

**Valley School District
Columbia Virtual Academy
2021-2022
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>
2021-2022	1043	940
2020-2021	1165	1061
2019-2020	803	704

Indicators of Success and Progress 2020-2021 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.
- Development of a K-8 Personalized Competency Based Education learning model.
- Closed enrollment for the first time prior to school starting (July)

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 in English Language Arts, Math, State Assessment participation, 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.

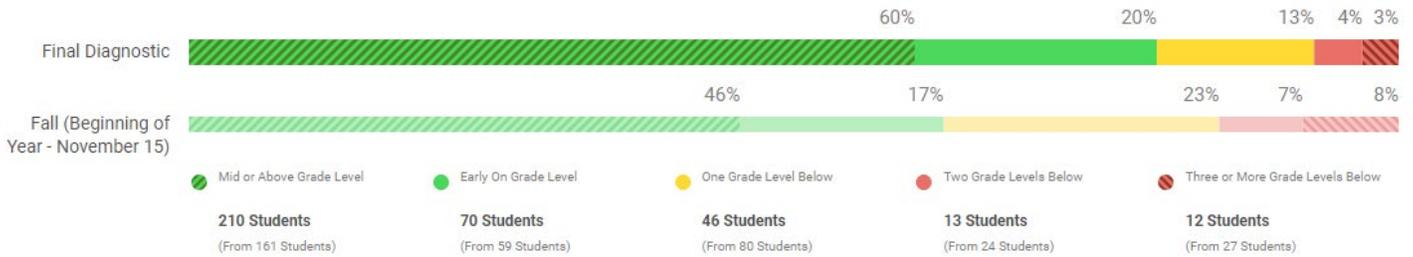
Review of 2019-2020 Goals and Progress

Literacy:

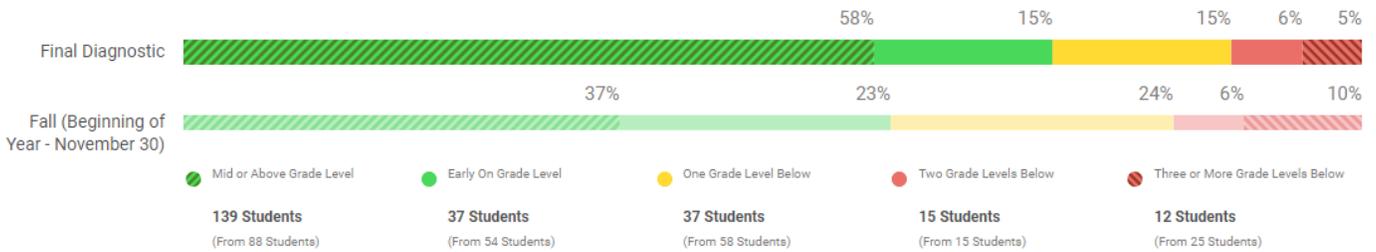
Goal: By the end of each school year, continuously enrolled general education students will demonstrate a year's growth in overall reading skills, as verified by multiple measures.

iReady was used as the assessment.

