Single Building District Improvement Plan

Great Lakes Cyber Academy

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GLCA SBDIP 2018-19

Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents of enrolled students were invited to attend meetings both in the fall and in the spring via internal communication systems contained within our LMS tied to their accounts. Meetings were both scheduled in the evening on different days of the week as well as the opportunity to reach out to administration to set up individual appointments to attend at a different time of their convenience. Parents who attended were encouraged to ask questions about our school improvement and programming and outcomes (data) shared as well as offer recommendations or suggestions for the ongoing planning for the next year.

Staff were invited and encouraged to participate in similar planning meetings that were facilitated during the work day. Staff were also encouraged to ask questions, review data, research alternate ideas, and make suggestions on goals and programming ideas that would be incorporated into our 18-19 plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents, administrators, teachers from all content areas, and board members participated at some point in the planning process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan was shared with staff and board before the end of the 17-18 school year and will be shared with parents of enrolled students upon the start of the 18-19 school year. Due to the volume of newly enrolling students, we chose to wait until the start of the school year to ensure that the maximum number of parents were able to participate.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Comprehensive Needs assessment is conducted by GLCA school leadership teams including the Parent Advisory, Student Council, and Community Outreach. Parent Advisory teams meet monthly and discuss school issues such as student achievement reports, accountability data, school improvement plans, school goals and Title I opportunities. Community outreach plans are directed by a specialist who creates partnerships within the community such as the Chamber of Commerce. In addition, the outreach coordinator meets with parents and families in a variety of venues including back to school nights and open house per semester.

Comprehensive needs assessments include parent surveys, student surveys, and staff surveys. The annual feedback has promoted several strategies for school improvement as evidence by school safety plans and parental communication plans. The comprehensive needs assessments also generated a need for active participation from parents, students, and the community. This year's annual feedback surveys occurred in January and February (the surveys were available for completion for about 8 weeks).

Besides the annual surveys, initial family needs assessment is done with each student enrollment. This initial needs assessment includes parents, students, and academic counselors completing the enrollment student information form (SIF). The individualized conference includes a transcript audit and career-college readiness goals. The SIF also generates data that captures vital needs per family such as low income, Special Services, and academic strengths and weaknesses.

Teaching staff, counselors, support staff, and administration at GLCA meet weekly to discuss progress made on School Improvement goals through the review of student achievement data and information detailing the level of engagement students have with their school work. Divided into two Professional Learning Community (PLC) teams, GLCA staff meet two weeks a month as separate PLC teams and one week a month as a whole staff PLC to discuss the findings, needs, and possible implications leading to identified areas for improvement. Meetings are held the second, third, and fourth weeks of the month, beginning January 15, 2014.

Staff needs assessment, such as in the area of professional development (PD), is also collected in multiple ways. One avenue is via the annual employee satisfaction survey; a second way is based on an analysis of the results of the assessments embedded in the PD courses and activities. The survey and analyses then inform the activities and revisions to the PD plan as decided by school leadership and the staff creating the PD activities and modules.

Finally, the needs and concerns of parents and learning coaches are revealed via the annual parent satisfaction survey, feedback submitted through the educational management system (via a feedback link) and also by the "StarTrack" rating system. Part of the EMS, parents (along with students) can rate every single lesson and submit feedback about the lesson. All this feedback is reviewed and used to inform decisions relative to curricula revisions and training for parents, learning coaches and students.

Formal student needs assessments include state testing and internal Scantron. Students take the Scantron test three times per year. Scantron results prompt dynamic scheduling in core subjects such as math and English per students. Core classes include enrichment lessons for levels of high, medium, and low scores. Students are scheduled for regular classes with virtual teachers.

On-site reviews include audits from the charter school authorizer, Central Michigan University (4/23/2013) and the Michigan Department of Education (3/5/2014). Audit feedback is generally highly effective as noted by the authorizer's executive summary

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

GLCA has been in operation for one year, the school is not reported on the State's Top to Bottom list for fall 2013 and Proficiency Targets

are unavailable.

Student Achievement

The largest gap that is apparent in a review of the data gathered from our educational management system which details all student grades and participation exists in student performance. A review of course grades for our 9th grade cohort students showed, at times, that 56% of our freshman students were failing one or more classes. This lack of academic progress is a strong indicator that students are/will be off track for graduation and at-risk for successful completion of their high school education.

While we do not have MME scores for core areas, grades below are current for mid-May 2014.

Passing rates for core subjects, 2nd semester: English IA 60%; English I B 74 %; Algebra 1A 31%; Algebra 1B 62%; Algebra 2B 34 %; Geometry A 35%; Biology 29%; Biology B 49%; World History A 73%; U.S. History B 61% passing rate.

Program/Process (the School Process Rubrics 40

Results of the School Process Rubric 40 found that GLCA needs to tie PD plan more closely to the SI plan. GLCA's PD plan appears to be comprehensive and able to address needs of instructional staff to help them gain strategies and skills to improve instruction. However, the intentional connections of PD plan and the School Improvement plan need to be strengthened. Professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention

As a new school serving the entire state population, GLCA is limited in its ability to provide assistance with the all of the communities the students represent until it has built a network of contacts. GLCA is finding the processes for parent communication and feedback via survey is going to be an important source of feedback.

Perceptions Data

Staff - A staff survey was conducted in the Fall of 2013. Results of this survey show that GLCA needs to address the following areas: staff knowledge and access to supported leadership roles and functions, assistance for staff with time management and prioritizing necessary tasks; support for work in student growth and curriculum initiatives. In January/ February of 2014 survey and staff meeting discussions found GLCA teachers' perceptions of student needs fell into three basic categories. Students lack basic foundational skills. There is a need for a more responsive curriculum and sufficient support at home. There was also concern about students that start after the beginning of the semester.

Parents - A few parents had a difficult time contacting teachers or getting a timely return call.

Demographic Data

A review of GLCA's student demographic data shows: 66% of our students are in the 9th and 10th grades (33% each); 15% minority population, predominately African-American; 54% FARM Eligible, 46% free, 8% reduced; 15% of students with IEP

One demographic trend appears to be the late enrollment of our students. GLCA opened in September of 2013 with about 110 students. As of May of 2014 there are 535 enrolled. Some of them started at the onset of the 2nd semester but many of the 400+ are 'late enrollees".

CONCLUSIONS-What are the CAUSES for the GAPS?

Based on our initial review of available data, the following focus areas will be addressed:

Great Lakes is attacking the problem of below level reading skills, by providing interventions for students who are two or more years below grade level. GLCA recently implemented the Reading Plus and EBLI to address reading gaps in all four content areas. Ascend Math also supports students for whom reading is difficult by providing oral instruction, allowing the student to listen instead of read.

As a new school there are many areas which need to be improved. In the content areas the need is to continue the work to make sure the curriculum aligns with state and common core standards. GLCA needs to strive to recognize and support both students who are struggling and those who have mastered the basic content and require enrichment assignments. GLCA must provide options for students who are not successful with classes after their first attempt by providing additional support to ensure success in students' subsequent attempts. The school must also increase student participation. A number of students are not successful with their classes because they are not engaging with their schooling as measured by coursework completed and participation metrics.

GLCA must provide additional support in the form of teacher time and resources to those students who are achieving in the lowest 25% of

the student population. Several factors are involved. Students who start after the school year/semester begins. Those that complete only the minimal work and never contact teachers, or refuse to participate when contacted by a teacher. Many of the students are not reading and comprehending at grade level. This negatively impacts their success in all of their classes since the curriculum is text-based.

To increase the students' learning, teachers will be provided professional development focused on improving student achievement, personalizing learning, preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session.

GLCA is hiring an "On Boarding Advisory Teacher" to help late enrollees. This teacher will have the responsibility to familiarize the student with the many details required in this cyber school. This teacher will have the student for at least three weeks or until they are engaged and moving confidently through the curriculum

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Goal #1 Great Lakes Cyber Academy Students will improve in Reading and Writing.Objective: GLCA's 2013-14 MEAP & MME testing results will produce an above average (above 50th percentile) ranking. Course grades, passing rates, and Scantron tests indicate the following needs in reading and writing that are addressed in our goals for these subjects: English I - IV,

Strategies:

Reading Plus

After Hours Instructional Assistance

6+1 Traits:

Goal #2 Great Lakes Cyber Academy Students will improve in Mathematics.

Objective: GLCA's 2013-14 MEAP & MME testing results will produce an above average (above 50th percentile) ranking.

Course grades, passing rates, and Scantron tests indicate the following needs in mathematics that are addressed in our goals for these subjects: pre-algebra, algebra, geometry and algebra II

Strategies:

Khan Academy

Ascend Math

After Hours Instructional Assistance

Goal #3 Great Lakes Cyber Academy Students will improve in Science.

Objective: GLCA's 2013-14 MEAP & MME testing results will produce an above average (above 50th percentile) ranking.

Course grades, passing rates, and Scantron tests indicate the following needs in Science that are addressed in our goals for these subjects: biology, chemistry and physics

Strategies:

Discovery Education

Study Island

After Hours Instructional Assistance

Goal #4 Great Lakes Cyber Academy Students will improve in Social Studies.

Objective: GLCA's 2013-14 MEAP & MME testing results will produce an above average (above 50th percentile) ranking.

Course grades, passing rates, and Scantron tests indicate the following needs in Social Studies that are addressed in our goals for these subjects: US history, world history, US government, and economics

Strategies:

Discovery Education

Reading Plus

Study Island

After Hours Instructional Assistance

Goal #5 Great Lakes Cyber Academy Students will improve in course passing rate and graduation rate.

Objective: 100% of GLCA students will transition to the next grade within their cohort by the start of the 2014-15 school year and will graduate with their class cohort.

Passing rate of individual courses per grade and cohort, focus on supporting students at risk of failure

Strategies:

Counselors and teachers will work with families of students who receive a failing grade in a graduation requirement course to encourage student to enroll in summer semester and/or change schedule to address core class requirements rather than elective if needed. They will evaluate and re-evaluate at semester breaks to determine additional course changes and pacing needs.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Goal #1 Great Lakes Cyber Academy Students will improve in Reading and Writing.

Course grades, passing rates, and Scantron tests indicate the following needs in reading and writing that are addressed in our goals for these subjects: English I - IV,

Strategies:

Reading Plus -

Reading Plus consists of a pre-test in which the students' specific needs are evaluated. For example, if the student lacks reading fluency the Reading Plus program will tailor the practice on that subskill.

After Hours Instructional Assistance

For students noted as possibly needing additional support (via standard practice of the identification of at-risk students), a teacher will be available by means of a dedicated telephone number to provide assistance with their course work or basic skills in additional after school hours. This is available for an additional 25 hours a week outside of traditional school hours.

6+1 Traits: It is a research-based model of teaching and assessing writing.   It gives teachers and students a common vocabulary for talking about writing across the disciplines. 6+1 Traits Helps to create consistent expectations for what good writing looks like.

Goal #2 Great Lakes Cyber Academy Students will improve in Mathematics.

Course grades, passing rates, and Scantron tests indicate the following needs in mathematics that are addressed in our goals for these subjects: pre-algebra, algebra, geometry and algebra Strategies:

Khan Academy

If additional work is needed, either continued work with Khan Academy material or other support will be indicated.   A typical intervention program for math would be carried out 1-3 days per week for 30 minutes for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

Ascend Math

This online program will be assigned to the student needing additional support in math skills. The teacher will initiate and follow along with the students every step in the Ascend program. Ascend Math utilizes math tutorials, personalized learning plans, and continuous assessment. It is an oral instruction method. This provides additional support for students with below average reading level.

After Hours Instructional Assistance

Goal #3 Great Lakes Cyber Academy Students will improve in Science.

