ROBBINSDALE Area Schools

24-25 SY' School Improvement Plan Summary: Robbinsdale Virtual Academy RVA

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
- ☐ Strategic Plan

RAS SIP Rubric

Evidence Based Practice #1 X_Academic Achievement _Student Engagement/Wellness _Collaboration/Partnership

The strategies (components of the EBP) to be implemented: Robbinsdale Academy RVA will focus on explicit direct instruction to meet individual student needs in literacy.

Addressing this Root Cause: Students being received at Robbinsdale Academy RVA are below grade level reading standards, based on district and state standards. This is due to poor foundational skills in previous grades and lack of intervention in the areas of reading literacy. Many students have low emotional and social skills that prevent them from participating in school.

This will assist us with meeting this student outcome SMART Goal: The percentage of students demonstrating proficiency on the aReading test in FastBridge will increase from 65.7% in Fall '24 to 70.7% in Spring '25 as measured.

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Standard based instruction and	All core subject	• Pre/Post	• All year	• By the end of Q3 all English

intervention through Schoology	areas	assessment quarterly. • Daily: Formative and Summative Assessment		Courses will be module based as a part of intervention.
Instruction (Literacy Activities Related to Content) as it directly relates to the content from Schoology and the teachers own curriculum and planning.	All classroom teachers School Improvement Team	• Track the number of student participating in office hours • Track the number of student participating in Walk in Wednesday • Professional Learning communities	Yearly	• Every teacher at the start of Q1 will be direct instruction teaching 15-20 mins daily. • Walkthrough data beginning Cycle 2 • Walk-in Wednesday for all RVA students • Office hours to assist students' needs.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

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

Evidence Based Practice #2

x_Academic Achievement x_Student Engagement/Wellness x_Collaboration/Partnership

The strategies (components of the EBP) to be implemented: By the end of the 24-25 school year Robbinsdale Virtual Academy will graduate 90% of its senior class on time, college and career ready.

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Addressing this Root Cause: They have not done school in a number of years. The student lacks academic foundational core subject areas. A large number of students are not reading at grade level which lowers the overall success rate. The educational system does not provide adequate resources for students to academically, socially and emotionally engage in the school community online.

What role does the RVA teacher play once the student arrives at RVA)? We focused on identifying credit needs and developing goals for graduation. Students meet with their guidance counselor on Walk-in Wednesday. Each counselor develops an individual Learning Plan for all students that includes: graduation goals, parent Inputs, and course progress mapping.

This will assist us with meeting this student outcome SMART Goal: By the end of the 24-25 school year, using a goal setting model, 50% of Robbinsdale Virtual Academy students will earn credits to reduce the number of students with risk factors that impact the likelihood of school completion.

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Develop relationships with families and students.	PLCs, School Improvement Team, and Admin.	• Student Pre/Post Survey created by RAH. • Family Survey created by RAH. • Student Council.	Yearly	• Number of parents that attend conferences. • Number of interaction of our Latin X, Somali • Number parent and student meetings • Parent sign in sheets

		• Student of the Months • Culture and Climate Specialist.		
Individual Learning Plans (ILP) for goals	Advisory Teachers	• Walk-in Wednesday for students to receive support from teachers		• By the start of Q1 guidance counselors will skillfully use the Individual Learning Plan template to engage and support students in setting measurable academic and behavioral goals to ensure credit earning. • MTSS team
Guidance Counselor	Guidance Counselor	• # of learning plans developed •		• By the end of Q1 personal learning coaches will establish a routine/framework for supporting students and teachers in ensuring student academic and behavioral success towards earning and recovering credits.
Walk-in Wednesday Model	All Teachers	• All teachers and Students • Instructional Leadership Team • Equity Team		• By the end of Q1 all RVA teachers will plan and implement an advisory model that allows for regular check-in and progress monitoring meetings with

				students to collect data towards students earning credits.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

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

Evidence Based Practice #3 X_Academic Achievement _Student Engagement/Wellness _Collaboration/Partnership

The strategies (components of the EBP) to be implemented: Robbinsdale Academy Highview will focus on improving classroom instruction and intervention practices to improve Math teaching practices using mathematical goals to focus learning in all grades.

Addressing this Root Cause: Students being received at Robbinsdale Virtual Academy Highview are below grade level in math standards, based on district and state standards. This is due to poor foundational skills in previous grades and lack of intervention in the areas of mathematics. Many students have low emotional and social skills that prevent them from participating in school.

This will assist us with meeting this student outcome SMART Goal: The percentage of students demonstrating proficiency on the aMath test in FastBridge will increase from 45.4% in Fall '24 to 50.4% in Spring '25 as measured.

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)

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Standard Based instruction and intervention	Mathematics classroom teachers School Improvement Team	• Pre/Post assessment quarterly. • Daily: Formative and Summative Assessment	• Mathematics will begin with Algebra /Geometry the is starting in cycle 1	• By the end of Q3 all English Courses will be module based.
Direct & Explicit Vocabulary Instruction	All content areas and classroom teachers	• Formative & Summative assessment • Provide evidence of vocabulary modules in English courses • Teacher will use strategies such as Frayer model, KWL as daily instructional tools		• Content area team meetings and reviews • PLC goals and measurement for the 2024-25 school year. • Schoolwide professional development to examine and monitor data. Develop additional strategy to improve overall performance
Direct Instruction (Mathematics Activities Related to Content) as it directly relates to the content from Schoology and the teachers own curriculum and planning.	All classroom teachers School Improvement Team	• 15-20 Minutes of direct instruction • Classroom walkthroughs • Teachers observations • Professional Learning communities		• Every teacher at the start of Q1 should be direct instruction teaching 15-20 mins daily. • Walkthrough data beginning Cycle 2

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Teachers will use gradual release of responsibility (I do, we do, you do) as a daily instructional strategy as it directly relates to the content from Schoology or Edgenuity and the teachers own curriculum and planning.	All classroom teachers School Improvement Team	• 15-20 Minutes of direct instruction • Classroom walkthroughs • Teachers observations • Professional Learning communities		• By the end of Q2 teachers should be in the installation stage for implementing gradual release.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

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