School Improvement Plan 2022-2023: River Valley Virtual Academy

Mission Statement:	The River Valley Virtual Academy will offer personalized learning for students, blending a virtual curriculum with service opportunities and real-world experiences. Partnering with families and communities, the River Valley Virtual Academy will provide K-12 students flexible learning choices which offer support and acceleration to promote college, career, and citizenship readiness.

Lead Team Members: (Include Principal, Assistant Principal, Counselor, Specialty Teacher, Classroom Teachers, and Parents)

Title	Name
Principal	Jennifer Feeny
Assistant Principal	NA
Counselor	NA
Media Specialist	NA
Teacher	Dana Goodman
Teacher	Kaylin Williams
Teacher	NA
Parent	Jamela Sanders
Parent (optional)	NA

Comprehensive Needs Assessment

Comprehensive Needs Assessment:
(include the following)

1. Review of Demographics
2. Review of Assessment Data
   a. Include several sources (i.e. iSip, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

Meal Status Summary: As of October 4, 2021   *66%*

Meal Status Summary	1- Free	2- Reduced	3- Regular	4- Direct Certified
RVVA	102	37	79	13

Demographics: As of September 20, 2021

Race	Enrollment	Percentage
Asian	2	0.82%
Black	10	4.12%
Hispanic or Latino	28	11.52%
Native American	2	0.82%
Two or More Races	30	12.35%
White	171	70.37%

Enrollment by Grade: As of September 20, 2021

Grade Level	Enrollment
K	16
1	13
2	6
3	13
4	12
5	20
6	12
7	21
8	26
9	12
10	28
11	29
12	35

Special Services: As of September 20, 2021

Special Services	Enrollment
IEP	47
504	16
ELL	12

School Report Card:

2017 – 2018 A

2018 – 2019 A

2019 – 2020 NA

2020 – 2021 NA

iStation Reading Data: April 2021

Grade	RVVA 2020-2021	State 2020-2021
K	Tier 1= 42% Tier 2= 33% Tier 3= 25%	Data Not Available
1	Tier 1= 15% Tier 2= 40% Tier 3= 45%	Data Not Available
2	Tier 1= 73% Tier 2= 9% Tier 3= 18%	Data Not Available

iStation Math Data: April 2021

Grade	RVVA 2020-2021	State 2020-2021
K	Tier 1= 79% Tier 2= 17% Tier 3= 4%	Data Not Available
1	Tier 1= 45% Tier 2= 30% Tier 3= 25%	Data Not Available
2	Tier 1= 50% Tier 2= 9% Tier 3= 41%	Data Not Available

ACT 11th Grade Composite Score:

School year	Average Score	Number Tested
2018-2019	18	4
2019-2020	21	6
2020-2021	17.9	51

2021-2022	17.4	26

Course Completion Rates:

Fall 2017: 88%	Spring 2018: 99%
Fall 2018: 94%	Spring 2019: 99%
Fall 2019: 95%	Spring 2020: 98%
Fall 2020: 93%	Spring 2021: 91%
Fall 2021: 92%	Spring 2022:

<u>**Data Sources:**</u>

The River Valley Virtual Academy has analyzed data from multiple sources. Data sources include assessment data from ACT Aspire, ACT, iStation, Arkansas School Report Card, Arkansas Standards for Accreditation, Pearson Connexus Online and Blended Learning, ESSA, grades, and Eschool demographic information.

Analysis:

The data demonstrate a need to improve ACT Aspire and iStation scores.

The River Valley Virtual Academy will purchase additional technology to support student needs, provide professional development to staff members, and purchase materials and supplies to assist families.

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Goals
Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)

Goal 1 **All students at River Valley Virtual Academy will be ready or exceeding on the ACT Aspire mathematics summative assessment.**

Math Performance Indicator- The percentage of students in grades K-12 that are ready or exceeding on iStation, ACT Aspire, and ACT will exceed the state average.

Data Source: iStation, ACT Aspire, ACT	Baseline Year:	Baseline:
Target Date: June 2022	Target: 2020-2021	Actual: See Chart
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

Baseline: 2020-2021 (Pending Data)

Grade	RVVA 2020-2021	State 2020-2021
K	Tier 1= 79% Tier 2= 17% Tier 3= 4%	Data Not Available
1	Tier 1= 79% Tier 2= 17% Tier 3= 4%	Data Not Available
2	Tier 1= 79% Tier 2= 17% Tier 3= 4%	Data Not Available
3	38%	48%
4	36%	43%
5	33%	34%
6	21%	41%
7	28%	37%
8	28%	36%

9	19%	26%
10	64%	21%
11	17	Pending

Goal 2 All students at River Valley Virtual Academy will be ready or exceeding on the ACT Aspire literacy summative assessment.		
Reading Performance Indicator- The percentage of students in grades K-12 that are ready or exceeding on iStation, ACT Aspire, and ACT will exceed the state average.		
Data Source:	Baseline Year:	Baseline:
Target Date: June 2021	Target: 2020-2021	Actual: See Chart
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

