

## 2013 Annual Report

<b>Table of Contents</b>	<b>Page</b>
1. Report Introduction	1
2. School Governance and Management	2
3. Staffing and Teaching Information	3
4. School Demographics, Enrollment and Attrition	4
5. Academic Program and Operational Performance	5
a. MCA Testing	5
b. NWEA MAP	14
c. Operational Goal	18
6. Innovative Practices	19
7. Program Challenges and Future Plans	19
8. Finances	20
9. Authorizer	21
10. State Mandated Content Cross-Reference Chart	22

### 1. Report Introduction

Mission Statement: Cyber Village Academy prepares students to meet the challenge of a rapidly changing world with confidence by helping them to become inquiring, knowledgeable, caring and active citizens who value academic rigor, integrity, self-reliance and compassion.

Overview: Cyber Village Academy is a truly unique public school which opened during the 1997-1998 school year. Since its beginning, CVA has provided a blended online program with both face-to-face and online components. In 2012-2013, CVA students in Grades 3-8 participated in our Fusion program that provides high quality teaching and learning on campus Monday, Tuesday, and Wednesday each week and at home or using community learning resources on Thursday and Friday. CVA's PASCAL (Program for Accelerated Studies Using Computer Assisted Learning) program serves a small number of students in grades 3-12 who require an entirely online learning environment. CVA's Fusion-style high school program served students in Grades 9-12 on campus Mondays, Tuesdays and Thursday mornings and online Wednesdays, Thursday afternoons, and Fridays.

Cyber Village Academy is located in the Highland Park area of St. Paul and occupies the second floor and the basement of the Talmud Torah of St. Paul building, formerly St. Paul's Edgumbe School.

The 2012-13 school year brought a great deal of change and growth to Cyber Village Academy. A new, full-time director brought a new focus to a variety of areas for improvement. Initiatives and improvements included:

- Behavior management support for teachers significantly reduced behavior issues.

- A revised attendance policy put the focus on learning rather than login time for online days.
- A new website provided an improved public face of the school.
- A clearly defined “quirky kids” niche helped solidify the identity of the school.
- The International Baccalaureate program was eliminated in favor of pursuing accreditation by AdvancEd and renewed focus on the Cyber, Village and Academy components of the school’s original vision.
- CVA laid the groundwork for expanding to include kindergarten and Grades 1 and 2. Although MDE rejected the request, we will continue to pursue this option.
- Revised student/parent and employee handbooks capture the policies and practices of the school while educating all stakeholders about community expectations.
- CVA developed a format for Individualized Learning Plans that was piloted and will be used for 2013-14.
- Plans for 2013-14 include expanding from a 0.25 technology teacher to full time and reintroducing the high school coordinator and receptionist positions.
- Student wireless networks were installed for both the middle school and the high school, allowing for secure bring-your-own-device networks for all students.
- New uses of PowerSchool began to improve record-keeping and communications with parents and students.
- Well-managed finances and increasing enrollments continued the trend of improving financials.

## 2. School Governance and Management

Cyber Village Academy is governed by its Board of Directors. CVA’s Board for 2012-13 was chaired by Laurie Iwan (parent) and included Deb DeBruin (community member), Robert Kaufer (parent), Robyn Mesenbring (teacher), Justin Wewers (teacher), Lauren Odle (teacher), Christy Buxman (teacher), Megan Cole (parent) and Amanda Reding (teacher).

Contact information for the 2012-13 Board:

Laurie Iwan	lrooze1@comcast.net
Robert Kaufer	rhkaufer@gmail.com
Deb DeBruin	dadebruin@gmail.com
Robyn Mesenbring	rmesenbring@cybervillageacademy.org
Justin Wewers	jwewers@cybervillageacademy.org
Lauren Odle	lodle@cybervillageacademy.org
Christy Buxman	<a href="mailto:cbuxman@cybervillageacademy.org">cbuxman@cybervillageacademy.org</a>
Megan Cole	mcole@msbcollege.edu
Amanda Reding	areding@cybervillageacademy.org

In 2012-13 David Glick served the school as Director, with support from a student services coordinator and technology coordinator.

### Board Training

Laurie Iwan	Finished required board training June 2010. IB Orientation training, 10/25/2011. Effective Board Governance, 4/12/11, Marci Cornell-Feist
Robert Kaufer	Finished required board training before June 2011.
Deb DeBruin	Finished required board training before June 2011.
Robyn Mesenbring	Board training, all three modules. University of St. Thomas, August 12, 2011.
Justin Wewers	Governance training, October 2012, finance training embedded October 2012-June 2013
Lauren Odle	Finished initial board training 4/21/12. Board Financial Management segment. Ship's Wheel, Chuck Speiker.
Christy Buxman	Governance training, October 2012. Finance training embedded October 2012-June 2013
Megan Cole	Governance training, October 2012, finance training embedded October 2012-June 2013
Amanda Reding	Governance training, October 2012, finance training embedded October 2012-June 2013

**Table 1**

### 3. Staffing and Teaching Information

Cyber Village Academy staff positions included a director, 13.25 licensed teacher positions, four paraprofessionals, an office manager/student services coordinator, and a technology coordinator. One special education teacher position was filled by two people during the course of the year, as was the physical education/health position. Paraprofessional positions also included some turnover. **The following list includes all individuals employed by the school over the course of the school year.**

Name	Folio #	Subjects	Email Address
Lauren Odle	395128	Spanish	lodle@cybervillageacademy.org
Kelly (Morse) Mann	466204	Science	kmann@cybervillageacademy.org
Christy Buxman	340486	Grades 3-4, Grade 5 Math	cbuxman@cybervillageacademy.org
Karla Gotham	405155	Special Education	kgotham@cybervillageacademy.org
Amanda Reding	435101	Language Arts	areding@cybervillageacademy.org
Robyn Mesenbring	362709	Math	rmesenbring@cybervillageacademy.org
Jennifer Naglak	263590	Music/Fine Arts	jnaglak@cybervillageacademy.org
Elizabeth Knoll	437127	Special Education	eknoll@cybervillageacademy.org
Allissa Koenen	443851	Social Studies	akoenen@cybervillageacademy.org
Chris Orr (through January)	437696	Physical Ed. & Health	corr@cybervillageacademy.org
Bryan Schnettler (Jan-June)	443295	Physical Ed. & Health	bschnettler@cybervillageacademy.org
Kate Doan	449949	HS Teacher, science & math	kdoan@cybervillageacademy.org
Justin Wewers	463344	HS Teacher, social studies	jwewers@cybervillageacademy.org

Name	Folio #	Subjects	Email Address
		and language arts.	
Patricia McDonald	306100	Technology	pmcdonald@cybervillageacademy.org
Jane Hall-Dayle	430314	Special Education	Jhall-dayle@cybervillageacademy.org
Melissa Onyangao-Robshaw	N/A	Office Manager/ Student Services Coordinator	Monyango-robshaw@cybervillageacademy.org
Gerry Fuller	N/A	Technology Coordinator	gfuller@cybervillageacademy.org
Kelly Gerleve	N/A	Special Education paraprofessional	kgerleve@cybervillageacademy.org
Cassie Hatfield (promoted from para to teacher in January)	468973	Special Education paraprofessional/SpEd teacher	chatfield@cybervillageacademy.org
Brian Nagel	N/A	Special Education paraprofessional	bnagel@cybervillageacademy.org
Lisa Gerleve		Special Education paraprofessional	<a href="mailto:lgerleve@cybervillageacademy.org">lgerleve@cybervillageacademy.org</a>
Katie Lundin	N/A	Special Education paraprofessional	<a href="mailto:klundin@cybervillageacademy.org">klundin@cybervillageacademy.org</a>
James Gleekel	N/A	Special Education paraprofessional	jgleekel@cybervillageacademy.org

**Table 2**

#### 4. School Demographics, Enrollment and Attrition

The 2012-13 school year began the year with 144 students (on Sept. 10) and ended with 171 students enrolled, resulting in an ADM for the year of approximately 154.96. We experienced an increase of 18.75 percent, representing the largest one year growth and the highest enrollment CVA has had in approximately 10 years. The final headcount included a total of 37 high school students (22 of those were PASCAL) and 40 PASCAL students (total, including the HS). During the 2012-13 school year, we served a total of 219 students.

	2007	2008	2009	2010	2011	2012	2013
<b>Student Enrollment (Oct 1)</b>	124	115	104	110	117	134	147
<b>American Indian</b>	1.60%	0.00%	0.00%	0.00%	2.30%	0.7%	2.7%
<b>Asian</b>	2.40%	3.50%	6.70%	7.00%	6.80%	9.0%	8.2%
<b>Hispanic</b>	2.40%	3.50%	6.70%	5.00%	7.50%	3.7%	4.8%
<b>Black</b>	5.70%	3.50%	6.70%	14.00%	9.80%	9.0%	10.2%
<b>White</b>	87.90%	89.60%	79.80%	75.00%	73.70%	77.6%	74.1%
<b>Annual Attendance</b>	98.65%	98.08%	97.61%	96.00%	96.49%	97.0%	90.8%
<b>Mobility:</b>							
<b>Rate transferring out</b>	12.32%	12.93%	11.46%	15.23%	20.69%	26.87%	*21.92%
<b>Rate transferring in</b>	15.94%	18.96%	34.37%	32.38%	33.62%	29.85	*31.96%
<b>Limited English Proficient</b>	0.00%	1.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Special Education</b>	8.00%	14.00%	14.00%	15.00%	15.00%	22.4%	23.1%
<b>Free and Reduced Lunch</b>	10.00%	23.00%	34.00%	35.00%	24.80%	19.4%	32.7%

**Table 3**

\*Internal calculation. MDE is not yet reporting official 2013 mobility at publication time.

