



School Improvement Plan

Great Lakes Cyber Academy

Ms. Heather Ballien
2875 Eyde Parkway, Suite 200
East Lansing, MI 48823

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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

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	

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 school leadership and includes parents, teachers, Board members and students. Needs assessment is supported by robust data, including parent surveys, student surveys, and staff surveys and ongoing opportunities to submit feedback in multiple ways. 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 the school 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, 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.

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 ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure gains over the schoolyear. These include state testing and internal ScantronNWEA MAP. Students take the ScantronNWEA MAP test twothree times per year. ScantronNWEA MAP 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. The governing Board ensures the school will comply with all statewide system of assessment and accountability requirements applicable to all state public schools.

The following paragraphs describe the specific assessments that the school uses to evaluate the progress of students and cohorts over time as well as the school as a whole.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math and language arts assessment items. The report will identify the objectives students should master by the end of that grade level based on State Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

Placement: Prior to the beginning of the academic year (or the student enrollment date when later), each new student will take part in a placement process that includes review of previous school records and state assessment results, review with parents, and use of placement
SY 2019-2020

tests as needed. Placement specialists then determine a grade-level and/or course placement in consultation with parents/guardians, counselors and administrators.

Yearly Progress: LEAPNWEA MAP (for students in grades 6-118) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on state-mandated tests, and reports key accountability data on progress throughout the academic year. The school will use Scantron for students in grades 9-12 for pre-, mid-, and post-testing.

Ongoing Informal Assessments: Students will engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

Unit Assessments and Offline and Online Portfolio Assignments: Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and a unit test. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers. Student progress reports and grades will include a combination of quizzes, tests, work samples, and teacher feedback.

Curriculum-Based Assessments: The school will use curriculum-based assessments (CBA) as a quick and effective way to gather additional information on students' understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

Baseline Achievement Data: Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for state standardized tests that students take while enrolled at the school, which are proctored face-to-face at a physical location, will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year, and to inform course placement and instructional needs of students.

Response to Intervention: Data is used throughout the school year to implement, for all students, a Response to Intervention model. Students who are struggling with the curriculum are identified by teachers and assigned Tier 1 (adaptations) and Tier 2 (supplements) interventions. This process is facilitated by Connexus which uses data to help identify students' intervention needs. A teacher's Home Page shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. The teacher can use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement, most of which involve an IEP). All efforts are made to meet each student's needs within the general education program.

School Self-Assessment/Evaluation: The school will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The school administration will use Connexus to watch each of these variables closely to monitor the school's overall success. The principal, in collaboration with the staff and with the Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Governing Board will approve these school goals and the performance of the principal and staff is evaluated in part by using the school goals.

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?

Student Achievement

Student Proficiency - All Students

2014-15 2015-16

Science (M-Step) 14% 22%

Social Studies (M-Step) 24% 34%

English 47% (ACT) 54% (SAT)

Math 9% (ACT) 15% (SAT)

Top 30/Bottom 30

% in Bottom 30 % in Middle 40 % in Top 30

ELA 2 or more races <5% 50% 50%

Black, African American 82% <10% <10%

White 29% 38% 31%

Hispanic 25% 67% <10%

Economically disadvantaged 37% 37% 26%

Not Economically disadvantaged 24% 42% 34%

Students with Disabilities 61% 22% 17%

Students without Disabilities 33% 33% 33%

Female 38% 43% 27%

Male 29% 35% 57%

Math 2 or more races 25% 38% 38%

Black, African American 55% 36% <10%

White 28% 41% 31%

Hispanic 33% 33% 33%

Economically disadvantaged 37% 37% 26%

Not Economically disadvantaged 24% 42% 34%

Students with Disabilities 57% 26% 17%

Students without Disabilities 33% 33% 33%

Female 33% 39% 28%

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Male 23% 41% 35%

Based on our state testing results for the 2014-15 and 2015-16 school years, efforts to increase academic performance have resulted in modest gains. We are not making adequate progress, however, to be on track for our district expectations for achievement by 2026; therefore, continued efforts are needed. Evaluation of course completion data has shown that we continue to have too large of a population of students who are not making progress with coursework. While this is largely due to students who are not engaging with our school, this outcome continues to significantly impact our overall graduation rate.

