the team developed a new literacy goal statement to guide our efforts for the 2018-2019 school-year.

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.

We began this process during the 2016-17 school year. The Learning Improvement team of Val Ramos, Doug Coates, Janet Mosby, Karen Spencer and Paula Hurd met throughout year to discuss implementing and achieving the math goal followed the Plan-Do-Study-Act process (Langford) using tools.

Identification of Current Conditions (Problemtunities) related to curriculum, students, parents, teachers and program implementation were identified as well as their impact upon student learning.

Desired outcomes as part of the overall goal were identified:

- Student
 - Prepared for algebra by 9th grade
 - State test ready
 - Building confidence (understanding) and engaged in math
- Parent
 - Able to track progress
 - Able to assist students
- Teacher
 - Mastery/familiarity of curriculum that is being used
 - Easy access to curriculum
- Curriculum
 - Sufficient practice
 - Mixture of approaches
 - Variety of assessment types
 - Consistent assessing
 - Variety of options for reteaching
 - Easily trackable
 - Can be adapted to Buzz
 - Engaging for students
 - Prepares student for state tests
 - Parent usable

Short-term goals goal's identified:

- Pilot next school year of Pearson math curriculum
- Evaluating Pearson/Buzz workability
- Evaluating current curriculum
- Provide parents/teachers with grade level expectations
 - Grade level rubrics

Long-term goal's identified

- Teacher training in curriculum
- Develop CVA math focus and culture
- Consistent DBAs/exams based on curriculum
- Consistent teacher expectations of students
- Parent
 - Training
 - Help parents help the students
 - Familiarity of curriculum usage
 - Understand concepts
 - Buzz training course (in the perfect world)
 - Buzz
 - Curriculum
 - Individual lessons

State Assessment Participation:

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

The Learning Improvement team of T.O. Bakken, George Olsen, Patti Clark, Mandie Frizzell and Pat Schneider met throughout year to discuss implementing and achieving the goal followed the Plan-Do-Study-Act process.

A target discussion took place in determining factors which could lead to 90% participation.

Initial Conditions:

- Low participation – 19-36%
- OSPI has indicated a desire of ALE program to reach 90% participation.

Problems and Barriers:

- Logistics – time and dates of assessments given and changed by resident districts,
- Communication and notification of changes,
- Teacher attitude and consistency,
- Student/Parent anxiety,
- Lack of practice
- Modifications (special education/504 plans) not in place.

If/Then Statement:

Problemtunity

“If we improve and consolidate the message from teachers, making sure we have consistent and positive attitudes, access to testing practice, and make information easier to access, then testing participation will improve.”

Moving toward solutions – actions both at the local and state levels.

Through the P-D-S-A approach, the team developed a new goal statement to guide our efforts starting in the 2018-2019 school-year with the long range goal of a 10% increase in participation/completion rate each year with an emphasis on improving student scores.

State Assessment Data

The chart below shows the participation/completion rates of eligible students in each grade level:

	2016-17	2017-18
3 rd grade	24.5%	20%
4 th grade	17%	27%
5 th grade	32%	30%
6 th grade	27%	39%
7 th grade	36%	47%
8 th grade	32%	51%
Overall	24%	45%

2017-2018

Averages	ELA	Math	Science
Grade 3	State 2442 CVA 2436 District 2419	State 2551 CVA 2431 District 2424	
Grade 4	State 2485 CVA 2475 District 2457	State 2492 District 2458 CVA 2453	
Grade 5	CVA 2538 State 2521 District 2498	State 2521 CVA 2511 District 2498	CVA 714 State 704 District 701
Grade 6	CVA 2550 State 2539 District 2523	State 2542 CVA 2540 District 2515	
Grade 7	CVA 2603 District 2574 State 2569	CVA 2571 State 2559 District 2556	

Grade 8	CVA 2592	State 2575	State 702
	State 2586	CVA 2553	CVA 702
	District 2581	District 2527	District 697

iReady Assessment Data

Percentage of students at each grade level – At or Above Grade Level Summary

Reading	15-16	16-17	17-18	Math	15-16	16-17	17-18
K	95	97	97		100	97	95
1	88	78	82		85	78	88
2	75	73	85		76	67	85
3	63	77	80		79	73	78
4	74	63	55		73	75	69
5	63	42	64		65	61	73
6	54	57	72		67	55	72
7	36	67	60		66	54	54
8	29	70	66		61	45	45

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.

Want 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.

Family Engagement:

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

The Learning Improvement team of Melanie Bailey, Hilary Noe, Lori Knight, Linda Farrington and Jason Harrison, met throughout year to discuss implementing and achieving the goal followed the Plan-Do-Study-Act process.

The team began by brainstorming and identifying the current state and impact on family engagement. The outcome was the development of a new purpose statement”

“The purpose of the Family Engagement Team is to promote positive, supportive relationships with families so that each student may reach their full potential.”

Positive and negative affect family involvement were identified in relation to the current and desired state:

- Identification of families as ALE,
- Increased involvement (overall),
- Responsive, engaged relationships and connections between families and staff,
- Foster a culture of continuous improvement

For the 2018-2019 school-year the Family Engagement goal will be assimilated into area goals rather than be a state-alone goal.

Improvement goals for 2018-2019

Goal Area - Literacy

By the end of each school year, continuously enrolled students general education students will demonstrate a year’s growth in overall reading skills, as 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

Starting in the 2018-2019 school-year with the long range goal of a 10% increase in participation/completion rate each year with an emphasis on improving student scores.

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

We will continue developing our Process Improvement Teams from both the Valley and Kettle Falls staff 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.

English Language Arts – Ruthanna, Frizzell, Rebecca Delaney, Janet Mosby, Jeff Jordan

Math – Val Ramos, Doug Coates, Jason Harrison, Diane Germann, Michelle Richartz

State Assessment – Mandie Frizzell, T.O. Bakken, George Olsen, Pat Schneider, Joe Kerns

#English Language Learners – Eldon Palmer, Kimber Rolfe, Susan Harrison, Patti Clark, Hilary Noe, Brenda Lariviere

#Special Education – Karen Spencer, Ken Davis, Jessica LeDoux, Susan Schmidt, Lori Knight, Paula Hurd, Yvette Gomez, Tammy Thomas

#New Process Improvement Teams to focus on program continuous improvement.

What professional development will occur to support achieving these goals?

In August this year we were fortunate to have seven professional development days before the start of school. The focus of the days centered around curriculum, assessment and developing personalized learning experiences for our students. With our partners in kettle Falls we will be twice a month on various topics.

Four staff members will attend the national iNACOL conference in October as well as staff will attend the state WALA conference this spring. We continue to develop our educational knowledge.

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 staff to improve personalized learning for all students. Teachers will share our School Improvement Plan with families, focusing on how it will help students achieve their educational goals.

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.