The decrease in the attendance rate shown above is readily explained by a policy change. Instead of merely requiring students to log in during online days as it had done in previous years, CVA began requiring that for students to be counted as present, they demonstrate engagement in learning through work completion. This higher performance bar resulted in a moderate decrease in attendance rate. We believe that for our unique hybrid model, this revised method more accurately reflects actual attendance and is more aligned to both the intent and letter of the relevant statutes and practices.

## 5. Academic Program and Operational Performance

### Primary Academic Goals and Outcomes

#### **Goal 1: Multiple Measurement Rating**

FY2012 marked the first year that Minnesota schools functioned under the Multiple Measurement Rating system created by MN’s waiver under the federal No Child Left Behind law. For both its initial designation and its 2012 designation, Cyber Village Academy earned a Reward designation, placing it in the top 15 percent of Title 1 schools statewide.

For 2013, CVA earned a “Celebration Eligible” rating due to a significant decrease primarily in our achievement gap reduction score and, to a lesser degree, our growth score. CVA’s proficiency score remained extremely high with CVA earning 99.88 percent of the possible points. At that level of proficiency, consistent growth is much more difficult to achieve.

Points earned and overall percentage score are reported in Table 4 below.

	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>Initial Designation</b>
<b>Overall</b>	<b>65.32 percent</b>	<b>86.17 percent</b>	<b>92.16 percent</b>	<b>89.31 percent</b>
Proficiency (points)	24.97	24.97	24.97	43.61
Growth (points)	14.70	20.70	21.72	44.74
Achievement gap reduction (points)	9.30	18.96	22.44	45.62
Total points	48.99	64.63	69.12	133.97
Points possible	75	75	75	150

**Table 4**

The striking volatility of the MMR system for a school of our size is easily visible in the table above. Although our test results have stayed largely consistent and show significant growth in several grade levels, this rating system shows a dramatic drop in CVA’s rating that is not mirrored in any change in quality of the school or its practices.

CVA is working closely with MDE and IQS to better understand the MMR results, the source of the volatility, and the implications of the data for making meaningful program improvements.

## Goal 2: Q-Comp

The site goal related to Q-Comp for FY2013 is: The percentage of all students in grades 3-8 who took the fall 2012 and spring 2013 NWEA MAP assessment and who meet or exceed their fall to spring individual RIT score growth target on NWEA MAP in mathematics will increase from 67.62 percent in spring 2012 to 74.29 percent in spring 2013.

CVA fell short of achieving this goal with 64.36 percent of students (65 out of 101) hitting their RIT targets. Although we did not achieve our school-wide goal, all but two teachers achieved their classroom level goals.

### Additional Academic Achievement Information

Although the MMR and Q-Comp measures show decreases in some areas, the graphs below provide additional insights into performance and growth at CVA.

#### Minnesota Comprehensive Assessments

MCA tests show that CVA is well-above state average in most areas and most grade levels of reading, and approximately equal to state average in most areas and most grade levels of mathematics. In mathematics, 55.2 percent of students meet or exceed proficiency compared to a state average of 62.6 percent. In reading, 69.3 percent of CVA students meet or exceed proficiency compared to a state average of 57.8 percent. (Charts 1 and 2)

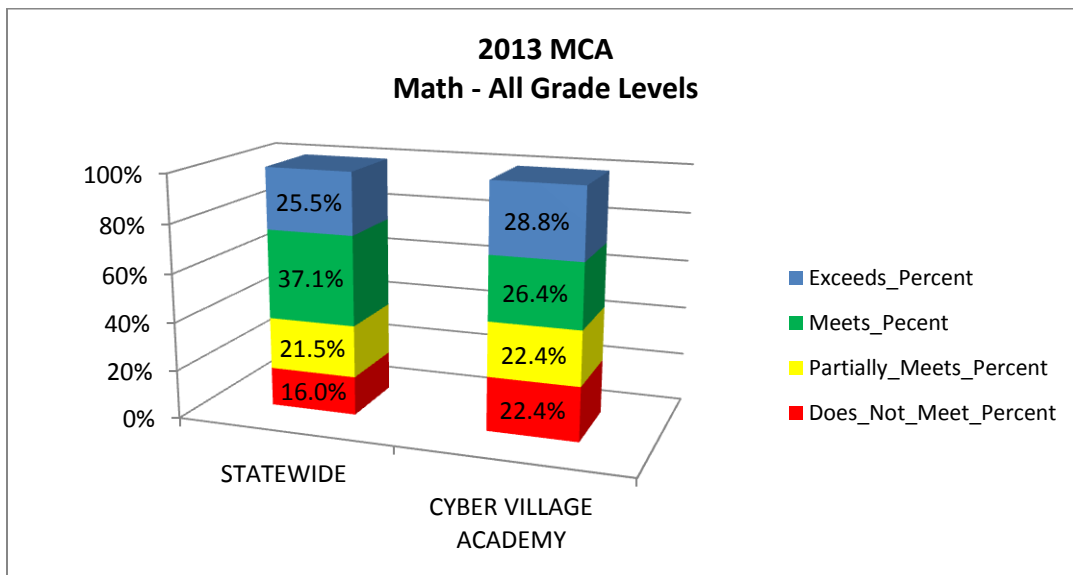
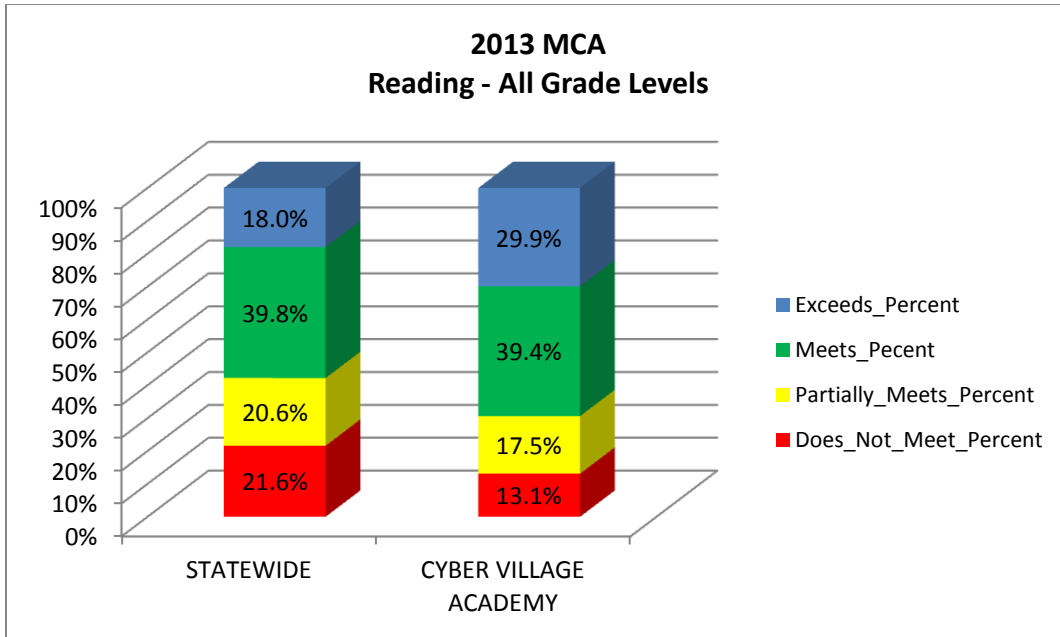
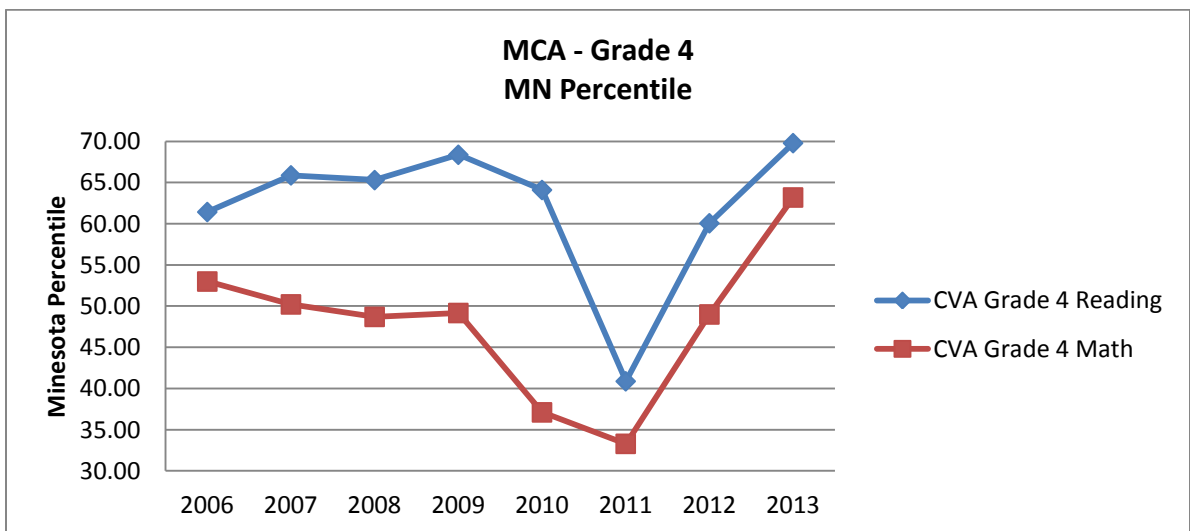


Chart 1



**Chart 2**

Because of the dramatic change in the MCA reading test for 2013, scale scores do not provide valid trend data. Instead, the graphs below are based on CVA's percentile ranking against the state norms. The school's scale scores have recovered from the 2011 dip caused by the significant changes in the MCA tests in that year. Math scores have risen from significantly below state average to approximately equal to state averages overall, with Grades 4 and 6 performing above state average. Grades 5 and 8 showed a decrease while Grades 4, 6 and 7 showed an increase from previous years. (Charts 3-7) Note that these trends are *not* cohort-based, meaning that each year of testing represents a different group of students.