Course grades, passing rates, and Scantron tests indicate the following needs in Science that are addressed in our goals for these subjects: biology, chemistry and physics

Strategies:

Discovery Education

When the student is identified for interventions, the teacher will monitor student progress using Discovery Education probes or local curriculum-based measures to track the students' response to instructional interventions.

Study Island

The teacher will use Study Island to provide additional instruction, practice, and assessment, choosing the specific content of science. The teacher can set a benchmark score at a particular mastery of learning. A typical intervention program for science would be carried out 1 - 3 times per subject for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

After Hours Instructional Assistance

Goal #4 Great Lakes Cyber Academy Students will improve in Social Studies.

Course grades, passing rates, and Scantron tests indicate the following needs in Social Studies that are addressed in our goals for these subjects: US history, world history, US government, and economics

Strategies:

Discovery Education

A typical intervention program for social studies would be carried out 1 - 3 times per subject for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

Reading Plus

If it is determined that the student is unsuccessful in social studies it may be due to low reading skills. The use of Reading Plus may be used to improve reading skills and then in turn social studies.

Study Island

The teacher will use Study Island to provide additional instruction, practice, and assessment, choosing the specific content of science. The teacher can set a benchmark score at a particular mastery of learning. A typical intervention program for science would be carried out 1 - 3 times per subject for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

After Hours Instructional Assistance

Goal #5 Great Lakes Cyber Academy Students will improve in course passing rate and graduation rate.

Passing rate of individual courses per grade and cohort, focus on supporting students at risk of failure

Strategies:

Counselor and Teachers will work with families of students who receive a failing grade in a graduation requirement course to encourage student to enroll in summer semester and/or change schedule to address core class requirements rather than elective if needed. They will evaluate and re-evaluate at semester breaks to determine additional course changes and pacing needs.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The strategies in the schoolwide plan to help all students reach the state standards include evaluating the GLCA curriculum for alignment to the common core standards and Michigan high school standards. Specifically, teachers will work as departments to review and present their findings to their Professional Learning Committee (PLC) twice a month. Teachers will be charged with identifying gaps or omissions so that the curriculum will be supplemented when necessary.

Furthermore, teachers will identify the standards required in the standardized tests so that they may ensure student mastery and preparedness for the state and national assessments with supplemental lessons or courses. In addition, counselors will facilitate data protocols at the PLC meeting after the standardized (MME/MEAP) tests are received to ensure student success. The PLCs will continue to monitor the assessment data and make recommendations for intervention. Interventions may include recommendation of student to the Student Study Team (SST) or supportive lessons tailored to the student.

In addition teachers' Live Lesson (LL) sessions will be monitored to ensure that lessons are based on CCSS and HSCEs that have not been covered in the curriculum. Teachers will be identifying student needs in general and additionally targeting those students who need supplemental instruction. This additional instruction may include regularly scheduled time with a Title 1 teacher.

The delivery of the GLCA's Educational Program is through an innovative learning model. This model is designed around each student with the daily routine driven by individual student data. The data is used to plan learning and design activities to maximize both academic performance and social/emotional growth.

Skilled teachers engage in English language arts, math, science, social studies, world languages, health/physical education and electives to ensure that each student masters a rich and engaging high school curriculum geared for student success in college and career.

GLCA uses a high-quality, proven- effective curriculum consisting of hundreds of technology-delivered but teacher-driven courses. This comprehensive program offers multiple level of core academic coursework: Advanced Placement®, honors, standard, basic, and credit recovery. In addition, foreign languages, technology electives, and art courses are also integrated into the program. Throughout the flexible school day, students access the curriculum via the school-provided computers, which allow students to work anywhere, anytime and produce learning data to guide instructional decisions.

LiveLesson®: A LiveLesson session is a synchronous (real-time) web conference convened by an online teacher with students in small groups or individually to focus on specific concepts based on students' academic needs; sessions are usually recorded for replay by students on demand. Online teachers also use the LiveLesson technology to hold office hours and otherwise consult with students in real time.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

GLCA provides students with the tools needed to thrive in a 21st century learning environment such as a quality curriculum, specially trained,

highly qualified teachers, personal computing tools for all students, a powerful digital education platform, and connections linking school, family and community.

Transforming the High School Experience, MRDC Research, http://www.mdrc.org/publications/614/overview.html,

Each student develops a Personalized Learning Plan (PLP): The plan is developed collaboratively for each student by the staff with input from parents and the students. The plan guides the tailoring of both curriculum and instruction to meet that student's needs. Special attention is paid to meeting the needs of students with disabilities and English Language Learners (ELL), whose Personalized Learning Plans reflect necessary modifications and accommodations but who are otherwise fully integrated into the daily learning routines of the school.

All students at GLCA are provided with a desktop computer which is used to deliver a comprehensive, engaging online curriculum. The entire school enterprise is deployed through the powerful Connexus® education management system, which delivers curriculum, tracks data, and facilitates communication.

Additionally, teachers are provided continuous professional development (PD) opportunities. There are general PDs which include "Identifying and Working with 'At-Risk' Students" and "The Importance of Knowing Your Students Academic History and Identifying their Indicators for Success". In Michigan, as elsewhere, students for whom English is a second language are prevalent in GLCA's classroom so PDs such as "What is Academic Language?" is available.

The instruction of math such as algebra is improved through such PDs as "What is Conceptual Understanding? Common Core Shift for Mathematics" and "Why Should I make Real World Connections? Common Core Shift for Mathematics" English standards are also included in PD opportunities. For example, "What is Text-Based Evidence? Common Core Shift for English Language Arts" and "What is Writing from Sources?"

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Based on the initial review of available data, the following focus areas will be addressed:
Academic Courses- An initiative will be put in place to ensure that teachers utilize higher order thinking in order to help students with larger problem solving skills. The bottom 25% of students will be monitored and their programs adjusted to support needs. The course content of Mathematics, Social Studies, and Science will be aligned with Michigan HSCEs. Additional programming for students in the bottom 25% will be scheduled, this is detailed below. In prompt #4 and in Component #9 Timely Additional Assistance.

In addition, GLCA will focus on the following strategies to increase achievement of those students in the bottom 25% or any students that drop below passing course levels of achievement:

Increasing student participation - too many of the students are not successful with their classes because they are not engaging with their schooling as measured by coursework completed and participation metrics.

Options for students who are not successful with classes after their first attempt - how can we provide additional support to ensure success in subsequent attempts? Our failure rate is unacceptable, how can we reduce this?

As a new school we have many areas which need to be improved. In the content areas we need to continue the work to make sure the

curriculum aligns with state and common core standards. We need to strive to recognize and support both students who are struggling and those who have mastered the basic content and require supplemental assignments.

We also must provide additional support in the form of teacher time and resources to those students who are achieving in the lowest 25% of our student population. One group of students is those who start after the school year/semester begins. The reasons they start late may also be impacting their level achievement in our school due to other confounding variables. For example, a student who starts late may be court ordered to enroll in any school but has been out of school for a year or more. Another group of students are those who fail to engage with their school work, they complete only the minimal work and never contact teachers, in fact refusing to participate when contacted by a teacher. This is recognized by the metric of Participation in our Connexus system. Finally, we are noticing that many of the students are not reading and comprehending at grade level. This negatively impacts their success in all of their classes since the curriculum is text-based. Students must read to learn.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Tier III interventions are designed to address the instructional needs of students who require additional support mastering essential skills and standards even after the use of Tier I resources. The strategic intervention and progress monitoring provided through the implementation of targeted supplemental instructional support programs (SISPs) helps to ensure students are receiving instruction that meets their individual needs. The following is a list of Tier III intervention resources available:
Reading:
Reading Plus is typically utilized as an instructional solution for developing and challenged readers. In alignment with the Common Core State Standards (CCSS), Reading Plus offers a wide range of carefully leveled narrative and informational texts that engage students, encourage students to read with purpose and understanding, and develop skills needed to achieve year-end expectations as outlined in the CCSS. Adaptive scaffolds carefully address individual student needs and facilitate each student's development of comprehension-based silent reading efficiency and independent silent reading proficiency. "Reading Plus® was found to have potentially positive effects on comprehension for adolescent learners" (U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse).
"Building capacity in low-performing readers - Results of two months of Reading Plus® practice", Elfrieda H. Hiebert, TextProject & University of California, Santa Cruz ,Alexandra Spichtig & Randi Bender, Reading Plus, Research Brief, Volume 2, Issue #1, 2013.

Evidence Based Literacy Instruction (EBLI): EBLI is a research-based, Common Core aligned instruction in the essential components of literacy. These include phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Educators use literacy strategies and activities that can efficiently be taught then infused across the curriculum in whole class, small group, and individual instruction.
http://eblireads.com/wp-content/uploads/2014/01/Detroit-Community-Schools-Case-Study.pdf

Writing:
6+1 Traits® Writing: 6+1 Train® Writing is a trait-based model of instruction and assessment that helps students achieve high-quality writing called for in the Common Core State Standards. A scientific study conducted by REL Northwest in 74 Oregon elementary schools showed that the 6+1 Trait Writing model caused a statistically significant increase in student writing scores during the year in which it was studied.
6 +1 Traits of Writing: The Complete Guide, Ruth Culham, Beverly Ann Chin, Scholastic, Dec. 2002.

Math:

Khan Academy: Khan Academy is an educational organization that provides free online materials (i.e., videos, step-by-step problems, interactive challenges, and assessments) to provide an engaging learning experience. Khan Academy offers videos with an extensive interactive content library so students may target what they specifically need.   "Research on the Use of Khan Academy in Schools: Research Brief", Robert Murphy, Larry Gallagher, Andrew E. Krumm, Jessica Mislevy & Amy Hafter, SRI Publication, Mar, 2014,

Ascend Math: Ascend Math utilizes math tutorials, personalized learning plans, and continuous assessment. It is an oral instruction method. This provides additional support for students with below average reading level.

Science:

Discovery Education: Discovery Education Science offers digital media content that is aligned to state standards, can be aligned to custom curriculum, and supports instruction. Discovery Education offers instructional videos, skill builders, games, audio files, images, writing prompts, and digital textbooks to support multiple learning styles. Substantial association has been found between the use of Discovery Education Science and the change in the percentage of students who reached proficiency after a retest (Boster, 2010). http://www.discoveryeducation.com/pdf/assessment/Discovery_Education_Assessment_Research.pdf

Targeted Teacher Support:

Well-designed and carefully administered one-to-one reading instruction contributed to improved performance for many students who were struggling to read. Students taught in small groups of 2-6 students were able to make the same gains in reading performance as students taught in one-on-one sessions, including Reading Recovery (Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W., 2000). For students that do not respond to initial interventions and continue to not engage in their education, a referral to the RtI program will occur. This brings additional staff to intervene in the student's education creating a support system for remediation and/or other identified needs.

The first step in a student intervention is the referral to a Student Study Team (SST). After a brief history of the student is discussed, the student is assigned to a teacher that is dedicated to working with students who are in the need of additional support. That teacher creates an "Issue Aware" ticket that is a web-based message that allows for additional school personnel stakeholders to keep abreast of the work of the teacher and student. The second step is that the teacher will begin a dialog/relationship with the student and the guardian. During the initial conversation the student and teacher will devise a schedule to meet privately as often as necessary. The teacher will create a specific program for the student targeting the needs of the student. If the student is struggling in writing the teacher may meet with the student 3 times a week for 30 minutes at a time using the 6+1 Traits of Writing to develop those skills. As the work progresses the teacher updates the IA at least weekly so all the student's teachers can track the progress, and create a team approach to the particular skill deficit.

5. Describe how the school determines if these needs of students are being met.

GLCA uses three categories of data to determine if needs are being met. The first is the Participation Metric to determine student progress. The second is the "FLERG" data described above. The third category is the criteria used to determine "at risk" students which drive assignment of intervention indicators (described below).