Baseline: 2020-2021

Grade	RVVA 2020-2021	State 2020-2021
K	Tier 1= 42% Tier 2= 33% Tier 3= 25%	Data Not Available
1	Tier 1= 15% Tier 2= 40% Tier 3= 45%	Data Not Available
2	Tier 1= 73% Tier 2= 9% Tier 3= 18%	Data Not Available
3	14%	30%
4	32%	36%
5	46%	33%
6	34%	37%
7	32%	39%
8	50%	42%
9	47%	38%
10	38%	36%
11	19/17	Pending

Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December20___)
Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

Goal 1. (Type Goal 1 Here)

Progress toward meeting Goal 1: (Type Here)

Goal 2. (Type Goal 2 Here)

Progress toward meeting Goal 2: (Type Here)

Goal 3. (Optional) (Type Goal 3 Here)

Progress toward meeting Goal 3 (Optional): (Type Here)

Literacy Plan

Literacy Plan
(include the following)
- Implementation
- Monitoring
- Professional Development
- Parent Involvement
- Evaluation

FOCUS ON LITERACY IN THE ELEMENTARY CURRICULUM AND PROGRAM

- Reading will be a primary focus for River Valley Virtual Academy. The school will implement research-based curriculum and strategies for students who are reading at, above, or below grade level. Students reading or writing below grade level will receive additional support through increased frequency of targeted LiveLesson sessions and Connections multitiered instructional support program. Teachers use formative assessment data to determine a student's greatest area of need. A variety of supplemental instructional support programs are available to support student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Teachers regularly monitor student performance in these programs and make adjustments as needed based on Connections guidelines for implementing multitiered instruction.
- River Valley Virtual Academy plans to focus on literacy in the early grades using Connexus' research-based curriculum. The Board and School Leader will focus on providing opportunities for enriching literacy events to complement the rich literacy curriculum being offered. Connexus' elementary literacy program spans Kindergarten to Grade 5, and is carefully scaffolded with a combination of high-quality, engaging instruction and resources. Language arts courses, supported by McGraw Hill Wonders program (grades K–5) and Common Core Literature series (grades 6–8), explicitly support the five main components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension, as shown in Figure 1.
- Figure 1. Five Main Components of Literacy Instruction.
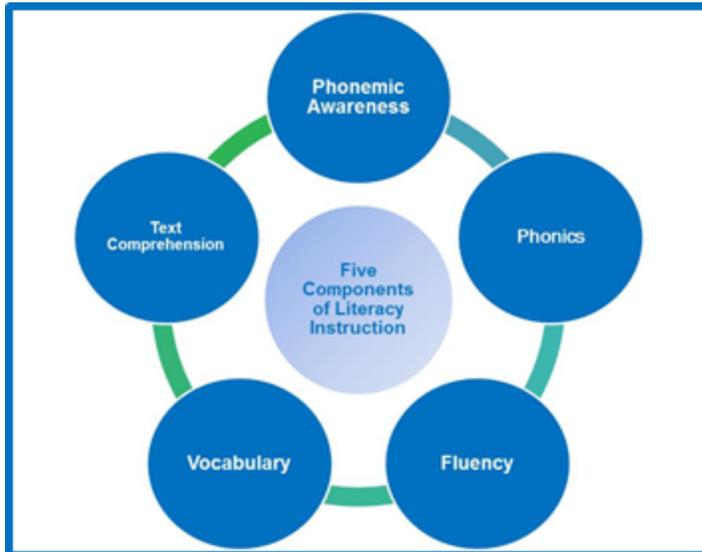
- Reading and writing instruction is prevalent throughout the language arts program, and is supported by core content area courses. All English language arts courses are fully aligned to the Arkansas Standards.
- All students are supported by the Learning Triad, three collaborative components centered on each student's learning experience: Teacher, Curriculum, and Learning Coach., as shown in Figure 2.
- Figure 2. The Learning Triad.

- Each role in the triad has specific responsibilities that are not mutually exclusive. Each role requires

constant interaction to ensure that students learn and thrive. The school shares the responsibility for improved student academic achievement with Learning Coaches. Teachers work regularly with students, but also engage in frequent communication with Learning Coaches through phone calls, WebMails, and other available technologies. In accordance with state and federal laws, River Valley Virtual Academy will provide meaningful communication with Limited English Proficient (LEP) Learning Coaches in a language they can understand about school programs, services, or activities.