**Chart 3**

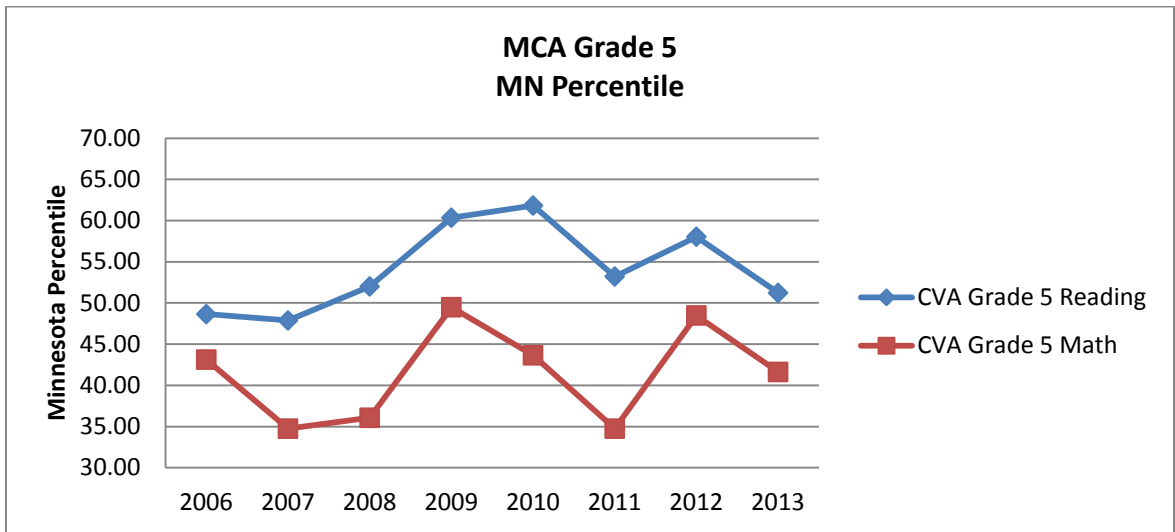


Chart 4

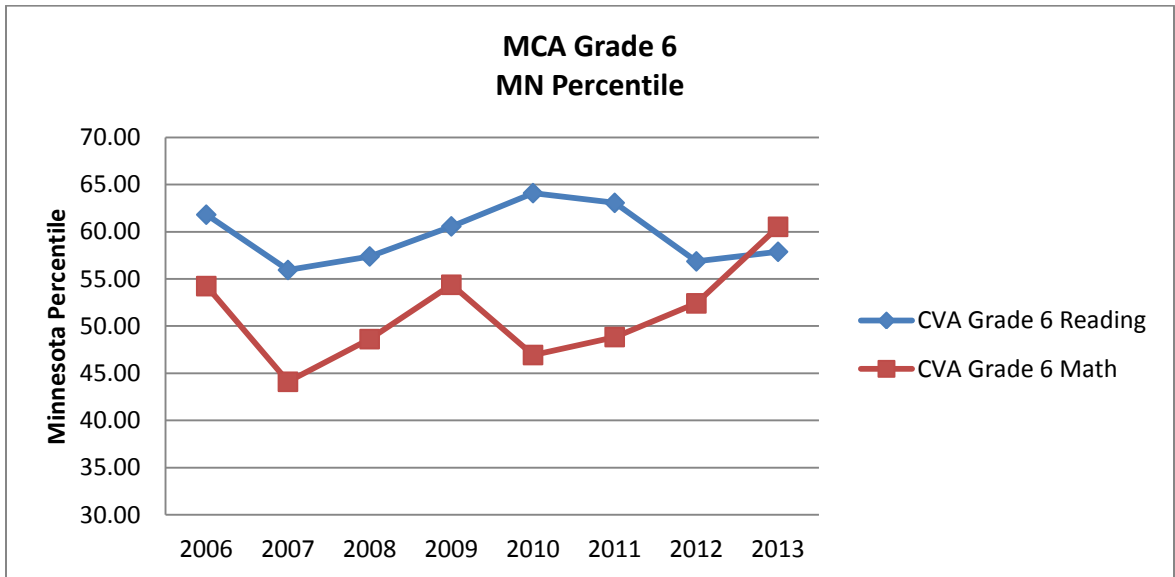
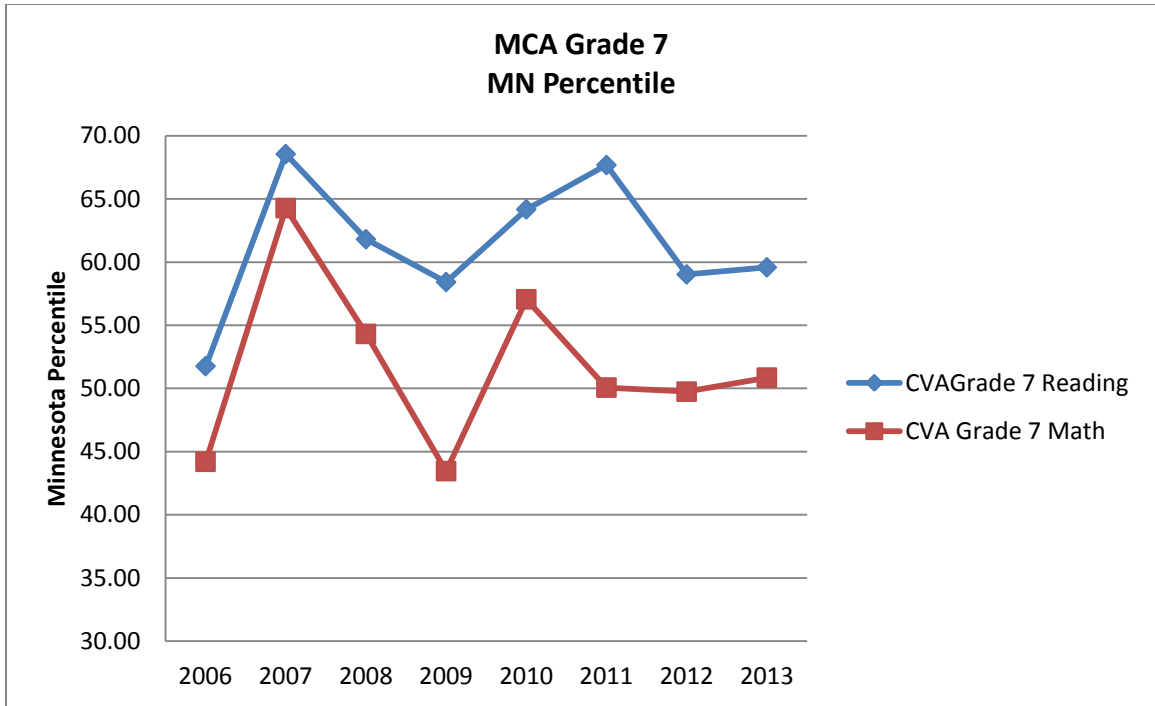
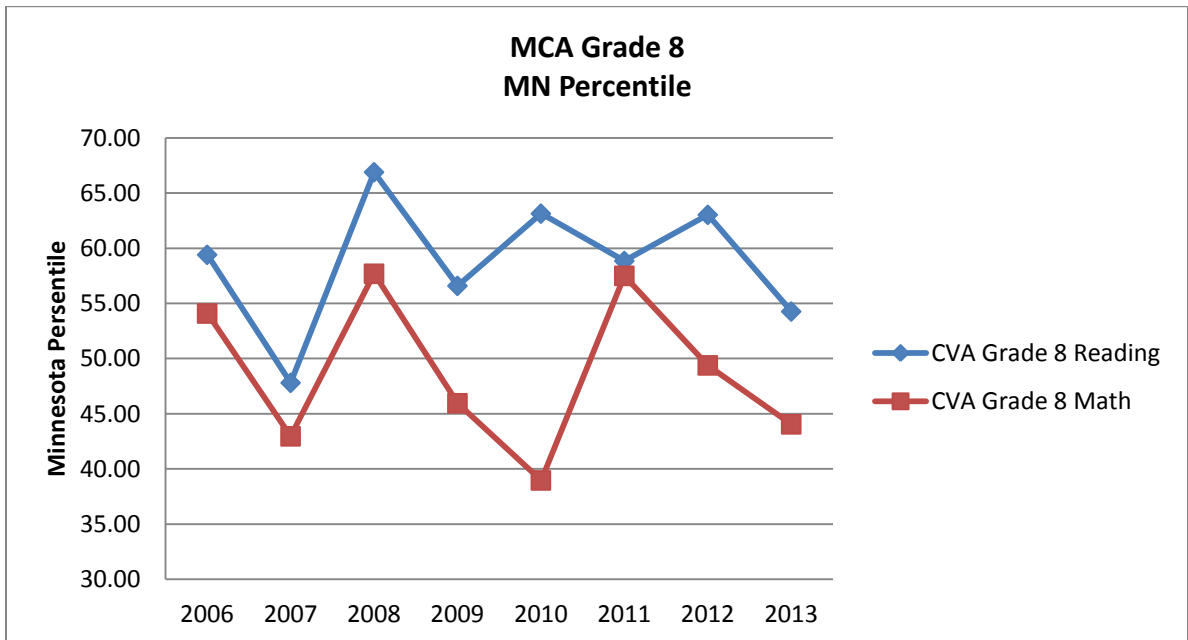


