



**Valley School District  
Columbia Virtual Academy  
2019-2020  
Continuous Improvement Plan**

**Our Mission**

Preparing students for Their future

**Our Vision**

Personalized learning for Every student

**School Profile**

**Demographics**

Students enrolled October 1

		<u>Headcount</u>	<u>FTE</u>
2019-2020		803	704
	Special Education	50	
	504 Plans	40	
	English Language Learners	66	
2018-2019	746	660	
2017-2018	472	416	
2016-2017	492	443	
2015-2016	440	395	

**Indicators of Success and Progress 2018-2019 School-year**

- 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, fewer withdrawals throughout the year, more families returning and higher degrees of student success.
- Continued focus on student learning and success.
- Commitment of staff to meet the Mission and Vision.
- Transition from multiple to a single Partner District and the addition of seven new staff members.

**Indicators of School Strengths**

- Parents have high levels of engagement,
- Staff and their commitment to student learning and achievement,
- A focus on a growth mindset,
- A commitment to continuous improvement using the P-D-S-A approach,
- Embracing new challenges

## **Review of 2018-2019 Goals and progress**

### **Literacy:**

*Goal: By the end of each school year, continuously enrolled student's general education students will demonstrate a year's growth in overall reading skills, as verified by multiple measures.*

During the 2018-2019 school year the Literacy Team used the P-D-S-A approach, the team developed a new literacy purpose statement to guide our efforts school-year.

Besides the use of the iReady assessment, State Testing, and the Ekwall-Shanker Reading Inventory the following reading assessments were analyzed and discussed. These resources are intended for developing multiple forms of data to determine student growth in reading. The following assessments are to be used by staff, parents and students.

- Grade K - Four different assessments that can be used quarterly or beginning/end of year focusing on phonics awareness and skills.
- Grade 1 - Baseline Evaluation looking at 7 sections: letter/sound identification, phonemic awareness, sight word identification, dictation, reading comprehension, listening comprehension.
- Grades 2-8 - Moving Beyond the Page Curriculum Grade level placement assessments.

### **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.*

The process started during the 2016-17 school year with a Learning Improvement team meeting to discuss implementing and achieving the math goal using the P-D-S-A approach.

- A focus on quality core curriculum offerings while exploring supplemental offerings for remediation.
- A pilot of Apex tutorial materials was implemented with a great deal of success.
- At the K-8 level, it was determined that additional staffing was needed in order to achieve the overall math goal. A math specialist position was open and filled to begin the 2019-2020 school year.

## State Assessment Participation:

Goal: To continue to increase the percentage (by 10% each year) of CVA students in grades 3-8 participating in state assessments.

2016-17 – 24%

2017-2018 – 35%

2018-2019 – 42%

The Learning Improvement team of staff from both Valley and Kettle Falls met throughout the 2018-2019 school year using the P-D-S-A approach.

- An outcome was the development of an online Smarter Balanced Assessment orientation course to help students be familiar and take practice tests.

## State Assessment Data

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

	2018-2019	Met Standard - Level 3/4
3 <sup>rd</sup> grade	28/67 = 41%	64% ELA, 64% Math
4 <sup>th</sup> grade	25/70 = 35%	17% ELA, 68% Math
5 <sup>th</sup> grade	30/76 = 39%	65% ELA, 53% Math
6 <sup>th</sup> grade	44/110 = 40%	81% ELA, 54% Math
7 <sup>th</sup> grade	50/107 = 46%	76% ELA, 21% Math
8 <sup>th</sup> grade	49/106 = 46%	69% ELA, 31% Math
<b>Overall</b>	<b>226/536 = 42%</b>	

## Improvement goals for 2019-2020

### *Goal Area - Literacy*

By the end of each school year, continuously enrolled student's 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 in English Language Arts, Math, State Assessments, English Language Learners, and Special Education. 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 twice monthly to work together and reporting back to staff.

### **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 monthly on various topics.

Exploring and studying personalized learning in the context of competency or proficiency scales using Westminster (Colorado) Public Schools as a model.

Five staff members will attend the national DLAC conference in February as well as staff will attend the state WALA conference this spring.

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. Intentional practices of including parents in the development of WSLP's using assessment data, processes of developing IEP goals, 504 Plans and interventions for struggling students.

### **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.