- Literacy skills become more complex as students gain mastery. Figure 3 shows how each of the five components shifts from Kindergarten to Grade 3 in Connections' language arts courses. Phonemic awareness, the awareness of discrete sounds, or phonemes, is present at the earliest stages of literacy growth. As students master the recognition and production of individual sounds, the need for targeted phonemic awareness instruction declines. Phonics instruction capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. Fluency, the ability to read quickly and accurately, improves as the other components of literacy also improve. In the early years, vocabulary and text comprehension instruction is primarily listening-focused. As students improve in their ability to decode, vocabulary and comprehension instruction shifts to involve more reading. Although not shown in Figure 3, direct instruction in fluency, vocabulary, and comprehension continues throughout elementary school. In the earliest years, literacy instruction is largely a collaborative process as students interact regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing. As students grow in their literacy skills and enter into upper elementary courses, they assume more independence.
- Figure 3. How the Five Literacy Components Shifts from Kindergarten to Grade 3.
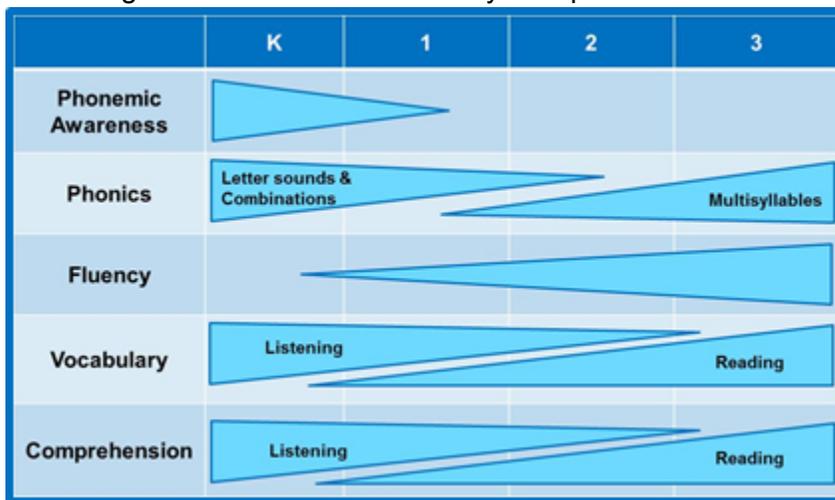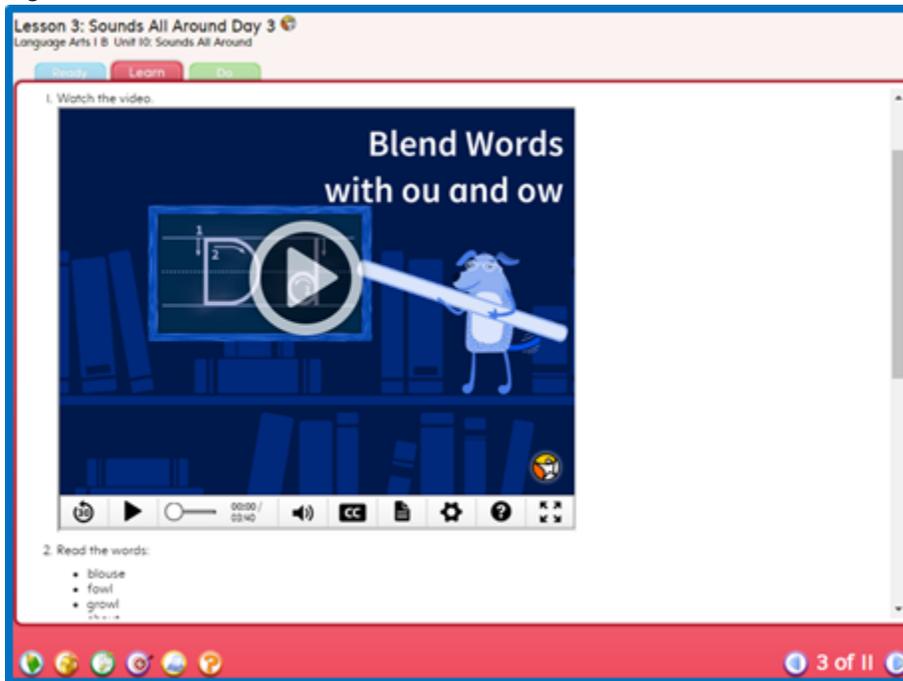

Phonemic Awareness Instruction

- Early literacy instruction in Connexus' language arts courses engages students in frequent phonemic awareness instruction and activities. Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Young students need to be actively engaged and stimulated. Teachers work with Learning Coaches as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities.
- Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:
- Segmenting words into syllables
- Isolating individual sounds at the beginning, middle, and end of words
- Blending individual sounds to make words
- Obtaining and applying letter-sound relationships to words and word parts
- Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned

skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound, boxes. Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized phonemic awareness intervention and support on an as-needs basis.