Chart 5





**Chart 6**



**Chart 7**

Scores across subgroups provide additional insights (Charts 8 and 9). For both math and reading, students who were here by October 1 significantly outperform those who came after October 1. Males and females perform approximately equally in reading, but females perform slightly lower in math. Of particular note is the Special Education population, which performs significantly about state average for that population. However, the Black and free/reduced lunch qualifier subgroups perform dramatically below CVA's average. Our enhanced advisory program and individualized learning plans are designed to help us address these disparities, which will remain focus areas for FY2014.

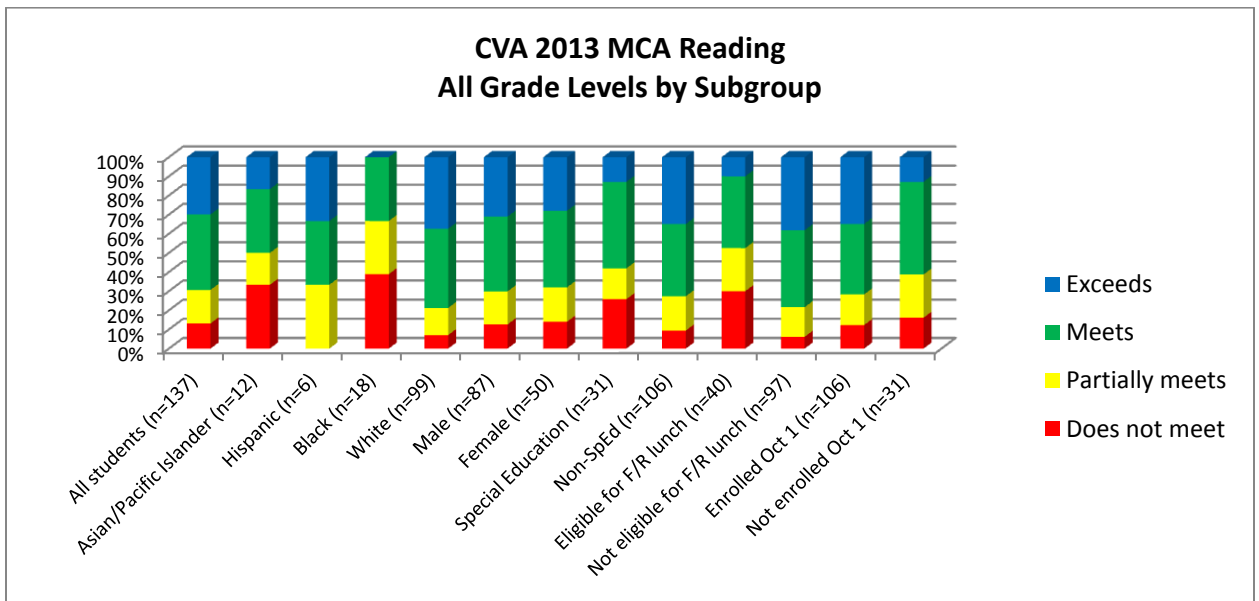


Chart 8

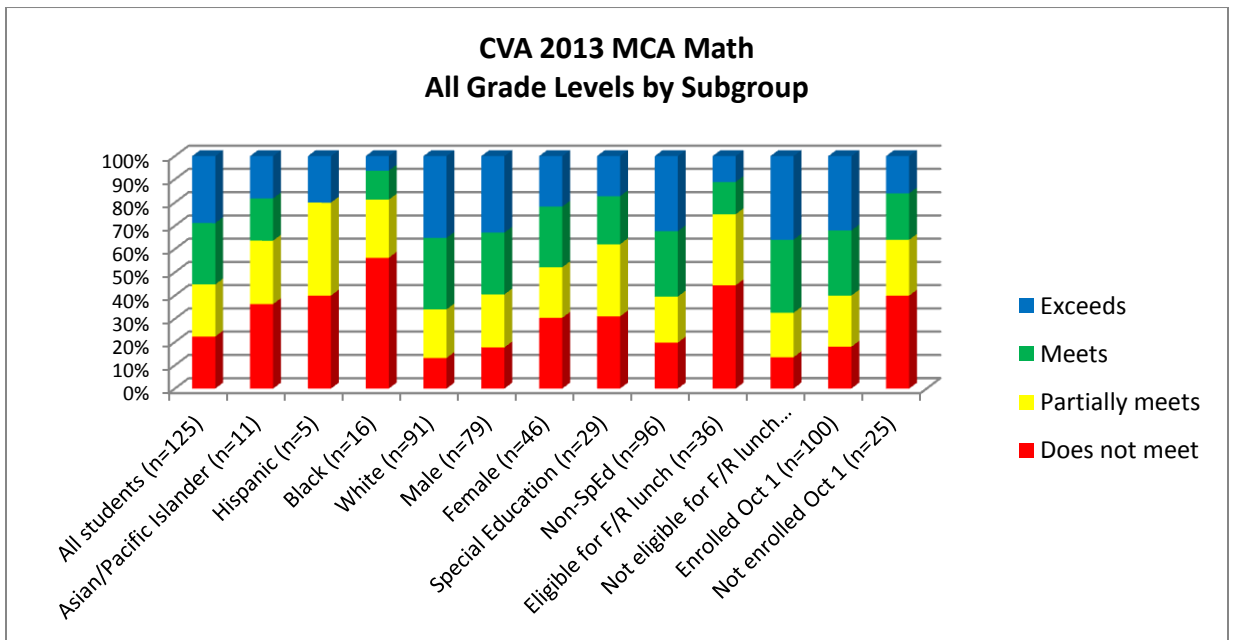


Chart 9

MCA strand data in mathematics shows strength in algebra at the fourth and sixth grade levels, but particular weakness in algebra at the third and fifth grade levels. The same trends exist for the geometry and measurement strand. In numbers & operations, grades 4, 6 and 7 are high while Grades 3, 5 and 8 perform lower than average. The data analysis strand shows CVA above state average at all three grade levels tested. (Charts 10-12).