Participation

The Participation metric measures the number of lessons marked complete for students relative to how far along they are in the school year. If a student is "on track" to complete her lessons by the end of the school year, her Participation metric will be around 1.0; if she is working through lessons slowly and may not complete all lessons by the end of the school year, her Participation metric will be less than 1.0.

The Participation metric is a ratio: Lessons Completed/Lessons Assigned and Days Enrolled/Total days in school year = Participation

Definitions:

Lessons Completed = the number of lessons the student (and Learning Coach) have marked complete.

Lessons Assigned = the total number of lessons the student is expected to complete by the end of the school year*. This number is the total number of lessons in all the courses (Part A and B) into which the student is sectioned for the school year minus any lessons teachers have skipped for the student.

Days Enrolled = the number of days since the student has been enrolled in school.

Total Days in School Year = the number of days between the school start and school end dates including weekends and holidays.

Staff reviews accountability reports which detail student performance data including current level of performance, lesson completion rate/pace, and attendance. The data is posted on the students gradebook and parents have access to the metric via Connexus. In addition, the data will prompt an escalation process in which students can be placed into intervention categories including approaching alarm and alarm. Each escalation step can generate a variety of academic interventions such as Study Island or Khan Academy. All students have tiered interventions which can offer additional support including schedule modifications or altering the curriculum.

FLERG

Research indicates that certain factors could indicate a student's likelihood to succeed in the GLCA Program. These factors are determined based on information provided during the enrollment process and are indicated with codes called "FLERG." The information below describes factors which may impact student performance and likeliness to succeed:

F: Students who are not eligible for Free and Reduced Meal (FARM) assistance are more successful at Connections Education.

L: Students who start the school year on time are more successful at Connections Education.

E: Students who have Caretakers of Learning Coaches who have at least graduated high school are more successful at Connections Education.

R: Students who do not have a history of disciplinary problems or who were not struggling academically at their previous school are more successful at Connections Education.

G: Students in grades 9--12 who are predicted to graduate on time are more successful at Connections Education

Intervention Indicators

Student performance on state tests and diagnostic assessments (i.e., Scantron® Performance Series™, etc.) predicts the likelihood of learning success during the school year. In the My Students area of the Teacher Home Page, there are codes displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. Intervention Indicators are data-driven codes displayed in the Intervention column for all students in Connections Academy schools who may be in need of an instructional intervention in math (M), reading (R), or both.

The codes listed in the Intervention column indicate the following information: Math and Reading Levels of Need
 Student may not be currently at-risk or in need of instructional interventions based on these indicators.

Student needs attention and may need an intervention plan or additional support.

Student is likely in need of additional support or an intervention plan.

M: --/R: -- Student has no pretest, midtest, or state test scores and/or the student has been enrolled for less than 30 days*.

N/A Student is in a Connections Learning program.

We are utilizing a RtI model that identifies students who are not progressing in classes for additional interventions. The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team for additional determination of need and intervention. Students are then assigned to an intervention teacher who will

provide additional interventions and monitor progress.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	GLCA employs no paraprofessionals	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All GLCA teachers are highly qualified per No Child Left Behind. Credentials are held in personnel records and are available upon request	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

GLCA is in its first year of operation. During this school year we have retained all staff.

2. What is the experience level of key teaching and learning personnel?

6 have 0-4 years of experience

5 have 5-10 years of experience

4 have 10+ years of experience

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

GLCA offers a highly innovative and exciting place to work for ambitious and talented teachers. Teacher suggestions, input, and ideas are all taken very seriously and we are able to work with teachers to ensure that they and their students are functioning at their highest levels. Teachers are drawn to the highly individualized nature of our learning/teaching model; it allows them to focus their direct attention on teaching students.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

As an employee, they are also able to earn merit pay increases each school year based on student performance goals and attainment of overall school goals. We also have a "Career Ladder" model which allows teaching/instructional staff to apply and compete for leadership roles both on campus and across our network of schools. Attainment of a "Career Ladder" position allows a teacher to remain in their current role, plus add on additional responsibilities as defined by the Principal and school network.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school has been in operation for only one year. We have lost no staff members and 6 others have been hired. We do not have a high turnover rate. Although young in our history at this point, GLCA is confident we will be able to attract, hire, and retain excellent and highly qualified teachers.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Teachers and other school staff at GLCA are provided ongoing support and follow a comprehensive multi-year professional development plan. The staff members are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Teachers and other school staff focus on 12 professional development topics that support core standards for facilitating student learning, align to the school year cycle, and are driven by the believe that all students can and must learn at relatively high levels of achievement. The PD series focused on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Further, sessions will focus on the "instructional shifts" that are required to support the level of rigor demanded by GLCA State's Standards, updated state standards, and next generation assignments, as well as to prepare students for college and career success in our globally competitive world.

Training programs provided to all GLCA teachers include:

Initial teacher orientation course (developed by Connections Education®) - All teachers and principals must complete and pass this training course. The focus of this course is to prepare staff for the first few weeks of school and covers "the basics."
Supplemental teacher training course segments (developed by Connections Education) - Once school is successfully under way, Connections Education Instruction and School Support Team members present more segments of the training course to teachers on an ongoing basis. These segments contain information about more complex features and functions of Connexus®, instructional processes, and processes that teachers need to implement once school starts.
Just-in-time sessions - these sessions are conducted by principals when specific issues warrant training sessions.
Project-based ASSIST virtual training course - ASSIST training is designed for leadership roles.
Tuition assistance - the tuition assistance program is offered to encourage teachers to continue their education and professional degrees.
Professional development sessions - (developed by Connections Education) - ongoing sessions, based on teacher needs assessment, are provided throughout the school year.
Teachers also may participate in professional development opportunities such as conferences and workshops based on their individual needs and goals.
The following professional development trainings are offered online to staff who are using intervention (Tiers 1, 2, 3) strategies with at risk students. They align directly with the activities that address goals and strategies in the Schoolwide Plan
.
Supplemental Instructional Support Programs (SISP) Representatives Collaborative
http://www.connexus.com/external/liveLesson/?url-path=ayoung
Each school's SISP Representative should attend this once a semester meeting to learn about the Intervention Indicator tool, the available
Tier II interventions, and the enrollment process for requesting a Tier II intervention.

First Tuesday at 1:00 p.m. (ET) starting August 6

Reading:

Supplemental Instructional Support Programs (SISP) RepresentativesCollaborative

http://www.connxus.com/external/liveLesson/?url-path=ayoung Each school's SISP Representative attends this once a semester meeting to learn about the Intervention Indicator tool, the available Tier II interventions, and the enrollment process for requesting a Tier II intervention. First Tuesday at 1:00 p.m. (ET) starting August 6

Reading Plus

Live Webinar

All teachers may attend these synchronous webinars to master and update their skills using the Reading Plus program.

First meeting: 5/8/14 and then monthly as needed

SkillsTutor™

Collaborative

http://www.connexus.com/external/liveLesson/?url-path=ayoung

Meetings to be scheduled as needed.

Evidence Based Literacy Instruction (EBLI):

Five teachers will attend training in July 2014. Additional teachers will be trained in upcoming months. EBLI provides additional staff development to those teachers after initial training.

Writing:

6 Trait Power Write®

Collaborative

http://www.connexus.com/external/liveLesson/?url-path=ahhall

First/Third Monday at 11:00 a.m. (ET) starting August 5

Mathematics:

MathXL®

Collaborative

http://www.connexus.com/external/liveLesson/?url-path=ahhall

Every Tuesday at 2:00 p.m. (ET) starting August 6-September 24

Fourth Tuesday at 2:00 p.m. (ET) starting October 4

SkillsTutor™

Collaborative

http://www.connexus.com/external/liveLesson/?url-path=ayoung

Meetings to be scheduled as needed.

Social Studies

Skills for Success (Study Island)

Collaborative

http://www.connexus.com/external/liveLesson/?url-path=ayoung

Each school's Study Island Representative should attend this once a month meeting to learn about Study Island functionality, creating assignments, monitoring progress, and monthly grading in the Grade Book.
Third Tuesday at 11:00 a.m. (ET) starting August 20

Study Island to Support End-of-Course (EOC) Exams Collaborative
Meetings to be scheduled as needed.

2. Describe how this professional learning is "sustained and ongoing."

Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers.

Professional development participation is documented through the Teacher ePortfolio. Following each session, teachers are to provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Please see attached Professional Development Plan	GLCA PD Calendar

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

On July 15, 2014 at 6:30 pm, a parent meeting was held to provide information on the current Title I schoolwide plan. Parents were able to participate at a face-to-face meeting at the office in Okemos or over a telephone conference line. After an overview was presented discussions were held to listen to parents' thoughts and ideas on the plan and their suggestions for the future. Notes were logged to enable follow up as needed.

GLCA's schoolwide plan will be updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. (To clarify, GLCA is based on a different design than traditional brick and mortar schools. Since GLCA is a 'district', the "principal" acts as the 'district's superintendent. The Board of Directors acts as a traditional School Board.) At least one meeting of the Title Planning Committee occurs annually, which parents are invited to participate via mail, email, the school website, and newsletters. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments.

In January and February of 2014 GLCA conducted, via a third-party, a web-based survey that allowed parents and students to provide input on the school's program, policies, and procedures. This annual survey examines parent input and is carefully examined and considered by GLCA staff and board. All the inputs are provided to the school leadership who then updates GLCA's schoolwide plan. The plan is submitted to the Board of Directors for final approval. Parents are also invited to serve on GLCA's Board of Directors via emails sent at various times of the year.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

As mentioned, GLCA's schoolwide plan will continue to be updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. In addition to one large, formal meeting, eight other meetings were held this 13/14 school year. Parents, teachers and administrators met face to face and discussed the plan of action for students at risk of failure. These 'in person' meeting sizes ranged from three to fifty people. Those dates included:

December 4, 2013 Lansing, MI   5:00 pm
December 9, 2013 Dearborn, MI   5:30 pm
February 20, 2013 Okemos, MI   5:30 pm
February 22, 2013 Dearborn, MI   9:00 am
March 4, 2014 Muskegon, MI   8:00 am
March 7, 2014 Escanaba, MI   8:00 am
May 18, 2014 Okemos, MI   2:00 pm
June 9, 2014 Lansing, MI   3:00 pm

GLCA is committed to involving as many parents and students as possible in the planning and implementation of Title I planning and activities. To ensure this, meetings were (and will be) conducted at various times of day in several different settings. A wide variety of parents participated in each meeting. There was a 'core group' of ten families that attended many of the meetings, and then a variety of families beyond that group (often based on location). One of GLCA's core visions is to cultivate a caring and compassionate culture that

encourages both students and their families to participate to the fullest. To that end, we work to create an atmosphere of relaxed ease in each meeting so that all feel comfortable sharing their thoughts and concerns, whether in person, on the phone or through the shared computer screens. After the meetings of staff and parents, their comments are written in log entries so follow up may occur.

Additionally, teachers, administrators and parents/guardians may hold meetings via a telephone conference line with the capability of up to 150 parents participating simultaneously. All parents are sent at least two invitations (via email and webpage postings) to the meeting. This includes the phone number with an access code in which they call in. Parents may state their name or not as they join the conference call. This format allows for parents across the state to talk to each other as well as school staff. It also provides those with physical disabilities or an inability to attend in person meetings (due to lack of financial resources to pay for gas, lack of child care and so on), the capacity to fully participate. The face-to-face, online and phone conference formats occur simultaneously, allowing parents from across the state to communicate easily. The school staff will facilitate, take notes and log results.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

GLCA will continue to conduct an annual evaluation of the content and effectiveness of the parental involvement policy, improving the quality of its Title I, Part A plan in a variety of ways. An annual meeting in which the entire parental community will be invited will be held in late fall. Parents and staff will come together in one of three ways. First, they may meet with us in our offices in central Michigan (Okemos), via a telephone conference line that can manage 150+ people or through a shared computer format that allows all parties to share computer screens. All parents have access to this format as GLCA provides desk top computers to each student/household. (This system is one way used to instruct students in their course work.)

