



# **School Improvement Plan**

Great Lakes Cyber Academy HS

Great Lakes Cyber Academy

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP 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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans have been created in ASSIST	

# **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?**

Through district wide teacher surveys and a comprehensive data analysis of student growth and achievement.

### **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?**

The results were the four goals found in the district improvement plan. Those goals are:

The graduation rate for 4,5, & 6 year cohorts will be at least 67% by the end of the 2019-20 school year.

GLCA will develop and implement a system of incorporating the use of multiple sources of data to identify instructional needs to ensure the optimal performance of all students, including subgroups.

GLCA will develop and implement an onboarding process that addresses the needs and issues of late-enrolling students.

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.

### **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.**

The SIP goals were developed through a SMART goal development process with teachers and administrators.

### **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?**

The goals were developed with each four main subgroups in mind, the middle school, 9th grade academy, 10-12 grade academy, and the alternative school.

## **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 focus on helping ALL students by addressing individual student education plans, setting goals for student growth on NWEA MAP assessments, and increasing student achievement across all grades and buildings.

**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).**

The RIT process will be a focus strategy in several of the goals. This process is heavily research based and utilized nationwide.

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

Individual student needs are varied and require a high level of attention from classroom teachers and intervention specialists.

**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.**

Increasing effective communication between parents and teachers is a strategy that will increase knowledge of current progress and help goal setting by the student with the help of parents and teachers.

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

Each goal will have benchmarks that are timely and measurable. Measures such as course completion, core course pass rates, and measured student growth on the NWEA are all being used to determine the outcome of the SMART goals that have been created.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	Yes, all teachers meet the NCLB requirements for highly qualified.	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate was 9.5%

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

The experience level of key teaching personnel is very high, we have experienced teachers in leadership and mentoring positions.

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

The school continuously seeks out high quality teachers and staff through attending teacher job fairs and utilizing a selection/interview process that includes virtual video submissions and in person multi level interviews.

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

The district continuously seeks out high quality teachers and staff through attending teacher job fairs and utilizing a selection/interview process that includes virtual video submissions and in person multi level interviews.

### 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?

N/A

## 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.**

Our provided professional learning opportunities are comprehensive and on going. Teachers have the ability to seek out and submit requests to attend professional learning that suits their needs as addressed by the SMART goals they have developed.

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

Programs such as Cognitive Coaching (8 full day sessions) and Adaptive Schools (6 full day sessions) have been offered to all of the staff as onsite training to improve our ability to form positive relationships with all key stakeholders, including parents and students.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## Component 6: Strategies to Increase Parental Involvement

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

Parent satisfaction survey results and individual conversations are taken into consideration when designing the district and school plans.

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

Parent satisfaction survey results and individual conversations are taken into consideration when designing the district and school plans. They will continue to be consulted as specific goals are implemented and assessed for effectiveness.

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

Parent satisfaction survey results and individual conversations are taken into consideration when designing the district and school plans. They will continue to be consulted as specific goals are implemented and assessed for effectiveness.

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		

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

TBC

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

Parents will be informed of many of the SMART goals and one of them involves improving direct communication of student achievement to parents and students.

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

They will be used to make adjustments to each individual goal as needed.

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

Through development of positive relationships with all key stakeholders including parents.

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

N/A

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

Through communication with parents by advisory teachers. Each student has an advisory teacher that develops personal relationships with parents and students.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	It is still being revamped.	

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

Teachers will speak with students and parents individually about NWEA results, breaking down the essential data into language that can be easily understood.

## **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?**

N/A

**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?**

N/A

## **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?**

Teachers help in the development of and assessment of the effectiveness of school-based academic assessments in each of the core subject areas. They have developed goals regarding these assessments and will be evaluating their effectiveness throughout the year.

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

Many of the SMART goals created for the SIP involve student achievement data both at the course level and the analysis of assessments such as the NWEA for Math and Reading.

## **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.**

Analysis of NWEA and state testing data allows teachers to set individual goals with students to show growth in areas of need.

### **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?**

Analysis of NWEA and state testing data allows teachers to set individual goals with students to show growth in areas of need.

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

Each student will have a developed EDP. Teachers utilize data available and student achievement to produce individualized curriculum adjustments across the school district.

## **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.**

The schoolwide programs will be utilizing assessment data from the NWEA, PSAT, and MSTEP.