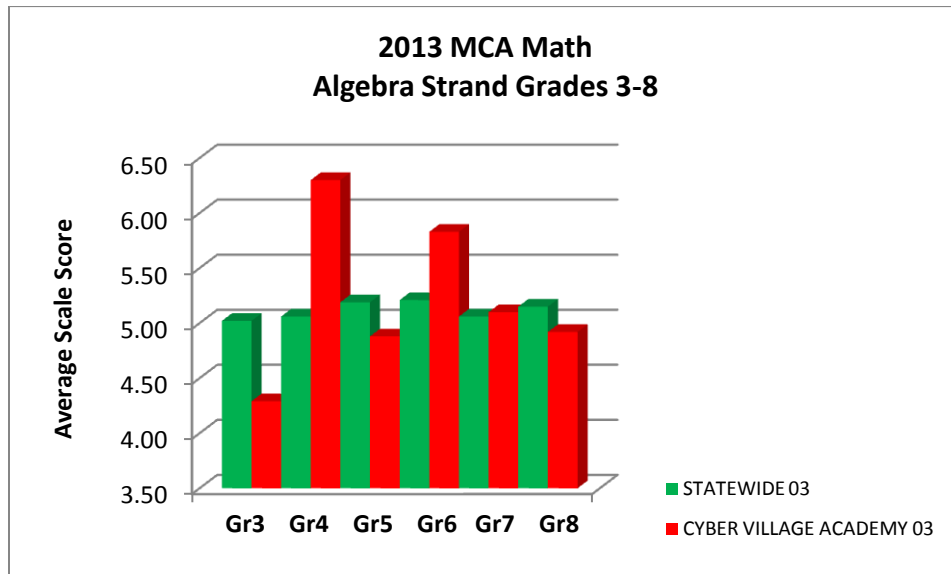


Chart 10

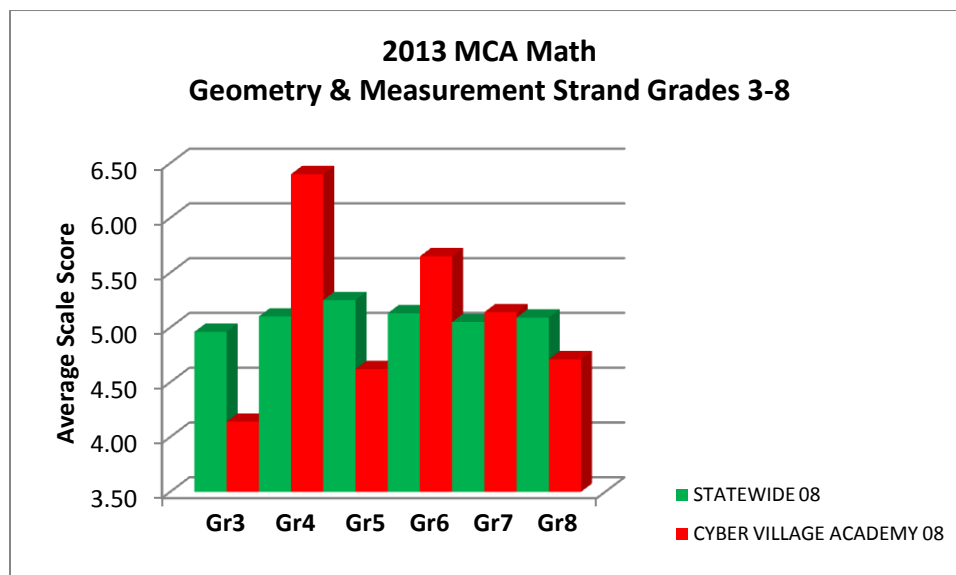
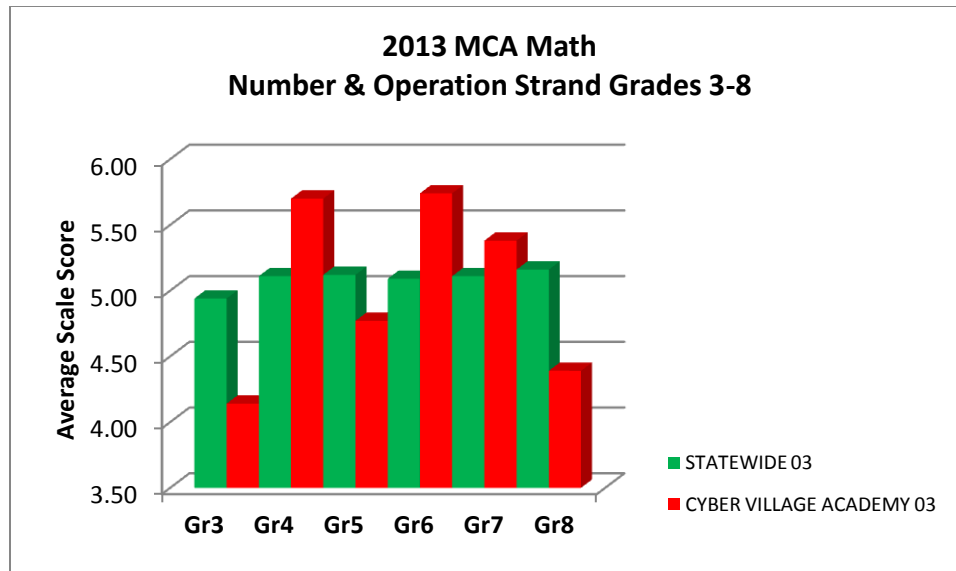
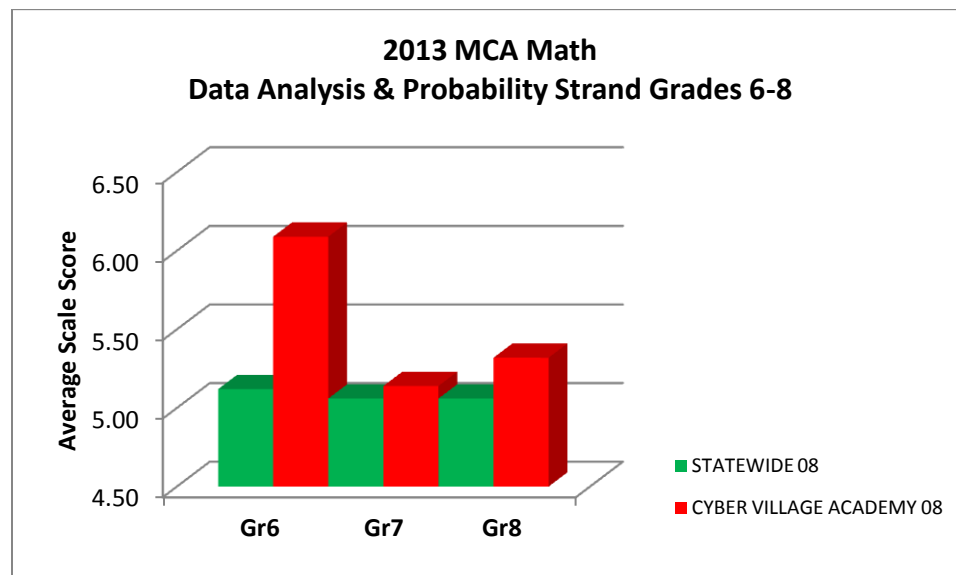


Chart 11

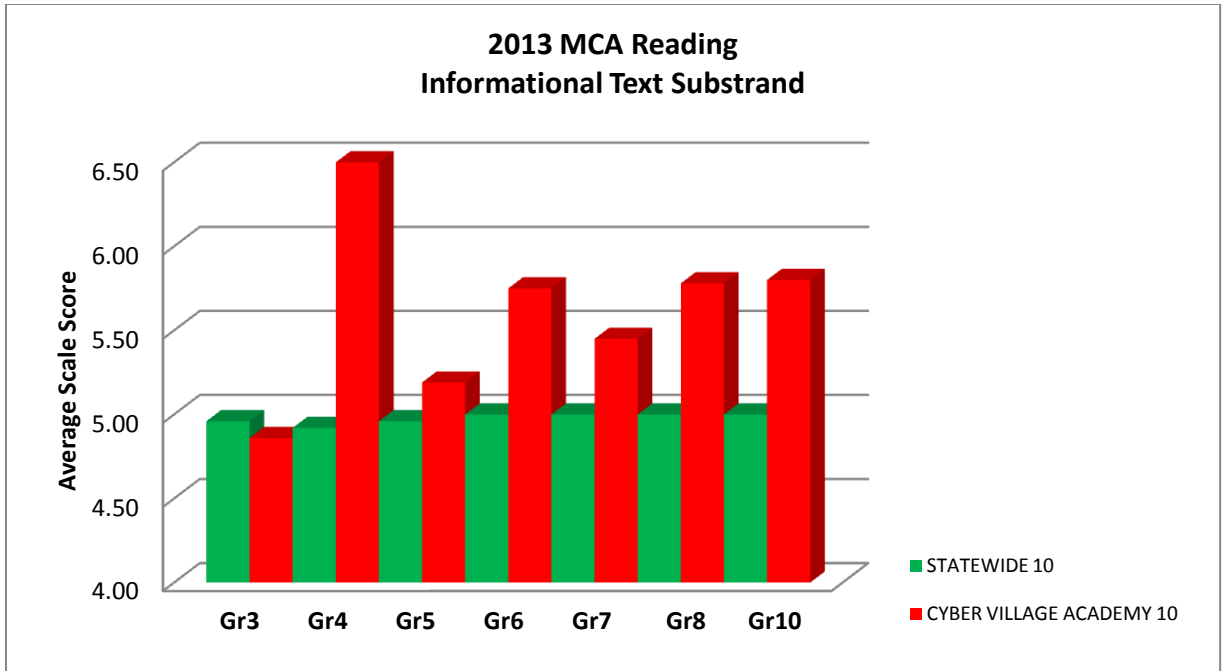


**Chart 12**

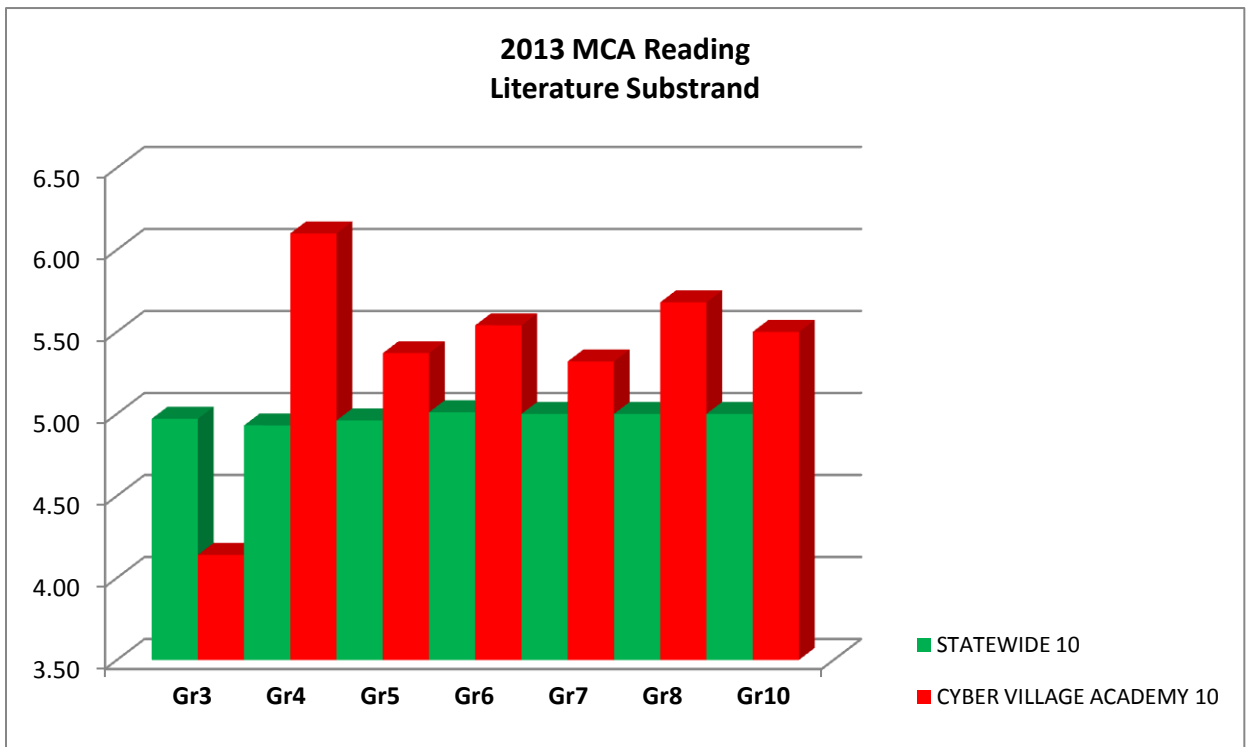


**Chart 13**

Reading strand data shows CVA above state average in every grade level and in both strands with the exception of our Grade 3 students. (Charts 14-15).