To begin the meeting, an overview of the PIP and Parent Compact will be given. Afterwards, a brief, anonymous survey will be given to parents (electronically or via a paper/pencil form), designed to gain feedback in a nonthreatening manner, encouraging all to participate. Since the results will be instantly available, this will open the discussion and provide an opportunity for all parents to identify barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

Based on the results of the meeting, a committee composed of GLCA staff and parents will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
In addition to the annual meeting, staff and parents will meet throughout the year to further discuss issues found to be integral to the success of the title. These small group meetings will be announced to parents via email and student and parent message boards. GLCA is determined to be as flexible as possible to meet the needs of our parents (and students) around the state.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Please see attached Parent Involvement Policy/Plan	Parent Involvement Plan GLCA

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118 (e) 1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators

During the school year, teachers and parents communicate regularly via email, telephone and web conference. Teachers are required to formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time. For students who are struggling, school staff will meet weekly at staff meetings to develop an intervention plan that directly involves the student's parent/family.

Parents see, in real time, an indicator of whether his/her student is on track and making adequate progress. The school contacts the parent of any student in "alarm" or "approaching alarm" by webmail, and when on alarm, by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parent training also includes an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student achievement.

GLCA parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips and assist with student activities, serve on the school's Board of Directors as well as participate in Title 1 planning meetings.

1118 (e) 2. Provide materials and training for parents

Materials that are provided at no charge include online training, a handbook, and a monthly school newsletter. In addition, daily lesson plans for many courses assist parents in understanding the objectives of each lesson so that they can support their child's learning effectively. Teachers, high school counselors, special education staff, the principal, and curriculum and technical support staff are also available via webmail or telephone to provide required assistance and advising support.

GLCA also provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. The school's specific training and support efforts include on-site and in-print Parent/Caretaker Orientation to familiarize parents with the features and components of the online Education Management System (Connexus®), used by GLCA students, staff, and parents.

1118 (e) 3. Training for school staff on the importance of parent involvement

GLCA is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on state academic standards. GLCA provides teacher training and professional development programs to equip teachers with the following:

In start-of-the year online professional development, teachers are trained in the roles that parents may become involved with on a day to day basis as well as routinely.

There is additional training on communicating and working effectively with parents/families in weekly professional development meetings.

It is important to note that parent satisfaction is a core school goal, and that staff bonus compensation is directly shaped by the results of the bi-annual, parent satisfaction survey.

1118 (e) 4. Coordinate with parent involvement in other programs in the school

GLCA does not have other state or Federally Funded programs with parent components and as a (-12 building, this does not apply.

1118 (e) 5. Provide information in a format that is understandable to parents

GLCA makes effective use of all available technologies (webmail, web conferencing, message boards, and telephone) to distribute

information to parents. In addition, parents are encouraged to set up in-person or phone conferences to discuss their child's performance; regular newsletters announce upcoming school events and are available online to all parents. Certain critical communications may also be provided in print format - for example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail. The school also develops and makes available, via Connexus®, a state supplement school handbook that details all policies and procedures specific to the school. These documents are available in other languages to parents who are multi-lingual. GLCA will Provide other reasonable support as requested.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups.

The school will, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print.

GLCA does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification, race, color, national origin, ancestry, sex, sexual orientation, religion, physical or mental disability, or age in the admission to, participation in, or receipt of the services under any of Connections' educational programs and activities, or in its employment practices.

This statement is in accordance with the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Individuals with Disabilities Education Improvement Act of 2004.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

GLCA' schoolwide plan is going to be updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. At least one meeting of the Title Planning Committee occurs annually, which parents are invited to participate in via mail, email, website, and newsletters. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. GLCA conducts, via a third-party, an annual survey each year that allows parents and students to provide input on the school's program, policies, and procedures. Parent input is examined and considered from these surveys. All inputs are provided to the school leadership who then updates GLCA' schoolwide plan. The schoolwide plan is submitted to the Board of Directors for final approval. Parents are also invited to serve on GLCA' Board of Directors.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

GLCA will conduct an annual evaluation of the content and effectiveness of this parental involvement component during the annual SIT meeting. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies and this parent component of the plan. Evaluation methods will include: hold at least one annual meeting, with the option to participate via telephone or LiveLesson; administer an annual parent satisfaction survey; solicit feedback through multiple avenues, including the "feedback" link on Connexus®, in person appointments, telephone, and webmail

8. Describe how the school-parent compact is developed.

GLCA' parent plan and compact were developed and will be updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. At least one meeting of the Title Planning Committee will occur annually, which parents are invited to participate in via mail, email, website, and newsletters. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. GLCA conducts, via a third-party, an annual survey each year that allows parents and students to provide input on the school's program, policies, and procedures. Parent input is examined and considered from these surveys. All inputs are provided to the school leadership who then updates GLCA' schoolwide plan. The schoolwide plan is submitted to the Board of Directors for final approval. Parents are also invited to serve on GLCA' Board of Directors.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Does not apply since the school is only grades 9-12.

Since GLCA expected to receive Title1 funding in its first year, a parental involvement policy and compact were written and approved by the school's Board of Directors. The plan is distributed in multiple ways: "must read" webmail via the educational management system, posted in the school's handbook (for 24/7 access), and described in the school's monthly newsletter.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The school will, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See the school's School-Parent Compact attached.	Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school will, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

A main focus of GLCA is that of the post-secondary goals of our students. To facilitate the transition we offer a variety of supports and opportunities for students.

The counseling office organizes field trips to colleges in the State of Michigan.

Connections has a variety of ways for students to engage in planning beyond high school

There are seminars that are hosted by the "College and Career Counseling" department.

Connections offers 'virtual' college visits

There is a 'after school club' entitled College and Career Readiness Clubs that students may join.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

GLCA is a 9-12 school

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Comprehensive needs assessments are conducted via staff surveys, among other things. MAP results prompt dynamic scheduling in core subjects such as math and English per students.

Student performance on state tests and diagnostic assessments (i.e., Scantron, Measures of Academic Progress, etc.) predicts the likelihood of learning success during the school year. Teachers are alerted to students with the potential to be on "alarm" or "intervention" via the Teacher Home Page in the Connexus ® education management system. Codes are displayed for each student to facilitate teachers' ability to identify which of their students may be in need of additional support. Intervention Indicators are data-driven codes displayed in the intervention column for all students in Connections Academy schools who may be in need of an instructional intervention in math, reading, or both. Teachers place students into Tier I, Tier II, and Tier III interventions based on needs identified thorough intervention indicator codes. The primary difference between the tiers is the frequency and intensity of the interventions and can include additional one-on-lone lessons or more targeted lessons depending on the students' needs.

The Response to Instruction and Intervention (RtI) model is used to identify students who are not progressing in classes for additional intervention. Students are assessed through universal screening, informal diagnostic screeners, progress monitoring, and data management and reporting. This assessment data is analyzed through regular discussions between teachers, administrators, and counselors. Students are then grouped into skill groups with focused instructional goals and materials and then entered into intervention instruction. The first stage of intervention is provided by the classroom teacher. Teachers offer corrective feedback and an ongoing log of notes on the intervention.   If this level of intervention is insufficient to make progress, the student is referred to the student study team for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Two teams of staff meet in Professional Learning Community (PLC) teams two weeks a month as separate PLC teams and one week a month as whole staff PLC to discuss progress made on School improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work. The PLCs discuss students' needs and possible implications leading to identified areas of improvement. In addition, counselors facilitate data protocols at the PLC meetings after standardized tests (MME/MEAP) tests are received to ensure student success. The PLCs continue to monitor assessment data and make recommendations for intervention.

Teachers meet formally weekly to discuss student achievement, testing, grade, and lesson completion data. We use current performance results in order to intervene when necessary and see what students need in order to comprehend all material. All school based teachers participate in weekly Professional Learning Community groups with other GLCA colleagues from the various campuses. We analyze MME, 9th grade MEAP, NWEA MAP, and school record data to ensure we are teaching the way each student will learn best. Teachers also participate in Professional Learning Communities per academic discipline. The PLC reviews data and establishes semester goals.

A Personalized Learning Plan (PLP) is developed for each student collaboratively by each staff with input from parents and students. The plan guides the tailoring of both curriculum and instruction to meet that student's needs. An ongoing evaluation of curriculum, identifying power standards to ensure they are reflected in the curriculum, guarantees the proper exposure to relevant material to all students. This systematic assessment of curriculum and the needs of the students, based on standardized and curriculum based tests, assist students, parents, and staff to identify areas of need in a timely manner. Teachers work to evaluate curriculum on a monthly basis for its alignment to the common core and state standards. They use weekly meetings to identify students for whom their data indicates.

The school's Student Support Team (SST) meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan, review student progress, and determine strategies for improvement, which may include use of Tier 2 - Supplemental Programs and Supports or Tier 3 - Supplemental Alternative Programs depending on the student's needs. To ensure that all students are identified, every enrolled GLCA student is assigned a Student Status (On-Track, Approaching Alarm, or Alarm) that is continuously updated based on attendance, assignment completion, contacts, and performance. This student status is displayed on the parent and teacher home pages for instant identification of potential problem areas.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

At Risk" Calculation

GLCA's Education Management System (EMS) is its primary resource for identifying students experiencing difficulty meeting standards, who are considered to be "at risk." Student data is initially put into the EMS by teachers, parents, and students. On a periodic basis, EMS automatically lists the names of "at risk" kids using the following criteria: non-proficient on the latest English or Math state test; Attendance Metric below 75%; Performance Metric below 70%; Participation Metric below 75%; retained the previous year; homeless, eligible for Free /Reduced Lunch; in Program for All Children to Excel (PACE) during the current or last school year.   Data regarding other factors is collected during enrollment and, these factors are represented in the Alerts column of the Teacher Home Page in Connexus. They include the following: Students who are eligible for Free/Reduced Meal assistance, who are late to enroll, Caretaker's education levels (i.e., Caretakers who did not graduate high school, etc.), Students who left a previous school due to disciplinary problems or who were struggling academically, or who may not graduate on time. Once these students are identified, teachers, learning coaches, and parents work with the students to help them meet State standards.

Escalation Process

GLCA employs a multi-tiered intervention model (Response to Intervention, or RtI) so that all students have access to the instructional resources they need to be successful. The school's Student Support Team (SST) meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan, review student progress, and determine strategies for improvement, which may include use of Tier 2 - Supplemental Programs and Supports or Tier 3 - Supplemental Alternative Programs depending on the student's needs. To ensure that all students are identified, every enrolled GLCA student is assigned a Student Status (On-Track, Approaching Alarm, or Alarm) that is continuously updated based on attendance, assignment completion, contacts, and performance. This student status is displayed on the parent and teacher home pages for instant identification of potential problem areas. A status other than "On Track" indicates non-compliance of increasing degrees and/or failure to improve despite intervention by school staff according to the GLCA Escalation Process. In the Escalation Process, the teacher and other relevant school staff meet to discuss the reported concerns and suggest strategies to bring the student back "On Track". Some strategies are: calls to the parent to discuss the issue, adjustments to the schedule, intensive work on specific skills, or - in more serious cases - a conference with GLCA school administration. In the most serious of cases, a site visit with the parent and student may be advisable.

How it is determined if needs are met:

Yearly progress: Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress the pre-, mid-, and post-SCANTRON test for students in grades 9 - 12, GLCA gauges each student's academic growth over the course of the year.

Ongoing informal assessments: During each phase of their curriculum mastery, students engage in several assessments that tap into all levels of student thinking.

Unit assessments and portfolios: Each subject in the GLCA curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student's portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the unit tests are more comprehensive and occur at the end of an entire unit.