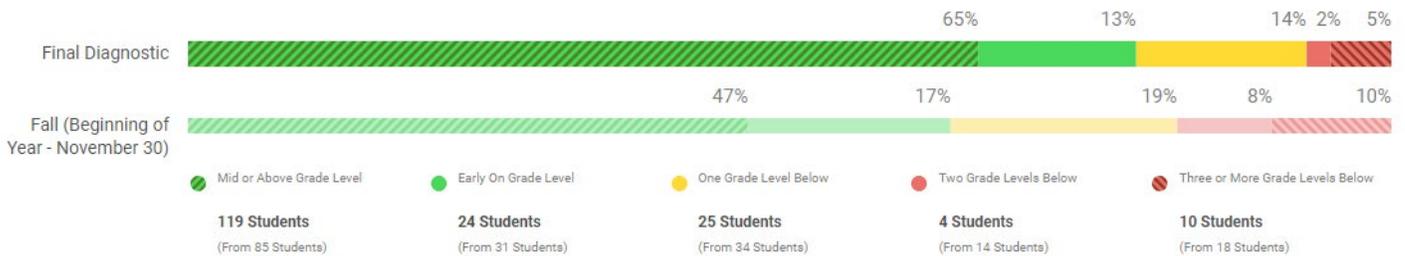
2020-2021



2019-2020



2018-2019



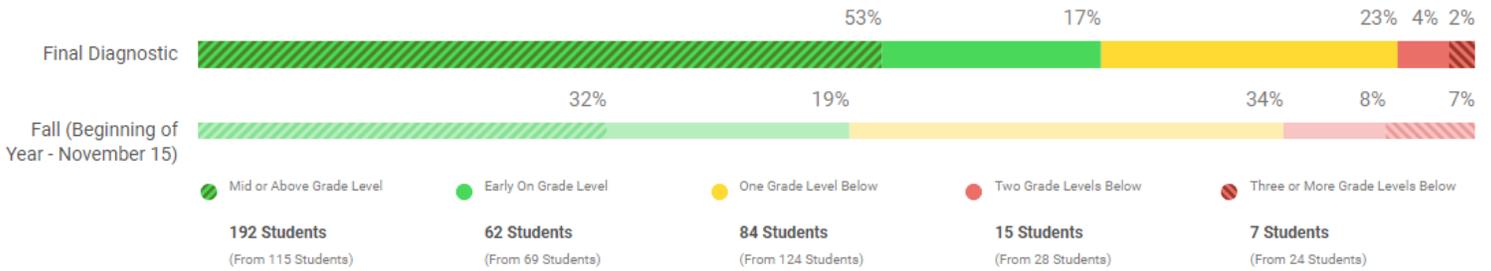
Math:

By the end of each school year, continuously enrolled general education students will improve their math skills so they will be prepared for algebra by the time they are ready to enter ninth grade as verified by multiple measures.

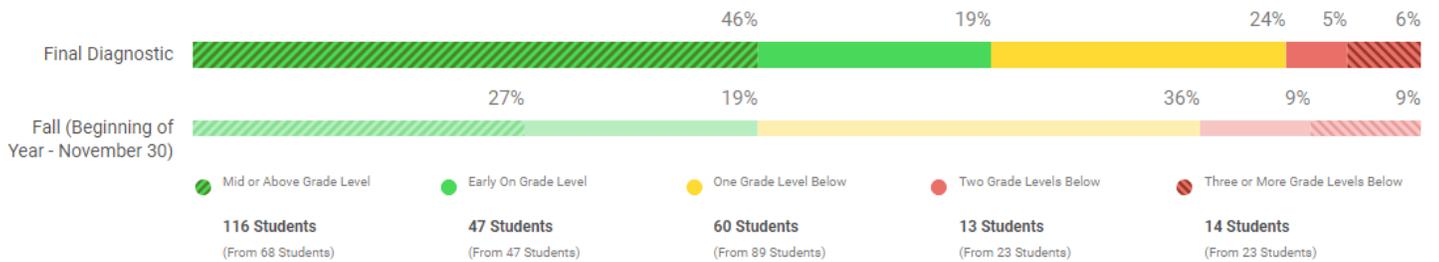
- A focus on quality core curriculum offerings while exploring supplemental offerings for remediation.
- A pilot of MathSpace, an online adaptive platform was used in a small trial with a great deal of success.

iReady was used as the assessment.

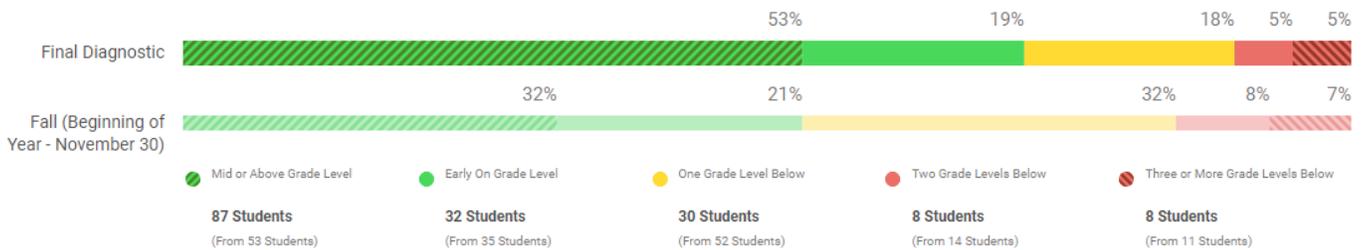
2020-2021



2019-2020



2018-2019



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, assessment and intervention for continuous growth.

Goal Area - Literacy

By the end of each school year, a long-range plan for student development of functional literacy skills will be developed so continuously enrolled general education students will demonstrate a year's growth in overall literacy skills in reading while reducing the number of below grade level readers in grades K-4 at the end of the school-year as verified by multiple measures.

Goal Area - Math

By the end of each school year, a long-range plan for student development of functional mathematical skills will be developed so continuously enrolled general education students will improve their math skills therefore they will be prepared for algebra by the time they are ready to enter ninth grade as verified by multiple measures.