**Chart 14**

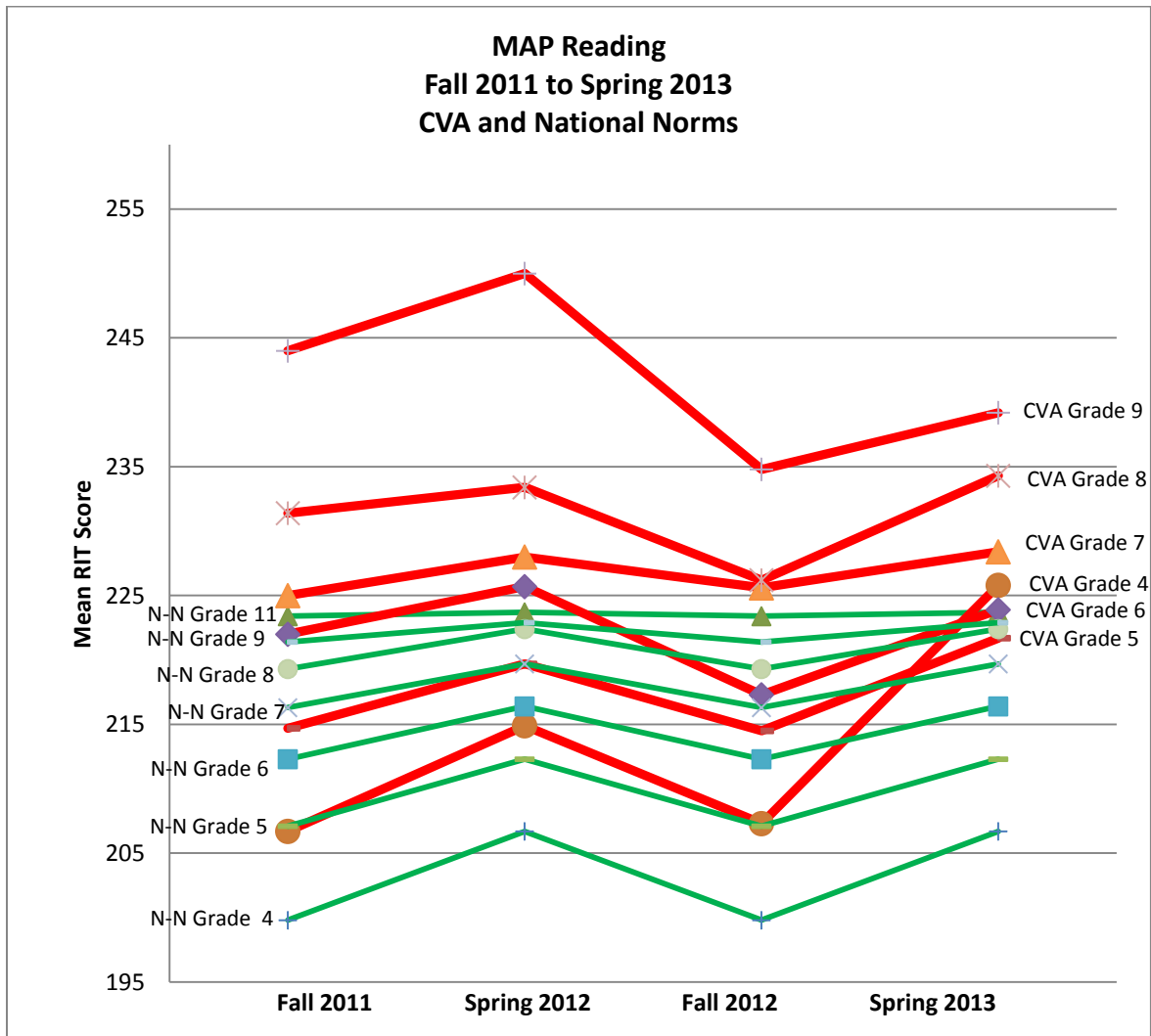


**Chart 15**

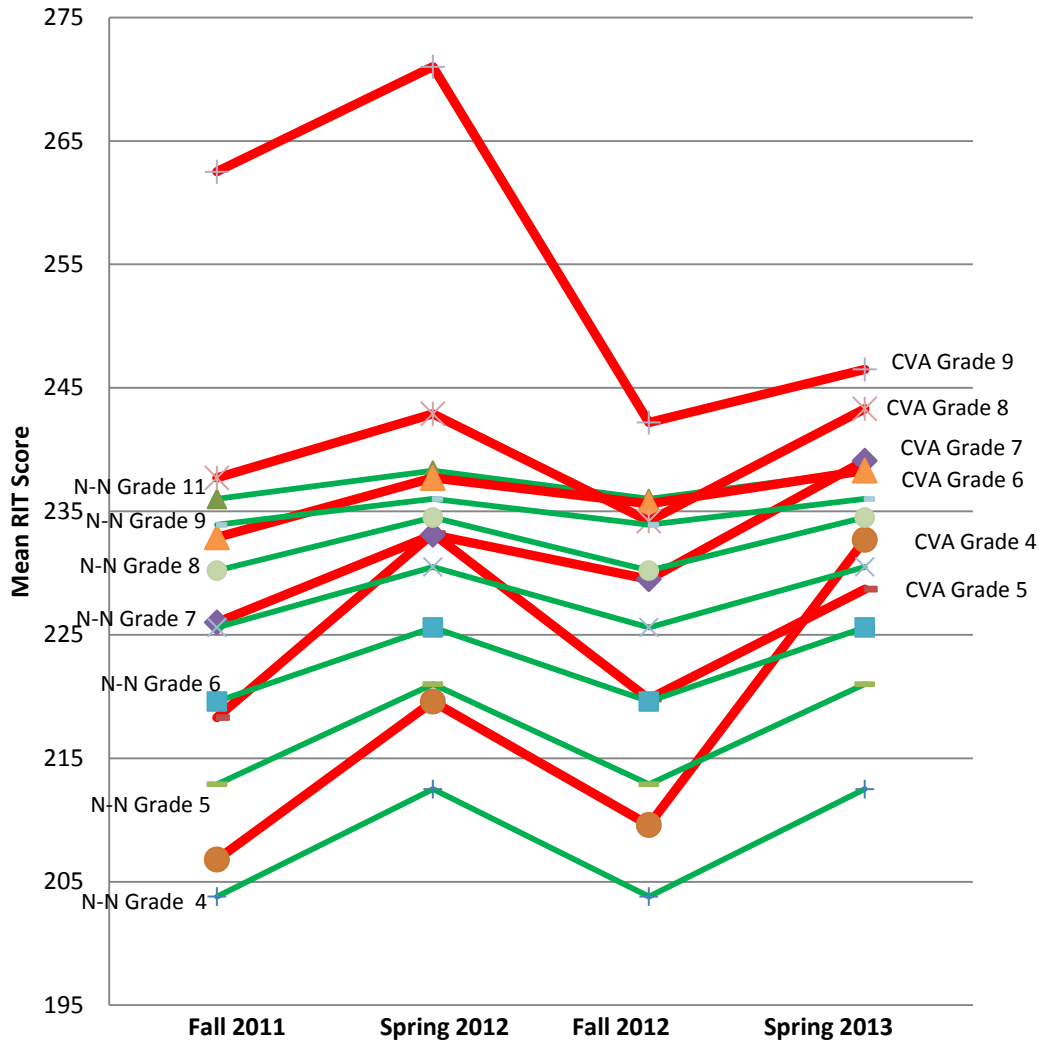
## NWEA Measures of Academic Progress

CVA administered the NWEA MAP test in both the fall and spring. These tests show CVA students well above national norms in proficiency. In most cases, CVA also demonstrates greater growth than the national norm (Charts 16-20). For example, in reading, CVA sixth graders performed above the eleventh grade national norm. By the end of the year, CVA fourth graders were performing above the eleventh grade national norm.