Baseline achievement data: To the extent that state standardized test results are available for an incoming student, these results are

integrated into that student's basic information in the EMS; likewise, results for state standardized tests that students take while enrolled at GLCA will be included in the EMS. This data will be used to track student progress from year to year and within the year. In addition to the assessment methods described above, students will engage in many different types of evaluations, both formal and informal, such as WebMail, LiveLessons, phone conversations, and review of student work samples. In addition to formal graded assignments, teachers monitor student work via the EMS, performance on auto-graded quizzes and checks for understanding and by contacting students via telephone. Curriculum Based Assessments (CBAs) are used to verify student work and/or diagnose difficulties in mastering skills and concepts. The EMS tracks teacher response time and teacher-student/teacher-parent communications, providing the school principal with data on this key aspect of teacher performance

Summary of Assessment Categories:

Assessment at GLCA is accomplished through: Course grades; Curriculum Based Assessments; Escalation metrics; Teacher recommendations in RtI process and MME tests; Internal testing; unit and course assessments. Data review for the school and its school plan is compiled and discussed during administrative meetings, faculty and staff meetings, and at the school's Board of Directors meetings. School staff, in conjunction with senior leadership, meets and analyzes data on an ongoing basis for the purpose of improving instruction. The principal meets regularly with the school staff to discuss this information to ensure that they fully understand the data presented.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Based upon a less than proficient standardized test score, repeated failure in a core class or the identification of a student needing additional support beyond the general measures, one intervention that may be the used is the referral to a Student Study Team (SST). This is composed of the referring general education teacher, a Title I teacher, and the student's parent and student. They will meet to discuss the individual student needs. From there the following may occur based on specific requirements; the assignment of a Title I teacher to work with the student. The teacher will meet with the student to determine specific areas of difficulty within the subject. They will work together on a regular basis, depending on the needs of that student. If additional instruction in skill mastery is needed the Title teacher will create a plan to address those areas.

English Language Arts: English 1 - IV, American Lit, etc.   Grade Span: 9 -12

Reading Plus This program is delivered online through a link provided by the teacher.

Reading Plus consists of a pre-test in which the students' specific needs are evaluated. Reading Plus program will tailor the practice on that subskill. The teacher then can monitor the student's progress on a daily or weekly basis through the Reading Plus data. The program length (and intensity) can vary from 9-30 weeks (3-5 times per week).

Evidence Based Literacy Intervention (EBLI) This systematic, all in one program will assist teachers in specifically targeting areas of need for each student.   It will be used with a teacher who has been trained and proficient in caring out via the online format. The individualized instruction may vary from 30 minutes twice a week to five times a week.

After Hours Instructional Assistance For students noted as possibly needing additional support (via standard practice of the identification of at-risk students), a teacher will be available by means of a dedicated telephone number to provide assistance with their course work or basic skills in additional after school hours. This is available for an additional 25 hours a week outside of traditional school hours.

Writing   Grade Span: 9-12   6+1 Traits: It is a research-based model of teaching and assessing writing.   It gives teachers and students a common vocabulary for talking about writing across the disciplines.   Reading Plus (emphasizing the writing component).

After Hours Instructional Assistance

Math: Pre-Algebra, Algebra 1 and 11, Geometry   Grade Span: 9-12

Khan Academy The teacher will determine the specific areas of need based upon either previous standardized testing, or curriculum based assessments or assignments. The teacher will provide direction to the specific link to the pertinent skill instruction to the student and

instructions on use and timeline of completion. The teacher will follow up with the student, administering a teacher created post-test to assess progress. A typical intervention program for math would be carried out 1-3 days per week for 30 minutes for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

Ascend Math This online program will be assigned to the student needing additional support in math skills. The teacher will initiate and follow along with the students every step in the Ascend program. Ascend Math utilizes math tutorials, personalized learning plans, and continuous assessment. Student skill gaps are identified and targeted individualized instruction is prescribed. A typical intervention program for math would be carried out 1-3 days per week for 30 minutes for students identified as needing support.

After Hours Instructional Assistance

Science: Biology, Chemistry, Physics   Grade Span: 9 - 12

Discovery Education Discovery Education provides a comprehensive assessment that satisfies AYP and proficiency requirements as well as IDEA Response to Intervention guidelines.   RTI solution includes a universal screener and on-going progress monitoring.   There are periodic, predictive benchmarks screen for tiered intervention and measure student growth.

Study Island The teacher will use Study Island to provide additional instruction, practice, and assessment, choosing the specific content of science.   Since Study Island is geared to Michigan's standards it will assist in test preparation. A typical intervention program for science would be carried out 1 - 3 times per subject for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

After Hours Instructional Assistance

Social Studies: World History, American History   Grade Span: 9 -12

Discovery Education   The social studies or Title I teacher may use the Discovery Education program to provide a comprehensive assessment that satisfies AYP and proficiency requirements as well as IDEA Response to Intervention guidelines. A typical intervention program for social studies would be carried out 1 - 3 times per subject for students identified as needing support. Regular students may also receive this programming occasionally for extra repetition or reteaching of a skill.

Reading Plus If it is determined that the student is unsuccessful in social studies it may be due to low reading skills. The use of Reading Plus may be used to improve reading skills and then in turn social studies.

Study Island   The teacher will use Study Island to provide additional instruction, practice, and assessment, choosing the specific content of social studies. Study Island provides feedback to both student and teachers. Since Study Island is geared to Michigan's standards it will assist in test preparation

After Hours Instructional Assistance

Two teams of staff meet in Professional Learning Community (PLC) teams two weeks a month as separate PLC teams and one week a month as whole staff PLC to discuss progress made on School improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work. The PLCs discuss students' needs and possible implications leading to identified areas of improvement. In addition, counselors facilitate data protocols at the PLC meetings after standardized tests (MME/MEAP) tests are received to ensure student success. The PLCs continue to monitor assessment data and make recommendations for intervention.

Teachers meet formally weekly to discuss student achievement, testing, grade, and lesson completion data. We use current performance results in order to intervene when necessary and see what students need in order to comprehend all material. All school based teachers participate in weekly Professional Learning Community groups with other GLCA colleagues from the various campuses. We analyze MME, 9th grade MEAP, Scantron and school record data to ensure we are teaching the way each student will learn best. Teachers also participate in Professional Learning Communities per academic discipline. The PLC reviews data and establishes semester goals.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Each subject in the GLCA curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student's portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the unit tests are more comprehensive and occur at the end of an entire unit.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal Resources, Programs & Grants

Title IA, if allocated for 2014-15

Title II, Part A

GLCA does not have a lunch program, therefore does not receive free/reduced lunch subsidies.

Special Education programs are funded by an allocation from district funds.

State Resources, Programs & Grants

State per-pupil funding

31a funding per at-risk pupil

Headlee Obligation for Data collection per pupil

Coordination of Funding

GLCA expects to receive all of the resources listed above for the 2014 - 2015 school year. Coordination of activities is handled by school principal in concert with the GLCA's title planning committee, the director of federal programs support, the school's financial team and senior leadership. Spreadsheets are maintained, e.g., to ensure that spending on a particular item or person is not duplicated. In addition, required documentation is maintained at the school site. Finally, in terms of the activities, goals, and objectives encompassed within each plan/funding category, the involvement of the senior management, GLCA administration, and planning committee will ensure that all activities are consistent with the GLCA's goals and mission. After ensuring that each funding resource is used as allowed, the funding resources will then be allocated based on academic needs.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Comprehensive Needs Assessment

Comprehensive Needs Assessment is completed with support from the general fund of the district, with assistance from Special Education funding for a school psychologist and social worker.

Schoolwide Reform Strategies

Title IA will fund the implementation of most of the Schoolwide Reform strategies for instructional support. Title IIA will fund professional Development support for teachers in the delivery of the strategies in the SW plan. Special Education funding will provide staff for students with IEPs.

Instruction by Highly Qualified Staff

District funds will be used to ensure that teachers are highly qualified. Title IIA will provide funding for on-going professional development.

Strategies to Attract Highly Qualified Teachers to High Needs Schools

District funds will be used to provide any recruitment or incentives involved in attracting and keeping highly qualified staff.

High Quality and On-Going Professional Development

Connexus , the parent company of GLCA, provides online professional development to support all strategies in the plan. A regular calendar of professional development events takes place. Online courses and recordings of training sessions are available to staff at all times.

Strategies to Increase Parental Involvement

District funds and some Title I funding, if available, will provide support for parent and student activities. Many online events do not require the use of funding.

Preschool Transition Strategies

Connexus, the parent company, provides recruitment services and orientation services for parents and students. Staff, supported with district funding, provide transitions to post -secondary programs.

Teacher Participation in Making Assessment Decisions

Professional Learning Community time is used for staff participation in assessment decisions. It is built into the daily, weekly, and monthly work schedule supported by district funding.

Timely and Additional Assistance to Students having Difficulty mastering the Standards

Coordination And Integration of Federal, State, and Local programs and Resources

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Title I and Special Education funding, as well as, Connexus curriculum and supplemental programs provided by Connexus support strategies that target students who are identified as most at risk.

Coordination and Integration of Federal, State, and Local Programs and Resources

Title I, Title IIA, and Special Education funding pay for staff and programs that provide a support system for students most at risk of failing. Central Michigan University provides oversight and some professional development services as the charter holder for GLCA. Connexus provides a Title I consultant and Financial resources staff to organize and disperse Federal and state grants.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

GLCA expects to receive all of the resources listed above in Component 10, Question 1 for the 2014 - 2015 school year. Coordination of activities is handled by the school principal in concert with the GLCA' Title 1 planning committee, the director of federal programs support, the school's financial team and senior leadership. Spreadsheets are maintained, e.g., to ensure that spending on a particular item or person is not duplicated. In addition, required documentation is maintained at the school site. Finally, in terms of the activities, goals, and objectives encompassed within each plan/funding category, the involvement of the senior management, GLCA administration, and planning committee

will ensure that all activities are consistent with the GLCA' goals and mission. After ensuring that each funding resource is used as allowed, the funding resources will then be allocated based on academic needs.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

GLCA's schoolwide plan is updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. This includes input from the Title Planning Committee. The Planning Committee includes at least 2 parents, a high school student, teachers, community representation, and school leadership. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. The schoolwide plan is also informed by results of third-party, annual parent and employee satisfaction surveys each year that allow staff, parents, and students to provide input on the school's program. All inputs are provided to the school leadership who then updates the schoolwide plan and related school goals. The Plan is reviewed and approved by the Board of Directors.

Data review for the school and its schoolwide plan is compiled and discussed during administrative meetings, faculty and staff meetings, and at the school's Board of Directors meetings. School staff, in conjunction with senior leadership, meets and analyze data on an ongoing basis for the purpose of improving instruction.   The principal meets regularly with the school staff to discuss this information to ensure that they fully understand the data presented.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Yearly Progress: Using the pre-, mid-, and post-SCANTRON test for students in grades 9 - 12, GLCA gauges each student's academic growth over the course of the year.

Ongoing informal assessments: During each phase of their curriculum mastery, students engage in several assessments that tap into all levels of student thinking.

Unit assessments and portfolios: Each subject in the GLCA curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student's portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the unit tests are more comprehensive and occur at the end of an entire unit.

Baseline achievement data: To the extent that state standardized test results are available for an incoming student, these results are integrated into the student's basic information in the EMS; likewise, results for state standardized tests that students take while enrolled at GLCA will be included in the EMS. This data is used to track student progress from year to year and within the year. In addition to the assessment methods described above, the school gathers very granular data on every student's performance every day. During each phase of their curriculum mastery, students will engage in many different types of evaluations, both formal and informal. Formal assessments include quizzes, unit tests, skills checks, portfolio items and graded discussions. Informal assessments include the variety of methods teachers use to gather ongoing feedback about student progress from both Learning Coaches and students, such as WebMail, LiveLessons,

phone conversations, and review of student work samples.