Phonics Instruction

- Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principal. "Knowing these relationships will help students recognize familiar words accurately and automatically, and 'decode' new words. In short, knowledge of the alphabetic principle contributes greatly to students' ability to read words both in isolation and in connected text."
- Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Connexus program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sounds, as shown in Figure 4.
- Figure 4. Phonemic Awareness and Phonics in Grade 1.

- Students also work independently with the Connect-a-majig tool, as shown in Figure 5, to listen to and manipulate the sounds in words to create and transform words. During LiveLesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.
- Figure 5. Connect-a-majig tool.

Milk comes from a ____.
Drag and drop the letter(s) to complete the missing word.

Tutorial
Reset

Drop tiles here.
_OW

MY WORDS

c | ch | e | h
m | n | ou | ow
p | s | t | th

Connect-a-Majig

Fluency Instruction

- Fluency is defined as the ability to read with speed, accuracy, and expression. To read with speed and accuracy, a student must have automaticity in word recognition, and to read expressively, a student must comprehend the text at some level." In a sense, reading fluency is the essential link between word recognition at one end of the spectrum and reading comprehension at the other." Through his decades of fluency research, Rasinski has found that "struggling readers…are not automatic in their word recognition, so they must use their cognitive resources for the more basic bottom-up of word recognition, thereby depleting what they will have available for more important top-down task – making meaning." (2014)
- In their 2006 edition of Put Reading First: The Research Building Blocks for Teaching Children to Read, Armbruster, Lehr, and Osborn note that fluency is the bridge between word recognition, which begins with phonics, and reading comprehension. They elaborate:
- "Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text."
- The report also recommends two instructional approaches related to fluency: repeated reading in which students read a selection aloud multiple times and teachers provide feedback and independent silent reading in which students read independently at their own pace. Connections' Language Arts courses use both of these approaches to assist students in becoming fluent readers. Fluency practice begins in Kindergarten as Learning Coaches and students follow a reading routine to interact with decodable books.

  Reading Routine
- Read Silently   Student whisper reads
- Model Fluent Reading   Learning Coach reads the selection with appropriate pacing and expression as the student finger points along
- Read Chorally   Student finger points as she and the Learning Coach read together
- Reread and Monitor Progress   Learning Coach monitors progress and provides support as the student reads
- Reread   Student rereads

- In Grade 1, students continue to work with decodable readers, but also extend fluency practice to authentic texts. This practice with authentic literature and informational text continues throughout the

elementary years. Often, students read the same text more than once. Repeated readings build fluency and automaticity as familiarity with a text grows. As students engage in a daily fluency routine, teachers and Learning Coaches work together to track student progress toward mid-unit and end-of-year goals for words-correct-per-minute. Teachers and Learning Coaches provide feedback and assistance to help students build automaticity in their reading. An audio tool is built into the courses to allow students to record themselves reading for up to ten minutes. This tool provides opportunities for the teacher to listen to and evaluate the student's fluency progress as well as to provide additional interventions and extensions to support the student's growth. Learning Coaches support repeated practice and assist students in the submission of audio recordings.

● Students continue these fluency practices as they advance in the elementary years. Additional fluency features and practices, such as analysis of audio recordings and adoption of character voices during oral reading and targeted instruction in LiveLesson sessions supplement fluency instruction in Grades 3-6. Teachers maintain awareness of fluency progression through use of the recording tool, LiveLesson sessions, and curriculum-based assessments (CBAs), and other interactions with students.

Vocabulary Instruction

● The development of vocabulary, the words one must know to communicate effectively, begins in infancy and continues through adulthood. "Vocabulary lies at the heart of content learning, as it serves as proxy for students' understanding of concepts…it is a part of a complex network of knowledge that draws of students' understanding of the alphabetics, syntax, and semantics of language." "Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary." The demand on students' vocabulary knowledge intensifies throughout the grades, and must be bolstered by contextual use of academic and domain-specific vocabulary in reading, word solving, and collaborative written and oral discussions. As such, all Connexus' Language Arts courses incorporate explicit vocabulary instruction and practice.

● In Kindergarten, students are introduced to high-frequency words – words that most Kindergarteners already use or have been exposed to in their everyday conversations. Kindergartners learn to read, write, and spell high-frequency words. They are also introduced to "amazing words," which are words from course reading selections that expand and enhance their vocabulary and ultimately their comprehension of text and the world around them. Students interact with the words through literature and accompanying animations that have catchy and often familiar tunes.

● In early grades, students create and maintain vocabulary resources such as a Word Wall and a Word Ring. Over the course of the year, students add new high-frequency and content-based vocabulary words to these resources to encourage regular practice and to assist with vocabulary acquisition. Learning Coaches are instructed to refer students to these resources frequently, so as to help students gain familiarity with word use and spelling. To ensure each student is successful in these key skills, the teacher will use the course data to build on what the student has learned by providing additional learning opportunities during a LiveLesson session.