Even in math, historically a more difficult area for CVA students, CVA's seventh graders performed above the eleventh grade national norm. Grade 4 students grew from just below the Grade 4 national norm in the fall to a level nearly equal to the Grade 8 national norm (Chart 17). The science tests show similar results. (Charts 18 and 19)

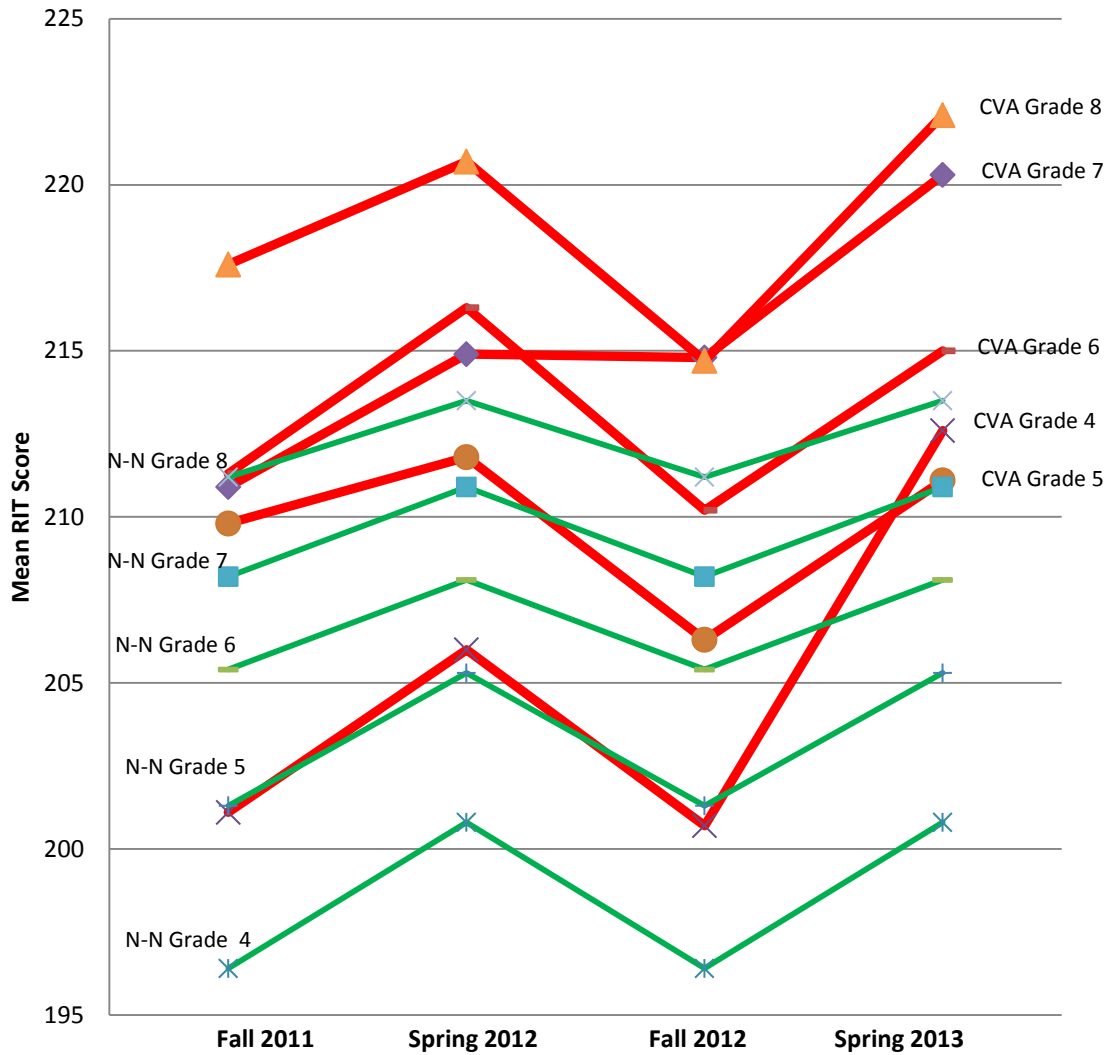


**MAP Mathematics  
Fall 2011 to Spring 2013  
CVA and National Norms**



**Chart 17**

**MAP General Science  
Fall 2011 to Spring 2013  
CVA and National Norms**



**Chart 18**



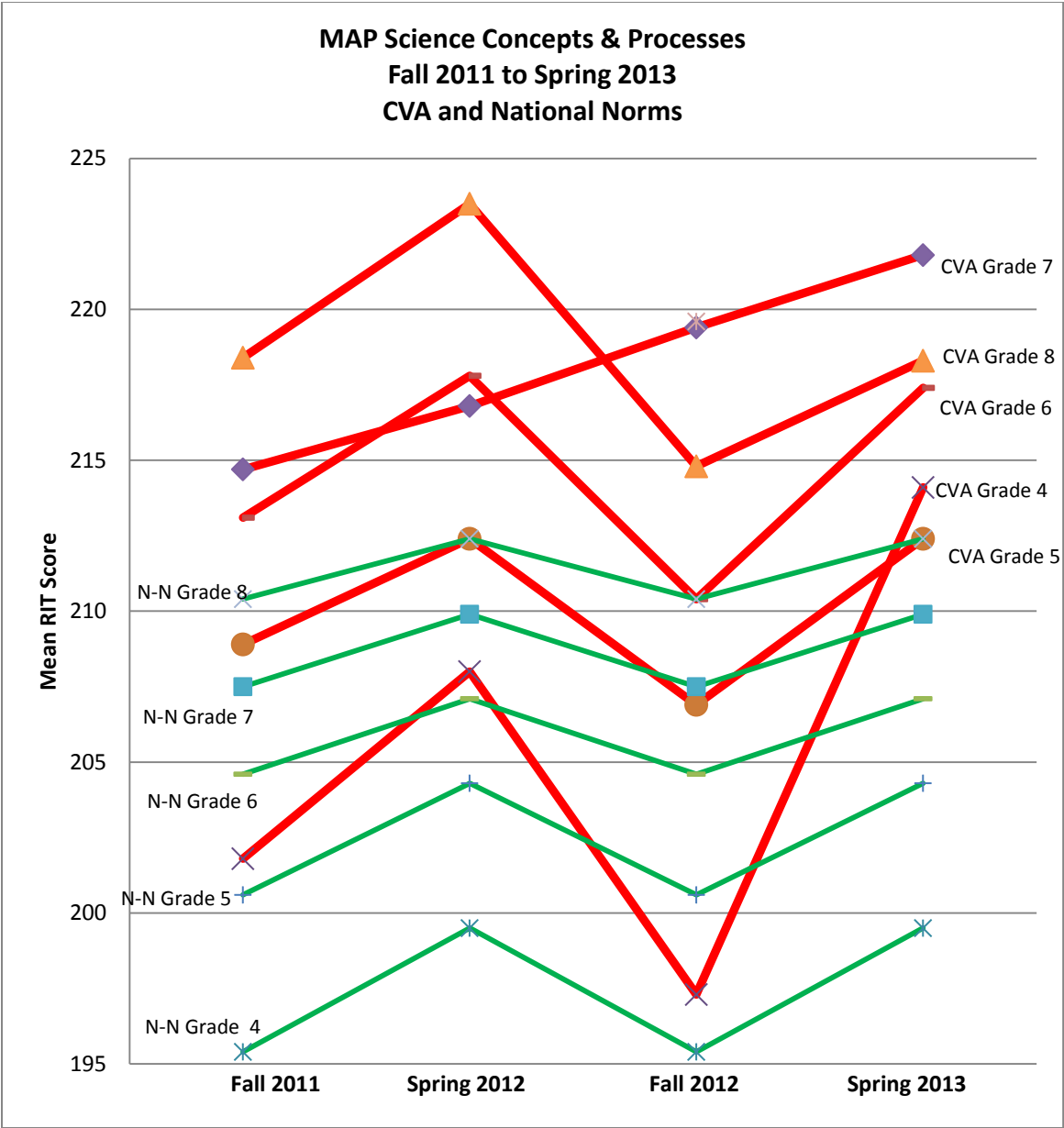


Chart 19

**Primary Operational Goal and Outcome**

In 2007, CVA established a fund balance goal to increase the fund balance by 1.33% per year in years where the school does not incur unforeseen expenses including but not limited to extraordinary capital, lease or lease aid reduction expenses and the state holdback does not exceed 10%, with an ultimate fund balance goal of 20% of operating expenses.

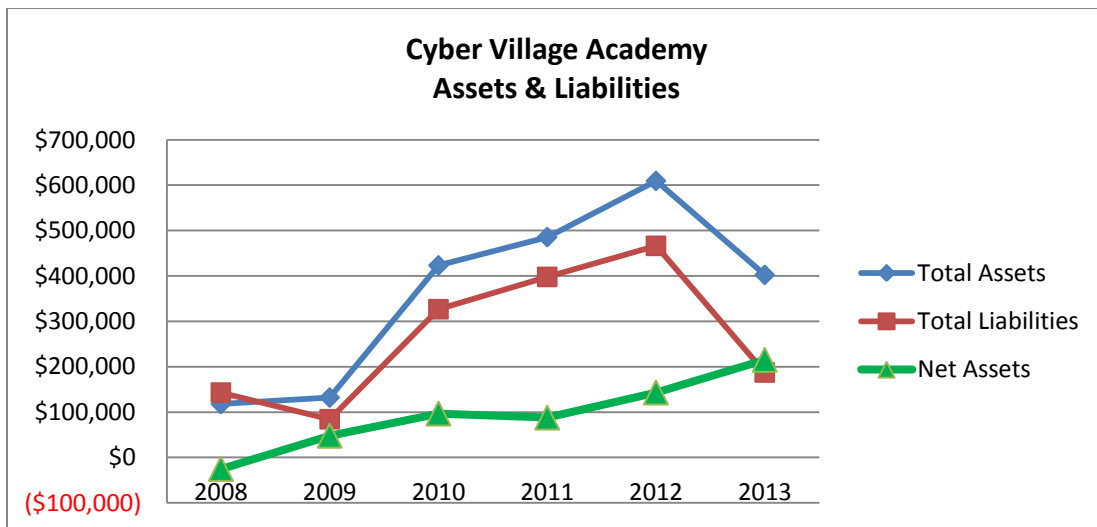
Although the school has not had unforeseen capitol expenses, the large state holdbacks introduced significant cash flow issues and borrowing expenses in FY2012. With funding now returning to reasonable cash flow patterns, during FY2013 CVA was able to meet all expenses and cash flow needs with a minimum of borrowing and corresponding expenses.