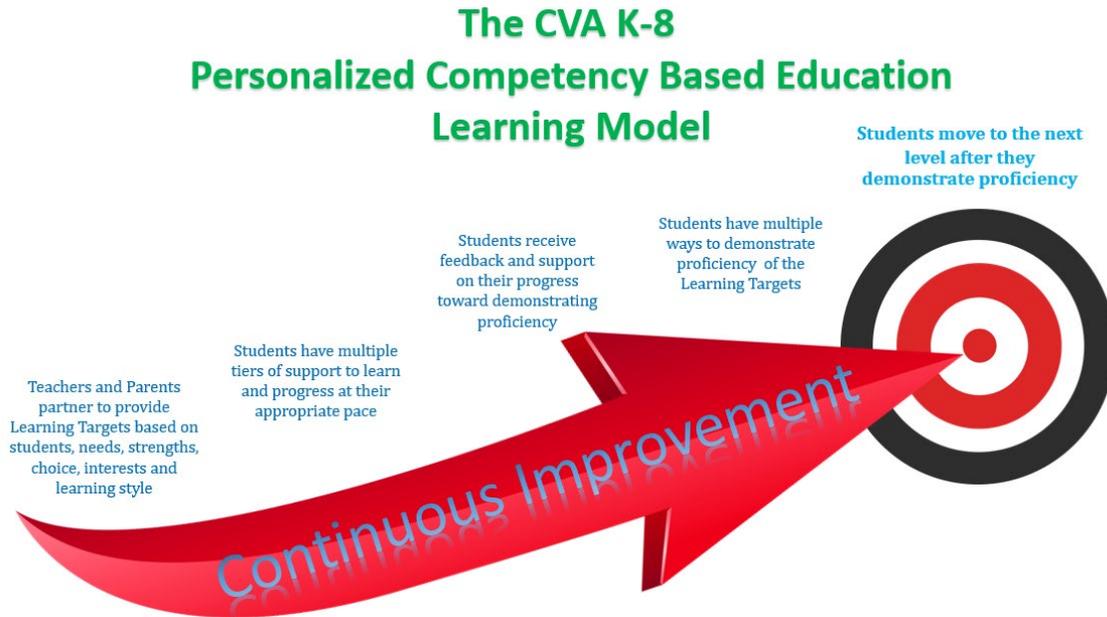
Goal Area - Smarter Balanced Assessment Participation

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

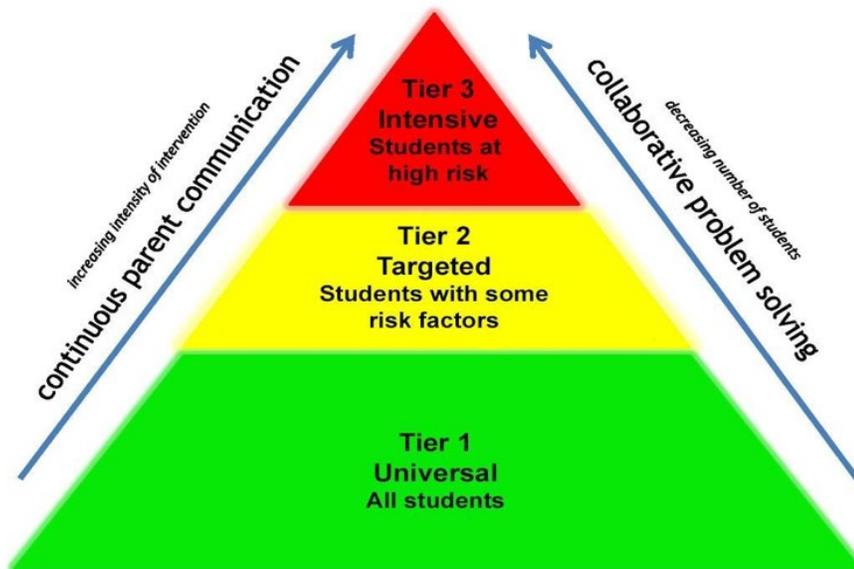
How will the school's strengths be utilized to accomplish these goals?

We will continue developing our Continuous Improvement Teams in English Language Arts, Math, State Assessments, English Language Learners, and Special Education along with our CVA Systems Improvement Team. 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.

We will continue to explore Personalized Competency Based Education (PCBE) with a new Learning Model for K-8.



We will develop a Multi-Tiered Systems of Support; a framework to give targeted support to students who are one or more levels below grade level in English/Language Arts and math.



The CVA Systems Improvement Team is looking at the Probetunity of how to increase student/family retention and reduce attrition K-12.

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 through a one day one site workshop along with webinar-based sessions with Doug Finn.

Staff will develop an understanding and apply principles of a MTSS approach to accommodate the diverse learning styles and academic needs of students.

Professional Development will center around Equity and Inclusion School Based Practices including:

- Demonstrating effective teaching practices.
- Recognizing individual student learning needs and developing strategies to address those needs.
- Using multiple student data elements to modify instruction and improve student learning.
- Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Staff members will attend the national DLAC conference in February as well as staff will attend the state WALA conference also in February.

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.