Given our steady but slow progress with academic achievement and our graduation rate, we continue to target efforts aimed at increasing engagement and performance for students.

Perceptions Data

Staff - Recent staff survey results show that the school needs to address the following areas: communication. Based on the feedback from our staff satisfaction survey, staff feels that they are not made aware when changes occur and/or that they do not have input to decisions that are made,. Both of these areas will be addressed in the coming year.

Parents - Feedback from parent surveys and ongoing meetings and feedback opportunities throughout the year show that the school needs to address the following areas: parents are largely satisfied with our school, teacher's and level of communication. We will begin to turn our attention to enhancing social and emotional connections with our school (eg., field trips and regional offerings) and program offerings and connections with our special education department. Both areas rated the lowest on our parent satisfaction survey.

Demographic Data

The school recently expanded to add grades 6 through 8. These grades make up approximately 15% of total enrollment. 41% of our students are in the 9th and 10th grades; 29% minority population, predominately African-American; 53% FARM Eligible, 45% free, 8% reduced; 68% of our students enroll already off cohort for graduation; 14% of students with IEP, 3% of students in the ELL program. One demographic trend appears to be the late enrollment of our students. GLCA opened for the 1617 school year in September with approximately 800 students. As of March 2017, there are 1000 students enrolled. Some of them started at the onset of the 2nd semester but many are "late enrollees".

CONCLUSIONS

Based on our initial review of available data, the following focus areas will be addressed: academic performance, especially math; College and Career Readiness proficiency; and the graduation rate.

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 upcoming State testing results will produce an above average (above 50th percentile) ranking. Course grades, passing rates, and ScantronNWEA MAP tests indicate the following needs in reading and writing that are addressed in our goals for these subjects:

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English I - IV,

Strategies:

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.

Evidence-Based Literacy Instruction: EBLI is a literacy instruction program which utilizes several strategies to improve reading accuracy, fluency, and comprehension. EBLI's theory of change states that mastered reading accuracy has subsequent beneficial effects on students' reading fluency and comprehension.

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.

Objective: GLCA's upcoming state testing results will produce an above average (above 50th percentile) ranking.

Course grades, passing rates, and ScantronNWEA MAP 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: 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 MathImagine 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 MathImagine 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 (see above)

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

Objective: GLCA's upcoming state testing results will produce an above average (above 50th percentile) ranking.

Course grades, passing rates, and ScantronNWEA MAP 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 (see above)

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

Objective: GLCA's upcoming state testing results will produce an above average (above 50th percentile) ranking

Course grades, passing rates, and ScantronNWEA MAP 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 (see above)

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 next 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?

Academic improvement efforts are aimed at all students. While we do not have a discrepancy in our top and bottom 30%, far too many students are not performing at the proficiency level in all subgroups. All efforts need to be made available to all students. All required grades are tested, both with the required state testing assessments and students in grades 6-11 using the NWEA MAP. In addition, all high school students are expected to graduate on time. All students who enter off cohort are provided the opportunity to either get back on cohort or at least close the gap, depending upon how off cohort they are and the student's goal(s). Students who are on cohort are supported to ensure that they remain on cohort. College and Career Readiness is measured utilizing all assessment measures (NWEA MAP, state testing, and course completion within graduation required courses).

Component 2: Schoolwide Reform Strategies

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

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

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.

The delivery of the school'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. The school utilizes a combined learning approach of teacher-to-student individual and small group as well as the online instruction, digital and hands-on curriculum, individualized and team-based learning to provide an engaging and effective educational experience for each student. Skilled virtual English language arts, math, science, social studies, world languages, health/physical education and electives are offered to ensure that each student masters a rich and engaging high school curriculum geared for student success in college and career.

