



**Valley School District
Columbia Virtual Academy
2020-2021
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>
2020-2021	1165	1061
2019-2020	803	704
2018-2019	746	660
2017-2018	472	416
2016-2017	492	443
2015-2016	440	395

Indicators of Success and Progress 2019-2020 School year

- Continued focus on student learning rather than compliance.
- Commitment of staff to meet the Mission and Vision.
- Commitment of staff to Continuous Improvement using the Plan-Do-Study-Act approach with Learning Improvement Teams.
- Closed enrollment for the first time (November).
- Ended the year with highest enrollment.

Indicators of School Strengths

- Parents have high levels of engagement,
- Staff and their commitment to student learning and achievement,
- A high percentage of staff participate in continuous improvement efforts the Reading, Math, State Assessment, Special Education, English Language Learners, Student Success Team and a Staffing teams that looked at teachers work-load and responsibilities.
- Quality assessment and curriculum materials,
- A focus on a growth mindset,
- Embracing new challenges,
- The move to staff working remotely was seamless,

- With the move to remote learning due to COVID-19, CVA staff were consulted by OSPI and school-districts regarding remote learning practices.

Review of 2019-2020 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.

The iReady assessment, curriculum-based measures, and the Ekwall-Shanker Reading Inventory were used as reading assessments. These resources are intended for developing multiple forms of data to determine student growth in reading.

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 MathSpace, an online adaptive platform was used in a small trial with a great deal of success.

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.

Due to COVID-19 school adjustments, state assessments were not given year.

Improvement goals for 2020-2021

Through transitioning to a Personalized Competency-Based approach, all students will receive the necessary tools, instruction and assessment for continuous growth.

Goal Area - Literacy

All students will have the opportunity to continuously improve their individual reading skills in their rate, fluency, and comprehension.

Goal Area - Math

All students will have the opportunity to improve their math skills so they will be prepared for algebra by the time they are ready to enter ninth grade.

Goal Area - Smarter Balanced Assessment Preparation and Understanding

Participation/completion rate each year with an emphasis on improving student scores through providing families with resources to better understand the assessments. The goal is to have 50% of 6-8 grade students participate and 35% in grades 3-5.

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

We will continue developing our Continuous 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?

Staff will develop a greater understanding of Personalized Competency-Based education through our partnership with the Marzano Resources organization.

Nine staff members will attend the national DLAC conference in June 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.