**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.**

Teachers and administration have created SIP goals that are directly related to the DIP goals. These goals utilize the SMART goal format and are developed to include timely assessment and analysis of results in order to adjust goals and make them effective and flexible to maximize student growth.

**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.**

N/A

## **Evaluation:**

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

SIP goals were developed as SMART goals. These goals are assessed several times throughout the year and adjusted as needed.

**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.**

SIP goals were developed as SMART goals. These goals are assessed several times throughout the year and adjusted as needed.

**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.**

Through analysis of NWEA growth and data regarding core course completion and pass rates.

**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?**

Highly effective teams have been formed at the school program level to analyze and adjust each SMART goal as necessary at regular intervals throughout the school year.

# **GLCA Alternative Path School Improvement Plan**

## Overview

### Plan Name

GLCA Alternative Path School Improvement Plan

### Plan Description

## 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	70% of GLCA Middle School students will pass all core classes by the end of the first semester.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Increase core course pass rates in the freshman academy by 10% for the first semester.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	The 10-12 grade team will improve core course completion rates by 20%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: 70% of GLCA Middle School students will pass all core classes by the end of the first semester.

### Measurable Objective 1:

demonstrate student proficiency (pass rate) by 70% of Middle School students passing all core classes. by 01/20/2020 as measured by collecting data on student core course pass rates..

### Strategy 1:

Self Contained 6th Grade - All 6th grade students will be in a self contained classroom in order to ensure their transition to middle school and online learning is a smooth and comprehensive as possible.

Category: Learning Support Systems

Tier: Tier 1

Activity - Monitor Self Contained 6th Grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect data on 6th grade program effectiveness.	Academic Support Program	Tier 1	Monitor	08/27/2019	01/20/2020	\$0	No Funding Required	Sprouse

### Strategy 2:

Response to Intervention - Identifying students in need of tiered intervention and utilizing the RTI process with fidelity.

Category: Learning Support Systems

Tier: Tier 1

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor RTI effectiveness	Academic Support Program	Tier 1	Monitor	08/27/2019	01/20/2020	\$0	No Funding Required	Sprouse

## Goal 2: Increase core course pass rates in the freshman academy by 10% for the first semester.

### Measurable Objective 1:

increase student growth by increasing core course pass rates in the Freshman Academy by 10% by 01/20/2020 as measured by comparing core course pass rates from first semester last year to this year..

## School Improvement Plan

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### Strategy 1:

Pre-Test - Through the creation and utilization of a standards based pre-test to be given in the core classes of Algebra 1, English 9, Biology, and U.S. History to allow courses to be modified based on individual mastery of standards.

Category: Other - Assessment

Tier: Tier 1

Activity - Pre-Test Creation and Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are creating pre-tests to be given to students to determine individual mastery of standards.	Direct Instruction	Tier 1	Getting Ready	08/26/2019	05/29/2020	\$0	No Funding Required	Sprouse

## Goal 3: The 10-12 grade team will improve core course completion rates by 20%.

### Measurable Objective 1:

increase student growth by improving core course completion rates by 20%. by 01/20/2020 as measured by Collecting data on student core course completion rates..

### Strategy 1:

Accurate Progress Reporting - Teachers will send progress reports that accurately reflect progress/grades, to students and caretakers at the 25%, 50% and 75% marks in the semester. At the 50% mark we will send both electronic and paper progress reports to students and caretakers.

Category: School Culture

Tier: Tier 1

Activity - Progress Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and caretakers will have conversations around the progress reports to ensure understanding.	Academic Support Program	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	No Funding Required	Sprouse

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Self Contained 6th Grade	Collect data on 6th grade program effectiveness.	Academic Support Program	Tier 1	Monitor	08/27/2019	01/20/2020	\$0	Sprouse
Progress Reports	Students and caretakers will have conversations around the progress reports to ensure understanding.	Academic Support Program	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	Sprouse
Pre-Test Creation and Delivery	Teachers are creating pre-tests to be given to students to determine individual mastery of standards.	Direct Instruction	Tier 1	Getting Ready	08/26/2019	05/29/2020	\$0	Sprouse
RTI	Monitor RTI effectiveness	Academic Support Program	Tier 1	Monitor	08/27/2019	01/20/2020	\$0	Sprouse