Summary of Assessment Categories:

Course grades

Curriculum Based Assessments (CBAs)

Escalation metrics

Teacher recommendations

State tests

Internal testing: Scantron

Unit and course assessments

For homeless students or other special needs students (migratory, etc.)

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Two teams of staff meet in Professional Learning Community (PLC) teams two weeks a month as separate PLC teams and one week a month as whole staff PLC to discuss progress made on School improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work. The PLCs discuss students' needs and possible implications leading to identified areas of improvement. In addition, counselors facilitate data protocols at the PLC meetings after standardized tests (MME/MEAP) tests are received to ensure student success. The PLCs continue to monitor assessment data and make recommendations for intervention.

Teachers meet formally weekly to discuss student achievement, testing, grade, and lesson completion data. We use current performance results in order to intervene when necessary and see what students need in order to comprehend all material. All school based teachers participate in weekly Professional Learning Community groups with other GLCA colleagues from the various campuses. We analyze MME, 9th grade MEAP, Scantron and school record data to ensure we are teaching the way each student will learn best. Teachers also participate in Professional Learning Communities per academic discipline. The PLC reviews data and establishes semester goals.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Data review for the school and its schoolwide plan is compiled and discussed during administrative meetings, faculty and staff meetings, and at the school's Board of Directors meetings. School staff, in conjunction with senior leadership, meets and analyze data on an ongoing basis for the purpose of improving instruction.   The principal meets regularly with the school staff to discuss this information to ensure that they fully understand the data presented. The plan is revised as necessary to ensure continuous improvement of students.

GLCA SBDIP 2018-19

Overview

Plan Name

GLCA SBDIP 2018-19

Plan Description

Goals and Action Plan to assist with addressing school improvement priorities for GLCA in the 2018-19 school year.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Great Lakes Cyber Academy Students will improve in Mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	$102500
2	Great Lakes Cyber Academy Students will improve course passing rate and graduation rate.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	$120000
3	GLCA will develop and implement a system of incorporating the use of multiple sources of data to identify instructional needs. (Standard 3: Assessment)	Objectives: 3 Strategies: 1 Activities: 1	Organizational	$0
4	GLCA will develop and implement structures and processes to meet the varied needs of all students which are monitored for timeliness and effectiveness.	Objectives: 3 Strategies: 2 Activities: 2	Organizational	$150000
5	GLCA will ensure that district and building staff have access to and are encouraged to continue professional learning to continue to develop knowledge and skills that will allow them to provide quality instructional support for our students. (Standard 8:	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$51000
6	GLCA will develop and implement a plan that ensures all stakeholders are aware and able to communicate fully with staff (support staff, teachers, counselors, and administration) as needed. (Standard 9: Communication)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	GLCA will address academic gaps identified by assessment scores to ensure optimal performance by all students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$10000
8	GLCA will increase graduation cohort rates allowing for the removal of CSI designation.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Great Lakes Cyber Academy Students will improve in Mathematics.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Homeless, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of above average (above 50th percentile) ranking. in Mathematics by 06/30/2018 as measured by state assessment results.

Strategy 1:

Monitoring of Math Data - Development, updating, and regular monitoring throughout the year of the following documents: Power standards document; Standards Gap

Document; Lesson/Course/Standard cross-walk document; Chart of LL usage to show regular attention to high value standards; Intervention student caseloads; PLC

meeting minutes.

Category:

Research Cited: RESI/Towson University analysis of 2009-2010 state standardized test scores across all states that host both a Connections and K12 school.

Tier: Tier 1

Activity - Identify Gaps in Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps or omissions of CCSS and HSCEs in courses to identify if any standards (esp. HSCEs) need to be supplemented.	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2018	$0	No Funding Required	Teachers and Staff

Activity - Identify Standards from State Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify standards/lessons/ courses utilized in standardized tests to ensure student mastery and preparedness for state & national assessments.	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2018	$0	No Funding Required	Teachers and Staff

Strategy 2:

Monitor Teachers' Live Lessons - Monitor teacher LL to ensure lessons are based on CCSS and HSCEs not covered in courses

Category:

Research Cited: U.S. Department of Education, Evaluation of EvidenceBased Practices in Online Learning, revised September 2010.

Tier: Tier 1

Activity - Develop Checklist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop checklist to track coverage of targeted CCSS & HSCE standards for LL	Other - Curriculum review	Tier 1	Implement	07/01/2015	06/30/2018	$0	No Funding Required	Teachers/Staff

Activity - Assessment of Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From findings of CCSS and HSCE alignment, teachers will identify standards being targeted for supplemental instruction.	Other	Tier 1		07/01/2015	06/30/2018	$0	No Funding Required	Teachers/Staff

Strategy 3:

Supplementary Instruction - Students will receive supplementary instruction to improve achievement in Mathematics (or list courses like Algebra, Algebra II, Geometry, etc.).

Category:

Research Cited: Fenner, D., Mansour, S., and Sydor, N. (2010). The Effects of Differentiation and Motivation on Students Performance. School of Education at Saint Xavier University, Chicago IL

Tier: Tier 2

Activity - Develop Alternative Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will work with core teachers to develop alternate lessons and assessments to assist students who are struggling with content in classes and to address the needs of students greater than 2 grades below grade level performance. Intervention teachers will provide supplemental interventions and additional instructional assistance to students identified as needing help in math classes via push-in and via pull-out during non-instructional time including modifications to assignments/assessments, additional one-on-one or group lessons; additional communications/contact via email/phone, access to supplemental materials/software.	Academic Support Program	Tier 2	Implement	09/07/2015	06/30/2018	$50000	Title I Part A, No Funding Required	Teachers and interventionist teachers

Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as most at risk of failing, for example, Title I, Special Education, Econ. Disadvantaged, and those in the bottom 25% will receive these interventions (i.e., supplemental one-on-one or small group lessons, additional communication, access to supplemental materials/software)	Academic Support Program	Tier 2	Implement	09/07/2015	06/30/2018	$35000	No Funding Required, Title I Part A	Teachers and intervention teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers/interventionists will attend classes/trainings/conferences and/or utilize purchased PD resources to increase knowledge and improve expertise/skills in developing integrative lessons demonstrating real-world application, monitoring students' mastery of content, and proving interventions where appropriate.	Professional Learning			07/01/2015	06/30/2018	$17500	Title II Part A	all staff

Goal 2: Great Lakes Cyber Academy Students will improve course passing rate and graduation rate.

Measurable Objective 1:

collaborate to ensure a graduation rate at or above 70% by 07/30/2018 as measured by less than 10% failure rate in core courses each semester..

Strategy 1:

Family Contact - Counselors will work with families of students who receive a failing grade in a graduation requirement course to encourage student to enroll in summer semester and/or change schedule to address core class requirements rather than elective if needed.

Category:

Research Cited: Counselors will work with families of students who receive a failing grade in a graduation requirement course to encourage student to enroll in summer semester and/or change schedule to address core class requirements rather than elective if needed.

College Ready for All, Bill and Melinda Gates Foundation, http://www.gatesfoundation.org/learning/Documents/Collegeready foralleducationplan.pdf

Tier: Tier 1

Activity - Re-Evaluate Class Standing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will re-evaluate class standing based on semester failure lists to identify schedule changes and/or pacing option changes.	Recruitment and Retention	Tier 1	Implement	01/16/2015	06/30/2018	$0	No Funding Required	Manager of Counseling

Activity - Scheduling Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will contact student and caretaker to discuss options for addressing deficit and work to reschedule students who need to retake or repeat failed course and/or assure that pacing option allows student to address deficiency to make sure they have the greatest chance for success.	Recruitment and Retention	Tier 1	Implement	01/16/2015	06/30/2018	$0	No Funding Required	Manager of Counseling

Strategy 2:

Transcript Reqirements - Counselors will conduct credit checks (transcript audits) at enrollment and each semester for all students – progression plan manager tool will be utilized and parents will be encouraged to check it for accuracy and as a way of communicating the progress of their student.

Category:

Research Cited: College Ready for All, Bill and Melinda Gates Foundation, http://www.gatesfoundation.org/learning/Documents/Collegeready foralleducationplan.pdf

College Ready for All, Bill and Melinda Gates Foundation, http://www.gatesfoundation.org/learning/Documents/Collegeready foralleducationplan.pdf

Tier: Tier 1

Activity - Credit Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors/advisory teachers will review incoming students to compare total credits and progress toward graduation with stated grade. They will then confirm cohort and credit standing with verified transcript submission. The Advisory teacher/counselor will assist students who enroll mid-semester to get back on track and will work with counselors to evaluate student standing and progress toward graduation and course passing and make course adjustments as needed.	Recruitment and Retention	Tier 1	Implement	07/01/2014	06/30/2018	$15000	Title I Part A	Manager of Counseling/ counselors/ advisory teachers

Activity - Re-Evaluate Class Standing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors/advisory teachers will re-evaluate class standing based on semester failure lists to identify schedule changes and/or pacing option changes. Based on failure list and recommended schedule changes, Counselors and Leadership Team will contact student and family to discuss options for addressing deficit, including options for rescheduling and/or assure that pacing option allows student to address deficiency to make sure they have the greatest chance for success.	Recruitment and Retention	Tier 1	Implement	08/25/2014	06/30/2018	$25000	Title I Schoolwide	Principal, Assistant Principal, Manager of Counseling, Manager of Special Education, advisory teachers

Activity - AOPR Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Run & Review Assessment Objective Performance Report (AOPR) – share and discuss findings with staff (math & English standard performance only) based on the AOPR, report run biweekly by principal and loaded on Issue Aware for review by staff. The Professional Learning Community teams will review AOPR and make recommendations for addressing any shortfalls AOPR may uncover.	Academic Support Program	Tier 1	Implement	10/06/2014	06/30/2018	$0	No Funding Required	Principal, Assistant Principal, Professional Learning Community Team Facilitators

Strategy 3:

Benchmark Testing Review - Identify students at risk for low performance based on benchmark testing results.

Category:

Research Cited: RESI/Towson University analysis of 2009-2010 state standardized test scores across all states that host both a Connections and K12 school.

Tier: Tier 1

Activity - NWEA/MAP Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
benchmark testing will be made available 3x per year (placed on to-do list and planner for student). Homeroom teachers will communicate with students and parents to make sure students are completing the test. Title teachers, assessment coordinator, and counselors will review results to identify students for targeted assistance and develop a plan for addressing deficit areas.	Academic Support Program	Tier 1	Implement	10/06/2014	06/30/2018	$0	No Funding Required	Principal, Manager of Counseling, Manager of Special Education, Assessment Coordinator

Activity - MEAP Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and counselor will review students testing results (8th grade MEAP) to identify 9th grade students at-risk.	Academic Support Program	Tier 1	Implement	07/01/2014	06/29/2018	$0	No Funding Required	Manager of Counseling, Manager of Special Education, Assistant Principal

Strategy 4:

PIP Review - Review, evaluate, & identify Personalized Intervention Plans (PIPs) and interventions until 100% 9-11 students needing growth have them.

Category:

Research Cited: RESI/Towson University analysis of 2009-2010 state standardized test scores across all states that host both a Connections and K12 school.