CVA has significantly exceeded its goal of a 1.33% annual increase in net assets. At the end of FY13, CVA’s net assets of \$215,130 is 13.1 percent of its annual expenditures of \$1,639,752. This is an increase of over three percentage points from FY2012.

Six years of assets, liabilities and fund balance as a percent of expenditures are shown in the table and chart below.

	<b>2013 (audited)</b>	<b>2012 (audited)</b>	<b>2011 (audited)</b>	<b>2010 (audited)</b>	<b>2009 (audited)</b>	<b>2008 (audited)</b>
Total Assets	\$402,359	609,397	\$485,652	\$423,260	\$131,990	\$117,679
Total Liabilities	\$187,229	466,315	\$397,784	\$326,611	\$84,184	\$142,918
<b>Net Assets</b>	<b>\$215,130</b>	<b>\$143,082</b>	<b>\$87,868</b>	<b>\$96,649</b>	<b>\$47,806</b>	<b>(\$25,239)</b>
<b>Fund balance as percent of expenditures</b>	<b>12.5 %</b>	<b>10.1 %</b>	<b>6.7 %</b>	<b>8.0 %</b>	<b>4.0 %</b>	<b>(2.8 %)</b>

**Table 5**



**Chart 20**

**6. Innovative Practices** – CVA continues to be the only public school in Minnesota offering students and their families a hybrid program with 3 days/week on site and 2 days/week at home or in the community. This schedule promotes the development of self-directed learners while still providing the face-to-face support that many students need to be successful. Families regularly report that they use the online days not just for school work, but also for a wide range of enrichment or family activities. Our students are able to pursue their interests in music, sports, and theater. Several of our older students have jobs, and the online days provide them with the opportunity to work hours during which students are generally not available.

In 2012-13, CVA began developing individualized learning plans for all students. CVA experimented with different formats and expectations, and late in the year, settled on a format that will be used in all grade levels during the 2013-14 school year. Advisory periods every day will provide students time to work with teachers to develop the plans and track progress. Included in the plans are challenges, goals and strategies related to the MCA tests, NWEA MAP tests, all classroom subject areas and our Cyber, Village, and Academy goals for all students.

## **7. Program Challenges and Future Plans**

- **Accreditation** – During the 2012-13 school year, CVA’s school board opted to eliminate the school’s International Baccalaureate Middle Years’ Program due to the time and resources it was requiring, along with the limitations it was putting on the CVA program. In lieu of IB, CVA decided to pursue accreditation through AdvancEd. We have had our readiness visit and are now an “accreditation candidate.” Our review visit will be in late April of 2014, and preparing for that visit will be a major focus for the 2013-14 school year.
- **Policy Development** -- Cyber Village Academy is in need of significant updates to its policy manual, an undertaking that the board began during the 2012-13 school year and will continue into the 2013-14 school year. Staff and Parent/Student Handbooks were significantly revised based on the new set of policies and practices and will undergo further revisions as additional policies are put in place.
- **Student Recruitment** – CVA increased its enrollment 18.75 percent over the course of the 2012-13 school year while continuing to face an increasing number of charter school and virtual school competitors. Our revised website, “We [heart] Quirky Kids” niche identification and stability in our location are cited as primary contributors to our growth. As the growing number of charter schools give families more options and St. Paul markets themselves more heavily to retain resident students, we must continually be seeking new ways to attract students.
- **Finances** -- CVA entered “statutory operating debt” in 2006 and emerged with a fund balance of \$96,976 as of June 30, 2010. The board has set a target of growing the fund balance 1.33 percent per year. Enrollment increases and careful management are helping the school progress accordingly, and we are ahead of schedule. However, computers used by students are nearing the end of their useful life, new technologies are necessary to stay innovative, and increasing costs such as health insurance all continue to put pressure on the budget. Furthermore, any decrease in enrollments will further strain our efforts to grow our fund balance.

- **Transportation** – For several years, CVA has asked that parents provide their own transportation for students, and parents have agreed. It is a system that has worked well. However, as the school grows, an increasing number of parents are asking the school to provide transportation, as is their right and CVA’s legal responsibility. CVA needs to establish a transportation program that meets all students’ needs.
- **Grade Expansion** – In order to better meet the needs of families, CVA sought to expand the grade levels it serves to include kindergarten through Grade 2. Despite the full support of our authorizer, MDE chose to reject our affidavit requesting this expansion. This has already had a detrimental effect on our enrollment; several families chose not to enroll or re-enroll due to the inconvenience caused by having children in multiple schools. CVA continues to believe it has the capacity and track record necessary to be successful with this modest expansion, and we are continuing to work with our authorizer, and they with MDE, to make this expansion happen.
- **Curriculum** – For purposes of accreditation, curriculum alignment with state standards, and maintenance of high expectations for all students, CVA finds it necessary to develop a coordinated approach to the many demands on the curriculum. To that end, we are undertaking a curriculum documentation project with the goal of having syllabi for all courses completed by November 2013 and sample unit plans and lesson plans developed by March 2014.
- **Individualized Learning Plans** – We will continue to develop individualized learning plans with all students, their parents and advisors to help set goals and target instruction. The 2012-13 school year was a pilot year for portions of the process, and 2013-14 will be the first year CVA fully implements such plans. CVA looks forward to refining this process in the coming years.

**8. Finances – Financials from MMKR Auditors:**

**General Fund  
Statement of Revenue, Expenditures, and Changes in Fund Balances  
Budget and Actual  
Year Ended June 30, 2013**

	<b>Original Budget</b>	<b>Final Budget</b>	<b>Actual</b>	<b>Over (Under) Budget</b>
Revenue				
Federal sources	\$67,800.00	\$62,423.00	\$70,648.00	\$8225.00
State sources	\$1,486,263.00	\$1,560,900.00	\$1,595,956.00	\$35,056.00
Local sources				
Investment earnings	\$20.00	\$20.00	\$79.00	\$59.00
Other	\$34,500.00	\$54,500.00	\$43,232.00	\$(11,268.00)
<b>Total revenue</b>	<b>\$1,588,583.00</b>	<b>\$1,677,843.00</b>	<b>\$1,709,915.00</b>	<b>\$32,072.00</b>

Expenditures				
Current				
Administration	\$98,154.00	\$93,767.00	\$96,648.00	\$2,881.00
District support services	\$133,125.00	\$139,596.00	\$148,413.00	\$8,817.00
Elementary and secondary regular instruction	\$742,620.00	\$758,374.00	\$739,524.00	(\$18,850.00)
Special education instruction	\$295,670.00	\$342,522.00	\$355,743.00	\$13,221.00
Instructional support services	\$100.00	\$200.00	\$298.00	\$98.00
Pupil support services	\$5,000.00	\$2,100.00	\$2,050.00	(\$50.00)
Sites and buildings	\$290,765.00	\$331,157.00	\$288,064.00	(\$43,093.00)
Fiscal and other fixed costs programs	\$6,000.00	\$6,000.00	\$8,380.00	\$2,380.00
Debt service				
Principal	\$4,877	\$4,877.00	\$4,877.00	-
Interest and other fiscal charges	\$10,900.00	\$10,900.00	\$2,208.00	(\$8,692.00)
<b>Total expenditures</b>	<b>\$1,587,211.00</b>	<b>\$1,689,493.00</b>	<b>\$1,646,205.00</b>	<b>(\$43,288.00)</b>
Net change in fund balances	\$1,372	(\$11,650.00)	\$63,710.00	\$75,360.00
<b>Fund balances</b>				
<b>Beginning of year</b>			<u><b>\$142,712.00</b></u>	
<b>End of year</b>			<u><u><b>\$206,422.00</b></u></u>	

## 9. Authorizer

Authorizer information for 2012-13 was as follows:

Current authorizer information is as follows:

Name of the authorizer: Innovative Quality Schools

Authorizer liaison: Phil Moyer

Authorizer contact information: 612-552-9844, pnmigh@gmail.com

Contract expiration date: June 30, 2017

## 10. State Mandated Content Cross-Reference Chart

The following cross-reference list indicates where state mandated content can be located in this report. State content requirement on the left are linked with the page numbers where they are addressed in this document.

School enrollment .....	4
Student attrition.....	4
Governance and management .....	2
Staffing.....	3
Finances .....	20
Academic performance .....	5
Operational performance .....	18
Innovative practices and implementation .....	19
Future plans.....	19
Professional development plan implementation for leadership .....	2