



**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING  
2017 – 2018**

**Mission:** The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.

**Vision:** Empowering students, teachers and parents today with the tools of tomorrow.

Goal	Performance Measure/Indicator	IDVA 2015/16	IDVA 2016/17	SY16-SY17 Change	Benchmark/ Performance Target	State SY 2016/17
All students will be college and career ready at graduation	% of students meeting college ready benchmark in math on the SAT	23%	27%	4% pts	3 percentage point increase or more	34%
	% of students meeting college ready benchmark in reading and writing on the SAT	54%	64%	10% pts	Meet or exceed state	60%
	% of learning plans reviewed annually by grade level in grade 9 through grade 12	100%	100%	-	100%	?
	Number and percent of students who go on to some form of postsecondary education one (1) year after graduation.	37 students / 37%	Not available yet	-	TBD	?
	Number and percent of students who go on to some form of postsecondary education two (2) years after graduation.	Not available yet	Not available yet	-	TBD	?
	Number of students graduating high school with a career technical certificate or an associate degree.	■	■	■	3	?
	% of 9th graders (VHS & Vision) graduating within 4 years	35.5%	Not available until fall	-	3 percentage point increase or more	Not available until fall
	% of 9th graders (VHS) graduating within 4 years	48.6%	Not available until fall	-	3 percentage point increase or more	Not available until fall

Reviewed by IDVA Board of Directors July 18, 2017 and September 19, 2017

Approved by IDVA Board of Directors September 19, 2017

Update approved by IDVA Board of Directors January 16, 2018

	% of 9th graders (Vision) graduating within 4 years	18.4%	Not available until fall	-	3 percentage point increase or more	Not available until fall
	% of VHS students participating in Advanced Opportunity courses	10.32%	23%	12.68% pts	20% or higher	?
	% of students scoring proficient or advanced on VHS 10 <sup>th</sup> grade math ISAT	20%	27.4%	7.4% pts	3% increase	32%
	% of students scoring proficient or advanced on VHS 10 <sup>th</sup> grade ELA ISAT	71%	67.4%*	-3.6% pts	Meet or exceed state proficiency	59%
	% of students scoring proficient or advanced on Vision HS 10 <sup>th</sup> grade math ISAT	6.0%	6.1%	0.1% pts	3% increase	32%
	% of students scoring proficient or advanced on Vision HS 10 <sup>th</sup> grade ELA ISAT	35.9%	38.8%	2.9% pts	3% increase	59%
	% of students scoring proficient or advanced on 8 <sup>th</sup> grade math ISAT	32.0%	37.8%	5.8% pts	3% increase	39%
All students will be prepared to transition from middle school/Jr. high to high school	% of students scoring proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT	51.0%	57.6%	6.6% pts	Meet or exceed state proficiency	52%
	% of students scoring proficient or advanced on 7 <sup>th</sup> grade math ISAT	43%	32.6%	-10.4% pts	3% increase	42%
	% of students scoring proficient or advanced on the 7 <sup>th</sup> grade ELA ISAT	57%	47.3%	-9.7% pts	3% increase	54%
	% of students proficient or advanced on the 6 <sup>th</sup> grade Math ISAT	36.0%	42.9%	6.9% pts	Meet or exceed state proficiency	40%
	% of students scoring proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT	42.7%	50.9%	8.2% pts	Meet or exceed state proficiency	51%
	% of Middle School students participating in Advanced Opportunities Fast Forward Program	8.3%	10.7%	2.4% pts	10% or higher	?
	% of grade 3 students identified as reading at grade level on the Spring IRI	60.61%	71.43%	10.82% pts	1 percentage point increase*	72.95%

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All students will be reading at grade level by the end of 3 <sup>rd</sup> grade (4 <sup>th</sup> grade reading readiness)	% of grade 2 students identified as reading at grade level on the Spring IRI	50.55%	54.76%	4.21% pts	1 percentage point increase*	67.65%
	% of grade 1 students identified as reading at grade level on the Spring IRI	45.12%	53.49%	8.37% pts	1 percentage point increase*	64.68%
	% kindergarten students identified as reading at grade level on the Spring IRI	59.78%	62.03%	2.25% pts	1 percentage point increase*	78.73%
	% of students scoring proficient or advanced on 3 <sup>rd</sup> grade math ISAT	34%	30%	-4% pts	3 percentage point increase	50%
	% of students scoring proficient or advanced on the 3 <sup>rd</sup> grade ELA ISAT	42%	43.9%	1.9% pts	3 percentage point increase	47%
	% of students scoring proficient or advanced on 4 <sup>th</sup> grade math ISAT	39%	37.2%	-2.2% pts	3 percentage point increase	47%
	% of students scoring proficient or advanced on the 4 <sup>th</sup> grade ELA ISAT	39%	45.8%	6.8% pts	3 percentage point increase	48%
	% of students proficient or advanced on the 5 <sup>th</sup> grade Math ISAT	26%	27.2%	1.2% pts	3 percentage point increase	41%
	% of students scoring proficient or advanced on the 5 <sup>th</sup> grade ELA ISAT	42%	44.8%	2.8% pts	3 percentage point increase	54%
	% of K5 students on track OLS progress in ELA	86%	93.7%	7.7% pts	90% or higher	NA
Increase student and parent engagement at all grade levels through increased attendance	% of K5 students on track OLS progress in Math	86%	91.8%	5.8% pts	90% or higher	NA
	% Middle School student passing ELA courses (spring)	94%	92%	-2% pts	90% or higher	?
	% Middle School student passing Math courses (spring)	95%	95.5%	0.5% pts	90% or higher	?
	% Middle School student passing ELA courses (fall)	93%	94%	1% pts	90% or higher	?
	% Middle School student passing Math courses (fall)	95%	88%	-7% pts (*curriculum change)	90% or higher	?