● All students are guided in discussions about words and topics related to each day's lesson, either in a LiveLesson session, on a Message Board, or with a teacher or Learning Coach. Lessons feature key words (a mix of academic and domain-specific vocabulary) as well as strategies for decoding new words, such as using context clues and identifying word parts. Print resources, digital animations, and interactive tools also provide support for vocabulary expansion. To facilitate vocabulary acquisition, each course is accompanied by a glossary that can be sorted by lesson, unit, or full course, and viewed in either a list form or as flash cards, as shown in Figure 7. The acquisition and understanding of a diverse vocabulary paves the way for text comprehension. "Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading." To support students' vocabulary acquisition, Learning Coaches are guided to use academic and domain-specific vocabulary in conversation around the topics embedded in daily lessons.

- Figure 7. Course Glossary: List and Flash Card Views.

Text Comprehension Instruction

- Comprehension, the process of making meaning from text, begins with listening skills and eventually progresses to reading as students mature in literacy. Foundations for comprehension and higher-level thinking skills are built in Kindergarten through the use of read-alouds and shared reading. Teachers work with Learning Coaches to use a series of explicit and implicit questions to encourage students to consider story elements as they engage in the reading routine (Figure 8). Students receive reinforcement of basic concepts of print, such as the understanding that stories and books have titles and authors, that print runs from left to right and top to bottom, and that illustrations and text both convey meaning. As students grow in their ability to understand what has been read to them, comprehension tools such as concept webs, KWL charts, and other graphic organizers are introduced. A KWL Chart, tracks what a student knows (K), what a student wants to know (W), and what a student has learned (L) about a topic. These tools are introduced in various lessons, and extended upon during instructional LiveLesson sessions with the teacher.
- Every unit of instruction in elementary language arts courses targets specific comprehension strategies and skills, such as identifying main idea, summarizing, and making predictions. Students read daily, practicing comprehension and fluency skills as they read. Skills and strategies for reading comprehension and vocabulary development are introduced in the context of brief reading selections. Students then have the opportunity to practice these skills while reading longer selections in a variety of fiction and nonfiction genres. The selections are organized according to theme. These themes invite the student to view reading as a tool for information gathering, and the themes help the student make connections between the texts. In addition to formal reading instruction, students establish a daily reading routine, and complete activities in response to self-selected books.
- Prior to reading, students learn about the targeted strategy or skill, and engage in brief activities to access and/or build background knowledge. Students also establish a purpose for reading. During reading, students answer comprehension questions focused on the targeted skill. Teachers model thinking aloud and explain how to think while reading. After reading, students demonstrate comprehension in a variety of ways. They may be asked to draw a picture, write a paragraph or sentence, complete practice pages from provided course materials, retell the story, or complete a successful CBA with their teacher. Using the results of the CBA, as well as course grades and the percentage of mastery on course objectives, teachers instruct using differentiated comprehension activities by selecting resources and activities best suited to the learning style or preference of the student. Optional extension activities are also provided for students who may need additional support or added rigor.
- In grades 6-8, students engage in multi-tiered approach for close reading, as illustrated in Figure 8. Students read selections three times: reading first to unlock meaning, second to analyze craft and

structure, and a third time to integrate knowledge and ideas and make connections. Audio recordings are provided to help students develop listening comprehension, and to support them as they dig deeper into complex texts. Students read not only to make comparisons within texts, but across texts as well.

● Figure 8. Close Reading Model and Listening Comprehension.

● Beginning in grade 2, advanced students are encouraged to enroll in Gifted and Talented Literature Study courses, which supplement the core language arts courses. This program is designed for advanced students in grades 3 to 8. Students enrolled in this program are required to attend a one-hour LiveLesson session each week, which focuses on building a collaborative environment while students discuss text-dependent questions. Students are graded on an alternating basis upon their speaking skills and their presentation of a selected activity. The Gifted and Talented Literature Study program is built around the Junior Great Books™ program and Great Books Roundtable™ programs which employ the Shared Inquiry™ method. Guided by interpretive and purposeful questions, students engage in frequent discussions about the ideas and themes they encounter while reading.

Writing Instruction

● Writing is an essential component of any strong literacy program. Reading and writing have a reciprocal relationship, meaning that instruction in one area supports the other. As Graham and Hebert stated in their 2010 study of the relationships between reading and writing, "…writing practices complement reading practices and should always be used in conjunction, with each type of practice supporting and strengthening the other." The nature of the relationship between reading and writing shifts as students gain a stronger grasp of language and communication, but it is overwhelmingly present in the elementary years.