College Ready for All, Bill and Melinda Gates Foundation, http://www.gatesfoundation.org/learning/Documents/Collegeready foralleducationplan.pdf

Tier: Tier 1

Activity - Homeroom Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will review alarm and intervention statuses for their students to recommend action as needed.	Academic Support Program	Tier 1	Implement	09/22/2014	06/30/2018	$0	No Funding Required	Homeroom teachers

Activity - PLC Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Community team review of bi-weekly grade reports to make recommendations for students needing Personalized Intervention Plan and/or intervention.	Academic Support Program	Tier 1	Implement	09/22/2014	06/30/2018	$0	No Funding Required	Principal, Assistant Principal, Professional Learning Community Team Facilitator

Activity - Counselor Follow Up	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor to follow up with students identified for intervention to ensure students are completing steps of their plans.	Academic Support Program	Tier 2	Implement	09/22/2014	06/30/2018	$0	No Funding Required	Manager of Counseling

Activity - Student Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title teacher to establish regular contact schedule with students identified for intervention. Teachers make recommendations to Title teachers for intervention if they feel students are not making good progress after they have worked with students. Title teachers then set-up a contact schedule to reach out to student and caretaker supplemental to regular communications in order to keep student on track or get them back on track for student achievement.	Academic Support Program	Tier 2		09/15/2014	06/29/2018	$75000	Title I Schoolwide	Principal, Assistant Principal, Title teacher

Strategy 5:

Intervention Monitoring - Monitor interventions for progress, make changes, consult with Student Support Team, adjust interventions, document in Issue Aware, etc.

Category:

Research Cited: Fenner, D., Mansour, S., and Sydor, N. (2010). The Effects of Differentiation and Motivation on Students Performance. School of Education at Saint Xavier University, Chicago IL

Abell, M. (2006). Individualizing learning using intelligent technology and universally designed curriculum. Journal of Technology, Learning, and Assessment, 5(3).

Retrieved [date] from http://www.jtla.org

Tier: Tier 2

Activity - Intervention Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Title teachers and Special education staff will review, weekly, outcome of intervention sources for assigned students. Title teachers in consultation with core teachers and counselor will determine if and what changes to interventions need to be made on a bi-weekly basis | Academic Support Program | Tier 2 | Implement | 09/22/2014 | 06/30/2018 | $0 | No Funding Required | Principal, Assistant Principal, Manager of Special Education, Manager of Counseling, Title staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership, teaching staff, administrative staff will attend training/professional development sessions to improve skills and increase knowledge in formalizing results-driven growth plans to provide a basis for differentiated instruction, applying systemic process for triangulated school improvement, self assessment, and student learning.	Professional Learning			07/01/2017	06/30/2018	$5000	Title II Part A	staff attending PD will work with all staff to develop strategies and plans for improvement

Goal 3: GLCA will develop and implement a system of incorporating the use of multiple sources of data to identify instructional needs. (Standard 3: Assessment)

Measurable Objective 1:

collaborate to review the available sources of assessment data and recommend which specific data points (both formative and summative) should be utilized by 10/01/2018 as measured by monitoring instructional impact to the district administrative team .

(shared) Strategy 1:

PLC - GLCA Assessment Team

Category: Other - Assessment

Research Cited: DeFour, Stiggens

Tier: Tier 1

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's, and appropriate teams will meet regularly to review data and recommend actions to be implemented school wide.	Evaluation	Tier 1	Implement	08/13/2018	05/31/2019	$0	No Funding Required	Assessment Team

Measurable Objective 2:

collaborate to ensure students in grades 6-11 have a personalized instructional plan written that is communicated to both caretakers and the students' teachers by 11/30/2018 as measured by ensuring that 95% of students in grades 6-11 are included.

(shared) Strategy 1:

PLC - GLCA Assessment Team

Category: Other - Assessment

Research Cited: DeFour, Stiggens

Tier: Tier 1

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's, and appropriate teams will meet regularly to review data and recommend actions to be implemented school wide.	Evaluation	Tier 1	Implement	08/13/2018	05/31/2019	$0	No Funding Required	Assessment Team

Measurable Objective 3:

collaborate to review formative and summative student assessment data, paying particular attention to subgroup results (SES, Gender, disability, etc.) by 07/29/2019 as measured by meeting agendas, minutes, and ongoing PLC progress.

(shared) Strategy 1:

PLC - GLCA Assessment Team

Category: Other - Assessment

Research Cited: DeFour, Stiggens

Tier: Tier 1

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's, and appropriate teams will meet regularly to review data and recommend actions to be implemented school wide.	Evaluation	Tier 1	Implement	08/13/2018	05/31/2019	$0	No Funding Required	Assessment Team

Goal 4: GLCA will develop and implement structures and processes to meet the varied needs of all students which are monitored for timeliness and effectiveness.

Measurable Objective 1:

demonstrate a behavior review of the current process for placing students within tiers of support and identify any modifications needed for the additional alternative path by 05/30/2019 as measured by ensuring that all students are appropriately placed within and utilizing MTSS supports.

(shared) Strategy 1:

MTSS Monitoring - Administrative staff will pull data reports and discuss with lead teachers and the SSP team to review student needs, utilization, documentation, and to ensure progress monitoring is regularly taking place.

Category: Learning Support Systems

Research Cited: Research Brief:

Multi

-

tier System of Support

s

(MTSS)

Urban Special Education Leadership Collaborative

1

By: Orla Higgins Averill and

Claudia Rinaldi, Urban Special Education Leadership Collaborative

Research Brief: Multi-tier System of Supports (MTSS) Urban Special Education Leadership Collaborative: From RTI and PBIS to MTSS. Available from:

https://www.researchgate.net/publication/257943832_Research_Brief_Multi-

tier_System_of_Supports_MTSS_Urban_Special_Education_Leadership_Collaborative_From_RTI_and_PBIS_to_MTSS [accessed Jun 28 2018].

Tier: Tier 1

Activity - MTSS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SSP team meetings, administrative reports, PLC utilization	Direct Instruction, Teacher Collaboration, Academic Support Program, Monitor	Tier 1	Monitor	09/19/2018	05/31/2019	$150000	Title I Schoolwide	Interventionists, Title I supported teachers

Measurable Objective 2:

achieve college and career readiness accountability targets by 05/30/2019 as measured by having students identified in appropriate learning pathways within 30 days of enrollment.

(shared) Strategy 1:

Instructional Team Monitoring - District and building administrative staff will work with instructional and support staff to define the dual path options for learners,

ensuring all staff are both aware and able to address what path a learner has been placed on and why.

Category: Learning Support Systems

Research Cited:

Developing Responsible and Autonomous Learners: A Key to Motivating Students

Teacher's Modules

Barbara McCombs, PhD, University of Denver

Tier: Tier 1

Activity - Instructional Team Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional team will use data, discuss student needs, consult with teachers, and review student placement.	Direct Instruction, Teacher Collaboration, Communication, Monitor, Implementation, Evaluation	Tier 1	Implement	08/20/2018	05/30/2019	$0	No Funding Required	Principal, Assistant Principals

Measurable Objective 3:

achieve college and career readiness by ensuring that 100% of students are placed in appropriate courses and interventions based on their specific graduation path and performance needs by 05/30/2019 as measured by reviewing student progress reports on a quarterly basis from November 2018 through June 2019.

(shared) Strategy 1:

MTSS Monitoring - Administrative staff will pull data reports and discuss with lead teachers and the SSP team to review student needs, utilization, documentation, and

to ensure progress monitoring is regularly taking place.

Category: Learning Support Systems

Research Cited: Research Brief:

Multi

-

tier System of Support

s

(MTSS)

Urban Special Education Leadership Collaborative

1

By: Orla Higgins Averill and

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Research Brief: Multi-tier System of Supports (MTSS) Urban Special Education Leadership Collaborative: From RTI and PBIS to MTSS. Available from:

https://www.researchgate.net/publication/257943832_Research_Brief_Multi-

tier_System_of_Supports_MTSS_Urban_Special_Education_Leadership_Collaborative_From_RTI_and_PBIS_to_MTSS [accessed Jun 28 2018].

Tier: Tier 1

Activity - MTSS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SSP team meetings, administrative reports, PLC utilization	Direct Instruction, Teacher Collaboration, Academic Support Program, Monitor	Tier 1	Monitor	09/19/2018	05/31/2019	$150000	Title I Schoolwide	Interventionists, Title I supported teachers

(shared) Strategy 2:

Instructional Team Monitoring - District and building administrative staff will work with instructional and support staff to define the dual path options for learners,

ensuring all staff are both aware and able to address what path a learner has been placed on and why.

Category: Learning Support Systems

Research Cited:

Developing Responsible and Autonomous Learners: A Key to Motivating Students

Teacher's Modules

Barbara McCombs, PhD, University of Denver

Tier: Tier 1

Activity - Instructional Team Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Instructional team will use data, discuss student needs, consult with teachers, and review student placement.	Direct Instruction, Teacher Collaboration, Communication, Monitor, Implementation, Evaluation	Tier 1	Implement	08/20/2018	05/30/2019	$0	No Funding Required	Principal, Assistant Principals

Goal 5: GLCA will ensure that district and building staff have access to and are encouraged to continue professional learning to continue to develop knowledge and skills that will allow them to provide quality instructional support for our students. (Standard 8:

Measurable Objective 1:

achieve college and career readiness by providing staff professional learning opportunities in mathematics instruction by 07/29/2019 as measured by observed evidence and documentation demonstrating implementation and utilization of strategies, concepts, and PL ideas.

(shared) Strategy 1:

PD Participation - Staff will research available PD opportunities; submit requests; and/or participate in identified workshops, conferences, and professional learning opportunities.

Category: Other - Professional Learning

Research Cited: Why Professional Development Matters by Hayes Mizell, Learning Forward

Tier: Tier 1

Activity - PD Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD attendance and implementation of concepts in classroom and within district	Teacher Collaboration, Curriculum Development, Career Preparation/Orientation, Professional Learning	Tier 1		08/13/2018	07/29/2019	$50000	Title II Part A	Administration, Teachers

Strategy 2:

FAME Participation - Up to 10 staff members and administrative staff will be identified to lead our GLCA FAME (Formative Assessment for Michigan Educators) Team throughout the 2018-19 school year.

Category: Learning Support Systems

Research Cited: https://www.michigan.gov/documents/mde/Abstract_-_Final_Report_of_Results_from_Research_on_the_2015-16_FAME_Pro..._545179_7.pdf

Tier: Tier 1

Activity - FAME Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify participating staff, register, provide support for attendance, provide support for implementation	Teacher Collaboration, Professional Learning, Evaluation	Tier 1		08/13/2018	06/05/2019	$1000	Title II Part A	Administrative Staff, Identified participating staff

Measurable Objective 2:

increase student growth for students in subgroups of SES, gender, and special needs by 07/29/2019 as measured by identifying professional learning opportunities addressing instructional needs within the different subgroups.

(shared) Strategy 1:

PD Participation - Staff will research available PD opportunities; submit requests; and/or participate in identified workshops, conferences, and professional learning opportunities.

Category: Other - Professional Learning

Research Cited: Why Professional Development Matters by Hayes Mizell, Learning Forward

Tier: Tier 1

Activity - PD Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD attendance and implementation of concepts in classroom and within district	Teacher Collaboration, Curriculum Development, Career Preparation /Orientation , Professional Learning	Tier 1		08/13/2018	07/29/2019	$50000	Title II Part A	Administration, Teachers

Goal 6: GLCA will develop and implement a plan that ensures all stakeholders are aware and able to communicate fully with staff (support staff, teachers, counselors, and administration) as needed. (Standard 9: Communication)

Measurable Objective 1:

collaborate to improve satisfaction among staff and parents by 05/01/2019 as measured by demonstrating an increase in satisfaction by 10 points from 2017-18 levels to 2018-19.

Strategy 1:

District Communication Team - Based on the input from staff satisfaction surveys and current communication survey input, the district communication team will identify the best method for communicating district and building information for all stakeholders: staff, parents, and students by October 1, 2018.

