



School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list

- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"

- “Hexagon Tool”
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
 - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:
 - There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
 - Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Cyber Village Academy/4025-07	Supt/Director Phone: 651-523-7170 ext.101
Superintendent/Director Nicole Rasmussen	Supt/Director Email: nrasmussen@cybervillageacademy.org
District Address: 768 Hamline Ave S, Saint Paul, MN 55116	District/Charter Fax: 651-523-7113

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Nicholas Rice	Role in District/Charter: Assistant Director of Teaching and Learning
Phone Number: 651-523-7170 ext.141	E-mail Address: nrice@cybervillageacademy.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Cyber Village Academy, 4025-07, K-12	Phone: 651-523-7170
School Address: 768 Hamline Ave S., Saint Paul, MN 55116	Fax: 651-523-7113
Principal: Nicole Rasmussen	Email: nrasmussen@cybervillageacademy.org

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Nicholas Rice	Role in School: Assistant Director of Teaching and Learning
Phone Number: 651-523-7170 ext.141	E-mail Address: nrice@cybervillageacademy.org

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

The stakeholder engagement plan varies based on the stakeholder and on the activity to be communicated. Anything larger that is a policy shift and is discussed at the board level is available for all community members. Any community member may attend the board meeting and provided their ideas. School board meeting minutes are always posted on the CVA website and can be access by the community. Any new information that is about programming, scheduling, opportunities for students or initiatives at the school are written up and emailed to parents, students, alumni and other community members who are on our email list. This information is email through our weekly Newsletter called, 'News From The Village' (NFTV). The newsletter is sent each Friday. When something is new or may impact many students, CVA also posts the information on the school Facebook page. Not everything that is in the NFTV is posted on Facebook, but anything that CVA hopes to communicate rapidly to many stakeholders is posted. Information is also disseminated to students and families through their advisor. All students are assigned an adviser whom they meet with three times per week. The advisor communicates important or new information to students directly in class, and emails information to students and home to parents/guardians. The advisor is a go-to person for parents/guardians as well when they have questions. Elementary students receive flyers and important notes for parents in their 'take-home' folders weekly as well.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Weekly	Updates on the Social Emotional Learning Curriculum (SEL) and the Minnesota Career Information System (MCIS).	Current CVA Students, Parents and Staff	Weekly Newsletter (News From The Village)
Monthly	Information about need for credit recovery and current progress toward credit recover. Updates on the SEL and MCIS curriculum.	School Board Members; community	Monthly School Board Meetings
Bi-monthly	Attendance facts and graduation rate data	Current and past CVA students, parents and staff	School Facebook Page

Weekly	Planning graduation, exploring career and post-secondary options, reviewing transcripts, setting goals	Students	Advisory
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School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Implementation of a formal credit-recovery program for students who are behind on graduation credits.
...to address this Root-Cause(s)	Many CVA high school students enter CVA behind on credits for graduation.
Which will help us meet this student outcome Goal*	Cyber Village Academy will create a specific credit recovery plan with multiple options for students to recover credits. The plan will be approved by the school board, shared with stakeholders, and implemented by June of 2019 and at least 50% of students going into 12 th grade who are behind on credits will participate in the credit recovery program in the summer of 2019.

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Create a social-emotional learning curriculum for middle and high school students.
to address the Root Cause	Many CVA students have significant emotional dysregulation, some with specific diagnoses and some without, which interferes with their ability to attend school or attend to their assignments.
Which will help us meet this student outcome Goal*	Through the use of the SEL Student Survey, student responses will show an increase of 10% for 90% of students.

#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
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The Strategy we are going to implement is	Using the Minnesota Career Information System (MCIS) in the high school advisory to track student progress toward graduation, make students more aware of their transcripts and available course options, have students research careers and training options, and have students research post-secondary requirements.
to address the Root Cause	Students are uninformed as to their progress toward graduation and their options for courses related to graduation. Students are uninformed about the post-secondary options and how their high school courses related to those options.
Which will help us meet this student outcome Goal*	100% of high school Fusion students will complete their grade appropriate checklist of lessons/activities within the MCIS program and 50% of the high school PASCAL students will complete their checklist by June, 2019.

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Make credit recovery policy known to students, parents and staff through NFTV, advisory announcements, and bulletin board in basement.	Nick Rice, Esther DeLaCruz, high school advisors	Complete bulletin board, completed NFTV, advisor feedback.	NFTV, paper, online survey for advisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	05/30/2018
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To add additional action steps, Place cursor to the right of the last row and press **Enter**.

Progress Toward Goal #1: (To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: Create a social-emotional learning curriculum for middle and high school students.

Root-Cause: Many CVA students have significant emotional dysregulation, some with specific diagnoses and some without, which interferes with their ability to attend school or attend to their assignments.

Goal: Through the use of the SEL Student Survey, student responses will show an increase of 10% for 90% of students.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	e	n	b	r	r	r	n	n	
				u	t	o	e	e	a	r	c	i	i	e	e	
				s	e	b	m	m	u	h						
				t	m	e	b	b	r	a						
					b	r	e	e	y	r						
					e	r	r	r		y						
Identify multiple options for social emotional learning curriculum and choose three to apply in the middle school.	SEL Committee (Taylor, Elizabeth, Nick, Nicole, Nicky)	Selection of curriculum	Review of curriculum, resources available for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10/30/2018
Initial survey given to all middle school students	Social Worker, advisors	Completed survey	Create survey, computers, time in advisory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11/30/2018
Implement SEL curriculum within the middle school advisory and illicit feedback from teachers	Advisors, SEL Committee, special	Moodle pages,	Moodle pages, lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	06/06/2018

	education teachers	informal feedbacks	and assignments,														
Reflect on the different SEL curriculums being used. Review feedback from teachers/advisors.	SEL Committee	Meeting agendas and minutes	Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		06/01/2018
Final SEL Student Survey given	Social Worker, Advisors	Completed survey	Survey, computers											X			05/15/2018
Review survey results and other feedback. Make recommendations for a school-wide SEL curriculum for school year 2019-2020	SEL Committee	Meeting agenda and minutes	Completed survey results, feedback from staff												X		06/06/2018

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

Progress Toward Goal #2: (To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

Survey students, reflect with students and collect data on completion.	High School Advisors, Nick Rice	Survey results, data collection of usage and completion rates	Computer, survey created, time with advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			05/30/2019

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #3: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.