● Students are introduced to the concept of writing in Kindergarten language arts, where they develop handwriting skills and gain mastery writing uppercase and lowercase letters. As students learn to write the high-frequency words they work with on a daily basis, they build familiarity with conventions such as writing from left to right. Gradually, with the support and feedback of their teacher, students are introduced to basic sentence structure, grammar, and punctuation. To increase conceptual understanding, students engage in thematic writing activities that complement the reading selections in the course. Writing instruction is differentiated by introducing students to developmentally appropriate writing strategies supported by targeted practice with their teachers and guided practice with the Learning Coach. The teacher works with the Learning Coach to continue the development of these strategies. For example, when composing an invitation, a student might write, use a combination of writing and drawing, or draw and dictate the information he wishes to convey.

- Although courses are delivered online, students engage in regular practice to improve their handwriting skills. Students concentrate on developing manuscript handwriting skills from Kindergarten to grade 3, at which point they are introduced to cursive handwriting. Students submit these assignments offline to their teacher for targeted feedback. Additional instruction is provided by the teacher as needed. Other graded assignments may be submitted in either handwritten or typed form.
- Throughout the language arts program, students build a portfolio of writing assignments, each evaluated against a carefully structured rubric which is present in the course and the coaching guide. In the early years, students are guided through a drafting process to produce brief writing samples such as sentences and lists. In grade 3, students are formally introduced to the five stages of the writing process (prewriting, drafting, revising, editing, and publishing) and the traits of good writing (focus and idea development, organization, voice, effective word choice and sentence use, and use of standard grammar and conventions). Print and interactive resources such as Teachlet Tutorials aid students in this process, illustrated in Figure 9. At this point, students begin to produce longer writing samples in a variety of formats, including short stories, essays, and letters. These writing assignments, along with shorter, ungraded writing opportunities embedded in daily reading instruction, allow students to make new connections to the selections and genres they encounter. Teachers provide feedback to students on submitted assignments, using a rubric to guide their grading as they comment on students' writing, fill out the rubric, and/or leave comments next to the assignment in the online gradebook. In grade 6, students are introduced to the online writing tool WriteToLearn. WriteToLearn enables to students to practice different types of writing, each time receiving immediate and targeted feedback on the six traits of writing. This targeted practice allows students to hone their skills in the types of writing they submit later in the course as portfolio assignments.

- Figure 9. Teachlet Tutorial.
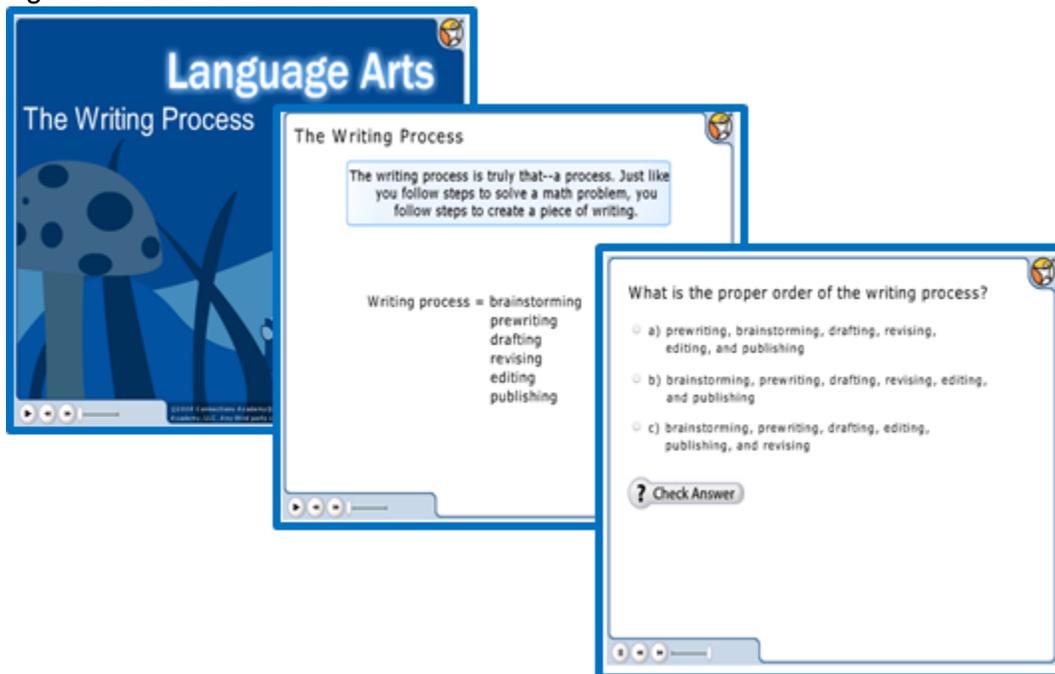
- Teachers provide feedback to students on submitted assignments, using a rubric to guide their grading as they comment on students' writing, fill out the rubric, and/or leave comments next to the assignment in the online gradebook. Teachers maintain routine contact with students to ensure they understand and are able to produce each writing skill correctly. Teachers provide targeted and meaningful feedback that enables students to grow in the writing skills and produce a revised draft. Students' portfolios typically account for 30-35% of the total course grade.