Category: School Culture

Research Cited: Develop a Strong School District Communication Strategy

By Marty Weil

http://www.scholastic.com/browse/article.jsp?id=3754978

Tier: Tier 1

Activity - District Communication Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the input from staff satisfaction surveys and current communication survey input, the district communication team will identify the best method for communicating district and building information for all stakeholders: staff, parents, and students by October 1, 2018.	Communication, Parent Involvement, Monitor, Community Engagement	Tier 1		08/27/2018	05/30/2019	$0	No Funding Required	District Communication Team

Goal 7: GLCA will address academic gaps identified by assessment scores to ensure optimal performance by all students.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness accountability targets in English Language Arts by 05/30/2019 as measured by demonstrating progress toward meeting accountibility measures.

Strategy 1:

Instructional Effectiveness - MTSS implementation

Formative Assessment Utilization

Category: English/Language Arts

Research Cited: Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS

http://www.academia.edu/5345629/Research_Brief_Multi-tier_System_of_Support_MTSS_Introduction_From_RTI_and_PBIS_to_MTSS

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporation of professional learning, strategies developed in PLCs, use of formative assessment data reviews, and improved engagement among students.	Direct Instruction, Teacher Collaboration, Academic Support Program, Monitor, Behavioral Support Program	Tier 1		09/04/2018	07/29/2019	$10000	Title II Part A	All Staff

Goal 8: GLCA will increase graduation cohort rates allowing for the removal of CSI designation.

Measurable Objective 1:

improve graduation rate for all cohorts by 08/26/2019 as measured by achiving minimum overall rate of 67%.

Strategy 1:

GAD Improvement - Reduce core course failure rate to no more than 10% ensuring no more than one semester F and no fewer than the number of credits required to be promoted to the next grade.

Category: Other - Accountability Index Measure

Research Cited: Factors Influencing High School Graduation Issue Brief Prepared for the Washington Student Achievement Council

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwjCi7jL8PfbAhXm6oMKHTKCAycQFggzMAI&url=https%3A%2F%2Fwww.wsac.wa.gov%2Fsites%2Fdefault%2Ffiles%2F2015.12.3.Ritter.Graduation.Issue.Brief.pdf&usg=AOvVaw2rUCuukjFF7AphN7EkWfbw

Tier: Tier 1

Activity - Instructional Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and resources for effective direct instruction and monitor implementation by all teachers.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1		08/20/2018	07/29/2019	$0	No Funding Required	Teachers, Instructional administrative team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
FAME Participation	Identify participating staff, register, provide support for attendance, provide support for implementation	Teacher Collaboration, Professional Learning, Evaluation	Tier 1		08/13/2018	06/05/2019	$1000	Administrative Staff, Identified participating staff
Professional Development	teachers/interventionists will attend classes/trainings/conferences and/or utilize purchased PD resources to increase knowledge and improve expertise/skills in developing integrative lessons demonstrating real-world application, monitoring students' mastery of content, and proving interventions where appropriate.	Professional Learning			07/01/2015	06/30/2018	$17500	all staff
PD Participation	PD attendance and implementation of concepts in classroom and within district	Teacher Collaboration, Curriculum Development, Career Preparation /Orientation, Professional Learning	Tier 1		08/13/2018	07/29/2019	$50000	Administration, Teachers
Professional Development	School leadership, teaching staff, administrative staff will attend training/professional development sessions to improve skills and increase knowledge in formalizing results-driven growth plans to provide a basis for differentiated instruction, applying systemic process for triangulated school improvement, self assessment, and student learning.	Professional Learning			07/01/2017	06/30/2018	$5000	staff attending PD will work with all staff to develop strategies and plans for improvement

Direct Instruction	Incorporation of professional learning, strategies developed in PLCs, use of formative assessment data reviews, and improved engagement among students.	Direct Instruction, Teacher Collaboration, Academic Support Program, Monitor, Behavioral Support Program	Tier 1		09/04/2018	07/29/2019	$10000	All Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Interventions	Students identified as most at risk of failing, for example, Title I, Special Education, Econ. Disadvantaged, and those in the bottom 25% will receive these interventions (i.e., supplemental one-on-one or small group lessons, additional communication, access to supplemental materials/software)	Academic Support Program	Tier 2	Implement	09/07/2015	06/30/2018	$35000	Teachers and intervention teachers
Credit Review	Counselors/advisory teachers will review incoming students to compare total credits and progress toward graduation with stated grade. They will then confirm cohort and credit standing with verified transcript submission. The Advisory teacher/counselor will assist students who enroll mid-semester to get back on track and will work with counselors to evaluate student standing and progress toward graduation and course passing and make course adjustments as needed.	Recruitment and Retention	Tier 1	Implement	07/01/2014	06/30/2018	$15000	Manager of Counseling/ counselors/ advisory teachers
Develop Alternative Lessons	Intervention teachers will work with core teachers to develop alternate lessons and assessments to assist students who are struggling with content in classes and to address the needs of students greater than 2 grades below grade level performance. Intervention teachers will provide supplemental interventions and additional instructional assistance to students identified as needing help in math classes via push-in and via pull-out during non-instructional time including modifications to assignments/assessments, additional one-on-one or group lessons; additional communications/contact via email/phone, access to supplemental materials/software.	Academic Support Program	Tier 2	Implement	09/07/2015	06/30/2018	$50000	Teachers and interventionist teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Implementation	SSP team meetings, administrative reports, PLC utilization	Direct Instruction, Teacher Collaboration, Academic Support Program, Monitor	Tier 1	Monitor	09/19/2018	05/31/2019	$150000	Interventionists, Title I supported teachers
Student Contact	Title teacher to establish regular contact schedule with students identified for intervention. Teachers make recommendations to Title teachers for intervention if they feel students are not making good progress after they have worked with students. Title teachers then set-up a contact schedule to reach out to student and caretaker supplemental to regular communications in order to keep student on track or get them back on track for student achievement.	Academic Support Program	Tier 2		09/15/2014	06/29/2018	$75000	Principal, Assistant Principal, Title teacher
Re-Evaluate Class Standing	Counselors/advisory teachers will re-evaluate class standing based on semester failure lists to identify schedule changes and/or pacing option changes. Based on failure list and recommended schedule changes, Counselors and Leadership Team will contact student and family to discuss options for addressing deficit, including options for rescheduling and/or assure that pacing option allows student to address deficiency to make sure they have the greatest chance for success.	Recruitment and Retention	Tier 1	Implement	08/25/2014	06/30/2018	$25000	Principal, Assistant Principal, Manager of Counseling, Manager of Special Education, advisory teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify Gaps in Curriculum	Identify gaps or omissions of CCSS and HSCEs in courses to identify if any standards (esp. HSCEs) need to be supplemented.	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2018	$0	Teachers and Staff

Intervention Monitoring	Title teachers and Special education staff will review, weekly, outcome of intervention sources for assigned students. Title teachers in consultation with core teachers and counselor will determine if and what changes to interventions need to be made on a bi-weekly basis	Academic Support Program	Tier 2	Implement	09/22/2014	06/30/2018	$0	Principal, Assistant Principal, Manager of Special Education, Manager of Counseling, Title staff
Develop Alternative Lessons	Intervention teachers will work with core teachers to develop alternate lessons and assessments to assist students who are struggling with content in classes and to address the needs of students greater than 2 grades below grade level performance. Intervention teachers will provide supplemental interventions and additional instructional assistance to students identified as needing help in math classes via push-in and via pull-out during non-instructional time including modifications to assignments/assessments, additional one-on-one or group lessons; additional communications/contact via email/phone, access to supplemental materials/software.	Academic Support Program	Tier 2	Implement	09/07/2015	06/30/2018	$0	Teachers and interventionist teachers
MEAP Review	The Title I teacher and counselor will review students testing results (8th grade MEAP) to identify 9th grade students at-risk.	Academic Support Program	Tier 1	Implement	07/01/2014	06/29/2018	$0	Manager of Counseling, Manager of Special Education, Assistant Principal
AOPR Review	Run & Review Assessment Objective Performance Report (AOPR) – share and discuss findings with staff (math & English standard performance only) based on the AOPR, report run biweekly by principal and loaded on Issue Aware for review by staff. The Professional Learning Community teams will review AOPR and make recommendations for addressing any shortfalls AOPR may uncover.	Academic Support Program	Tier 1	Implement	10/06/2014	06/30/2018	$0	Principal, Assistant Principal, Professional Learning Community Team Facilitators
Identify Standards from State Tests	Identify standards/lessons/ courses utilized in standardized tests to ensure student mastery and preparedness for state & national assessments.	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2018	$0	Teachers and Staff
Collaboration	PLC's, and appropriate teams will meet regularly to review data and recommend actions to be implemented school wide.	Evaluation	Tier 1	Implement	08/13/2018	05/31/2019	$0	Assessment Team
Develop Checklist	Develop checklist to track coverage of targeted CCSS & HSCE standards for LL	Other - Curriculum review	Tier 1	Implement	07/01/2015	06/30/2018	$0	Teachers/Staff

Assessment of Standards	From findings of CCSS and HSCE alignment, teachers will identify standards being targeted for supplemental instruction.	Other	Tier 1		07/01/2015	06/30/2018	$0	Teachers/Staff
District Communication Team	Based on the input from staff satisfaction surveys and current communication survey input, the district communication team will identify the best method for communicating district and building information for all stakeholders: staff, parents, and students by October 1, 2018.	Communication, Parent Involvement, Monitor, Community Engagement	Tier 1		08/27/2018	05/30/2019	$0	District Communication Team
Counselor Follow Up	Counselor to follow up with students identified for intervention to ensure students are completing steps of their plans.	Academic Support Program	Tier 2	Implement	09/22/2014	06/30/2018	$0	Manager of Counseling
Instructional Team Meeting	Instructional team will use data, discuss student needs, consult with teachers, and review student placement.	Direct Instruction, Teacher Collaboration, Communication, Monitor, Implementation, Evaluation	Tier 1	Implement	08/20/2018	05/30/2019	$0	Principal, Assistant Principals
Scheduling Needs	Counselors will contact student and caretaker to discuss options for addressing deficit and work to reschedule students who need to retake or repeat failed course and/or assure that pacing option allows student to address deficiency to make sure they have the greatest chance for success.	Recruitment and Retention	Tier 1	Implement	01/16/2015	06/30/2018	$0	Manager of Counseling
NWEA/MAP Monitoring	benchmark testing will be made available 3x per year (placed on to-do list and planner for student). Homeroom teachers will communicate with students and parents to make sure students are completing the test. Title teachers, assessment coordinator, and counselors will review results to identify students for targeted assistance and develop a plan for addressing deficit areas.	Academic Support Program	Tier 1	Implement	10/06/2014	06/30/2018	$0	Principal, Manager of Counseling, Manager of Special Education, Assessment Coordinator
PLC Review	Professional Learning Community team review of bi-weekly grade reports to make recommendations for students needing Personalized Intervention Plan and/or intervention.	Academic Support Program	Tier 1	Implement	09/22/2014	06/30/2018	$0	Principal, Assistant Principal, Professional Learning Community Team Facilitator

Homeroom Review	Homeroom teachers will review alarm and intervention statuses for their students to recommend action as needed.	Academic Support Program	Tier 1	Implement	09/22/2014	06/30/2018	$0	Homeroom teachers
Instructional Effectiveness	Provide support and resources for effective direct instruction and monitor implementation by all teachers.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1		08/20/2018	07/29/2019	$0	Teachers, Instructional administrative team
Re-Evaluate Class Standing	Counselors will re-evaluate class standing based on semester failure lists to identify schedule changes and/or pacing option changes.	Recruitment and Retention	Tier 1	Implement	01/16/2015	06/30/2018	$0	Manager of Counseling
Student Interventions	Students identified as most at risk of failing, for example, Title I, Special Education, Econ. Disadvantaged, and those in the bottom 25% will receive these interventions (i.e., supplemental one-on-one or small group lessons, additional communication, access to supplemental materials/software)	Academic Support Program	Tier 2	Implement	09/07/2015	06/30/2018	$0	Teachers and intervention teachers