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	% VHS student passing ELA courses (fall)	78.8%	87.9%	9.1% pts	90% or higher	?
	% VHS student passing Math courses (fall)	81.8%	87.1%	5.3% pts	90% or higher	?
	% VHS student passing ELA courses (spring)	85.6%	90.4%	4.8% pts	90% or higher	?
	% VHS student passing Math courses (spring)	81.3%	84.9%	3.6% pts	90% or higher	?
	% of FAST students returning to Level 1	21.7%	50.1%	28.4% pts	30% or higher	NA
Increase teacher engagement	% of Math and ELA teachers participating in Instructional Coaching	NA	100%	-	95%	?

SY 16/17 ISAT percentages are preliminary

3 percentage point increase benchmarks are following the recommendation the state legislature made during their special summer session to review the ESSA Consolidated Plan draft on June 26, 2017.

Note: IRI benchmarks are based on State Board of Education Rules Governing Administration state literacy growth targets.

## 802. LITERACY GROWTH TARGETS.

01. Statewide Trajectory Growth Targets. Statewide trajectory annual growth targets are based on aggregated student performance on the spring administration of the statewide reading assessments. Local growth targets are set by the LEA based on the LEA's available resources and student demographics. Statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. (3-29-17) a. Year one (1) and two (2): (3-29-17) i. Kindergarten -- one percent (1%). (3-29-17) ii. Grade one (1) -- one percent (1%). (3-29-17) iii. Grade two (2) -- one percent (1%). (3-29-17) iv. Grade three (3) -- one percent (1%). (3-29-17) b. Year three (3), four (4), five (5), and six (6): (3-29-17) i. Kindergarten -- one point eight percent (1.8%). (3-29-17) ii. Grade one (1) -- two percent (2%). (3-29-17) iii. Grade two (2) -- one point six percent (1.6%). (3-29-17) iv. Grade three (3) -- one point two percent (1.2%). (3-29-17) 02. Annual Review. The State Board of Education will review the statewide student proficiency levels and the statewide trajectory growth targets annually.

*[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]*

### Analyses of Demographic Data

Analyses of demographic data from school district. (Start of school)

	2015-2016	2016-2017
Male	47.2%	46%
Female	52.8%	54%
White	90.64%	90.76%
Black/African American	1.40%	1.48%
Asian	1.03%	0.81%
Native American	1.40%	1.39%
Hispanic/Latino	5.15%	5.20%

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Native Hawaiian or Pacific Islander	0.37%	0.36%
Free/Reduced Lunch Program	57%	58%
Received Special Education (IEP Students)	12.5%	12.9%

### Community Engagement in IDVA's Continuous Improvement Planning Process

Planning is a continual process at IDVA. The administrative team is made up of the Head of School, 6-12 Principal, 6-12 Assistant Principal, K5 Principal, Special Education Manager, School Social Worker, and Operations Manager. The administrative team meets weekly. In those meetings, goals are set, progress on goals is reviewed and celebrated, student data is reviewed, analyzed, and discussed, and action plans are made. K5, 6-12, Special Education, and Family Academic Support Team (FAST) all operate in Professional Learning Communities (PLCs) led by Department Heads. PLCs meet regularly. In those meetings, departmental goals are set, progress on goals is reviewed and celebrated, student data is reviewed, analyzed, and discussed, and action plans are made. PLCs communicate with the principal/special ed manager/school social worker. Agendas for meetings are set by the needs of the particular team. Student data drives those needs. A Professional Development Committee made up of teachers, FAST staff, and administrators develops the school's PD plan each year. The committee meets monthly during the year prior to implementation of the PD plan they develop. The committee conducts staff needs assessments and utilizes student data as they develop the PD plan. The Head of School communicates with staff about our overall program at quarterly staff meetings and through a weekly calendar and information post to the school's Sharepoint. The Principals, Special Ed Manager, and School Social Worker communicate with their staff regularly through email, email data conferences, classroom observations and conferences, and staff meetings. Teachers and Family Support Liaisons communicate with individual families through email, web-conference or classes, and phone throughout the school year. The Head of School holds an Annual Back to School Parent Meeting and an End of Year Parent Meeting to communicate with staff, families, and other stakeholders, as well. The Head of School communicates with the Board monthly, and the entire administrative team communicates in-depth annual reports along with goals for the upcoming year at the annual Board meeting each year. At the annual meeting, the Board and administrative team work together using student data and staff, parent, and student needs assessment data to develop the Continuous Improvement Plan.

[REFERENCE PAGE]

## CONTINUOUS IMPROVEMENT PLAN

### Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
  - ✓ Analyses of demographic data

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- ✓ Student achievement and growth data
  - ✓ Graduation rates
  - ✓ College and career readiness
  - ✓ Statewide student readiness and student improvement metrics
2. Set clear and measurable targets based on student outcomes
  3. Include a clearly developed and articulated vision and mission (statement)
  4. Include key indicators for monitoring performance
  5. Include the statewide continuous improvement measures specified in [IDAPA 08.02.01.801, subsection 04.](#)
  6. Include a report of progress toward the previous year's improvement goals.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located:

[https://boardofed.idaho.gov/k\\_12/Training\\_For\\_School\\_Board.asp](https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp)

Section 33-1616, Idaho Code may be reference here: [33-1616](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#)

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on our website located: [https://boardofed.idaho.gov/k\\_12/Training\\_For\\_School\\_Board.asp](https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp)

Section 33-1212A, Idaho Code, may be referenced here: [33-1212A](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan.](#)

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website **no later than October 1 each year**. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) Plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan they may be submitted as a single plan to the Office of the State Board of Education.

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.