Literacy Assessment
- Formative and summative measures are used to assess gains in literacy in all grade levels. Formative assessment is completed through short ungraded assessments, LEAP, CBAs, and participation in LiveLesson sessions. In Kindergarten and Grade 1, Learning Coaches work with students to complete Skills Checks, brief questionnaires to inform teachers about their student's mastery of literacy skills (for example, whether the student is able to read specific high-frequency words, or if the student recognizes long vowel sounds in words). In all grades, students complete ungraded assessments called Quick Checks. Quick Checks provide students with risk-free opportunities to demonstrate understanding of lesson or unit vocabulary and comprehension skills. During CBAs, teachers may ask students to orally read or retell a selection from the unit as a means to determine whether students need additional support in instruction and strategies, or if the student is progressing as expected. Figure 10 is a sample Quick Check screen.
- Figure 10. Quick Check item.
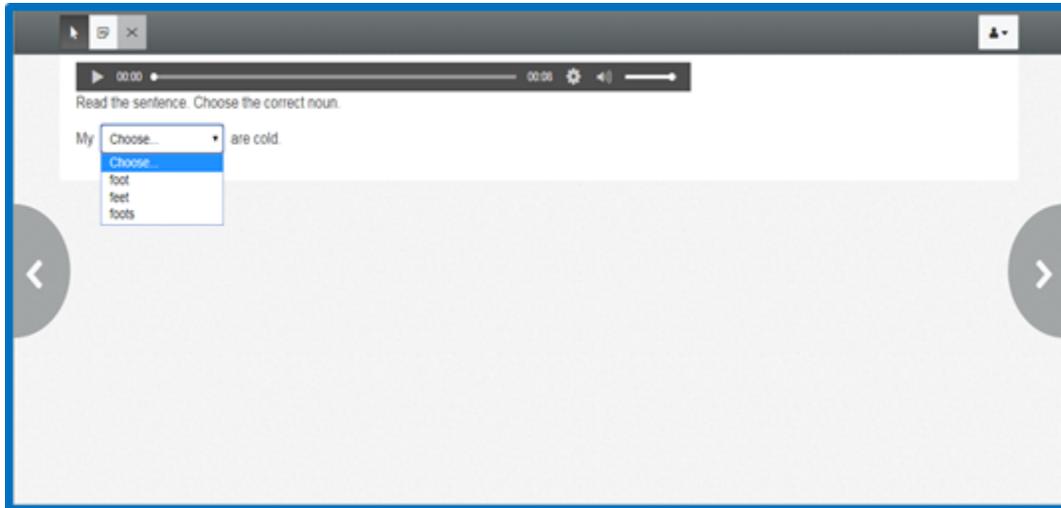
- Summative assessment opportunities are provided at all grade levels through Quizzes and Tests, with the exception of Kindergarten, which only contains Quizzes. Quizzes and Tests assess student mastery of unit vocabulary, phonics, and comprehension skills. Depending on grade level, comprehension items may assess understanding of a text selection from the unit, or have students apply comprehension strategies to a new selection. Quizzes often require use of the audio recording tool for purposes of assessing fluency and comprehension, and may ask students to record themselves reading or retelling a selection. Teachers evaluate these audio recordings which then may be followed by a CBA to discuss with students the main ideas of the text that they recorded, thus monitoring comprehension skills.

Literacy in the Content Areas
- While the elementary language arts courses guide students in learning to read and write, content area courses present bountiful opportunities for students to read and write in order to learn. Like language arts, all content area courses highlight both academic and domain-specific key words. Key words are reviewed and discussed during lessons, and interactive flash cards are built into every course to help students build their familiarity with these terms. This practice with academic and domain-specific vocabulary grows students' personal lexicons and improves their conceptual understanding in the content areas.
- Math courses offer students the opportunity to grow their vocabularies, and use their reading and writing skills to understand and describe mathematical concepts. In Kindergarten, early acquisition of numeracy skills are tightly connected to literacy. For example, the ability to recognize "four" as the symbol 4, the word four, and a set of four objects requires elements of both literacy and numeracy. The connection between literacy and numeracy maintains its presence throughout the elementary math program, and is particularly evident when solving word problems. It has been widely

documented that deficits in literacy, particularly in vocabulary and comprehension, cause students to struggle with word problems in math. With this in mind, a focus of deep vocabulary development, problem-solving, reasoning, and communication is integrated into each Connexus math course. Online textbooks, digital animations, and interactive tools feature stories and problem-solving strategies to help students apply comprehension skills to mathematics. Teachers continue these efforts by providing additional learning opportunities for students who are struggling, on-track, or advanced.

- In addition to the hands-on inquiry activities in the science program, instruction in grades 1 to 5 is supported by a science textbook and a reading and writing skills workbook. The workbook exposes students to literature and informational texts related to science; texts are paired with reading and writing activities, such as identifying main ideas and details and creating KWL charts, to help students better understand the topics they read about. Students also build writing skills by maintaining a science journal in which they answer comprehension and skill questions, record experiments, communicate findings, and keep a glossary of scientific terms.

- Social Studies provides perhaps the richest literacy experience for students outside of language arts. Daily, students engage in reading and interpreting authentic and historic texts to help them understand communities past and present, and the world around them. Students build reading and listening skills as they explore print literacies such as biographies, poetry, and historic documents, and visual literacies such as maps, photographs, and illustrations. Review questions accompany most textbook reading assignments, and support essential comprehension skills such as identifying main ideas, making predictions, and analyzing text. As students progress through the social studies program, they cultivate the ability to compare, sequence events, and interpret sources. Each unit of coursework in grades 1 to 5 features a portfolio project in which students demonstrate understanding of key Social Studies concepts and cultures as students synthesize their understanding and exhibit creativity through writing. Through targeted and meaningful feedback from the teacher, students are able to apply feedback and enhance their writing. Each unit also features recommended books to enrich the content and provide context for unit concepts. These optional reading assignments are embedded into lessons.

- The impact of the full alignment of Connections language arts courses to the (State) Standards for English Language Arts is evident in the content area courses at each grade level. This rich cross-subject literacy practice in kindergarten through grade 5 lays the foundation for the development of literacy skills in History/Social Studies, Science, and Technical Subjects in middle and high school.

Digital Literacy

- All students in K-8 are enrolled in educational technology and online learning courses, which introduce them to the practices and resources necessary for becoming a responsible digital citizen. Educational technology and online learning courses allow students to explore and use features of digital tools to support reading, writing, and mathematics skills. From Kindergarten to grade 2, students receive additional practice with letters, phonemes, and high-frequency words as they learn to write, type, and compose meaningful sentences in a draw and paint program. In grade 1, students begin to explore elements of reading and writing, such as descriptive words, main ideas, and text features, while gaining familiarity with basic Microsoft® Word and PowerPoint techniques. Literacy instruction is interwoven in meaningful practice with both programs through grade 8 in fun and engaging ways, shown in Figure 11. For example, students in grade 4 demonstrate their ability to type, format, spell-check, and illustrate text when they use Word to complete graphic organizers and compose their own original folktales. In grades 6–8, students produce a final project for the course in which they call upon all of the digital literacy skills they have learned to research a topic, investigate design and software elements, and produce a multimedia project. Teachers evaluate and extend use of the resources introduced in educational technology and online learning classes in LiveLesson sessions and collaborative discussions on the class Message Board.

- Figure 11. Combining Literacy and Word Processing in Educational Technology and Online Learning.

Lesson 2: Contractions
Educational Technology and Online Learning 3 Unit 2: Microsoft® Word

Getting Started | Instruction | Activity | Review | Assessment

I Am Is I'm

What is another way to say, "I am reaching for the cookie jar"? If you said, "I'm reaching for the cookie jar," you are ready to learn about contractions in today's lesson!

Objectives

✔ Academic: Demonstrate how to read and write contractions
✔ Academic: Evaluate and revise writing using the Spelling and Grammar tool
✔ Technology: Use the Enter key to start a new line of text in a document
✔ Technology: Demonstrate how to insert a table in a document to organize words
✔ Technology: Demonstrate how to format text by changing the font face, font size, and font style to bold, italics, or underline in order to identify contractions

1 of 9

- A defining characteristic of a student attending a virtual school supported by Connexus is his or her ability to participate in rich collaborative online discussions. Teachers facilitate small- and large-group oral and written discussions in LiveLesson sessions at all grade levels. Beginning in grade 3, online discussion opportunities are embedded within language arts and content area courses. In online discussions, students post reactions and thoughts to course-related prompts, as well as provide thoughtful responses to their peers. Students are held to guidelines for participating in discussions, which include providing clear and detailed responses and engaging in correspondence that is polite and respectful. Student participation in these discussions is graded against a rubric.
- In March 2012, the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College released a joint position statement regarding Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. The statement expresses a key message: "When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development." The report reviewed the research and stressed the importance of the appropriate use of technology with learners of young ages and how its usage can promote digital literacy skills, an important skill for the 21st century.

FINAL EVALUATION OF 2021-2022
SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

Goal 1. **All students at River Valley Virtual Academy will be ready or exceeding on the ACT Aspire mathematics summative assessment.**

	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION:
Data is not yet available for summative assessments.

Goal 2. **All students at River Valley Virtual Academy will be ready or exceeding on the ACT Aspire literacy summative assessment.**

	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION:
Data is not yet available for summative assessments.

Celebrations

The RVVA staff continues to refine the process of providing a quality digital program to students in the Van Buren School District.

Our senior class graduated 43 students, with all students who remained enrolled with us graduated. Two juniors graduated a year early.