Teachers are provided continuous professional development (PD) opportunities. There are general PD sessions which include "Identifying and Working with 'At-Risk' Students" and "The Importance of Knowing Your Students Academic History and Identifying their Indicators for Success".

The instruction of math such as algebra is improved through such PD sessions 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?"

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

In addition, teachers 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 facilitate data protocols at the PLC meeting after the standardized (ISAT) tests are received to ensure student success. The PLCs 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.

Furthermore, teachers' Live Lesson (LL) sessions are monitored to ensure that lessons are based on State standards that have not been covered in the curriculum. Teachers identify student needs in general and additionally targeting those students who need supplemental

instruction. This additional instruction may include regularly scheduled time with a Title I teacher.

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).

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.

Teachers are provided continuous professional development (PD) opportunities. There are general PD sessions which include "Identifying and Working with 'At-Risk' Students" and "The Importance of Knowing Your Students Academic History and Identifying their Indicators for Success". The instruction of math such as algebra is improved through such PD sessions 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?"

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

The first stage of intervention is provided by the classroom teacher. Teachers place students into Tier I, Tier II, and Tier III interventions based on needs identified through intervention indicator codes, the RtI model, and PLC feedback. The primary difference between the tiers is the frequency and intensity of the interventions and can include additional one-on-one lessons or more targeted lessons depending on the students' needs. Teachers offer corrective feedback and an ongoing log of notes on the intervention. If the 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 a teacher who will provide additional interventions and monitor progress.

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 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.

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 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?

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.

Interventions

The school 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 a set of factors which could indicate a student's likelihood to succeed which drive assignment of the "EFGLR" indicators described below. The third category is the criteria used to determine "at risk" students which drive assignment of intervention indicators (described below). Teachers can review this data in real time via Connexus and are required to pull the information on a monthly basis. Teachers and coaches discuss this data, report findings and trends, at PLC meetings held every two weeks.

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 lessons by the end of the school year, the Participation metric will be around 1.0; if the student is

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working through lessons slowly and may not complete all lessons by the end of the school year, the Participation metric will be less than 1.0.

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

Definitions:

- o Lessons Completed = the number of lessons the student (and Learning Coach) have marked complete.
- o 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.
- o Days Enrolled = the number of days since the student has been enrolled in school.
- o Total Days in School Year = the number of days between the school start and school end dates including weekends and holidays.

EFGLR

Research indicates that certain factors could indicate a student's likelihood to succeed in the INSPIRE Connections Academy Program.

These factors are determined based on information provided during the enrollment process and are indicated with codes called "EFGLR."

The information below describes factors which may impact student performance and likeliness to succeed:

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

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

G: Students in grades K--8 who are on or above grade level 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

L: Students who start the school year on time 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.

Intervention Indicators

Student performance on state tests and diagnostic assessments (i.e., LEAPNWEA MAP®, ScantronNWEA MAP® Performance Series™, and in future years, DIBELS) predicts the likelihood of learning success during the school year. In the My Students area of the Teacher Home Page in Connexus, 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. The categories are:

- A 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: --" (for Math and Reading)
- Student has no pre-test, mid-test, 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.

Staff review accountability reports which detail student performance data including current level of performance, lesson completion rate/pace, and attendance. The data is posted on the student's 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 (more below). All students have tiered interventions which can offer additional support including schedule modifications or altering the curriculum.

We are utilizing a Response-to-Instruction (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.

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 Mislavy & Amy Hafter, SRI Publication, Mar, 2014,

Ascend MathImagine Math: Ascend MathImagine 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 "EFGLR" 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: $\text{Lessons Completed} / \text{Lessons Assigned and Days Enrolled} / \text{Total days in school year} = \text{Participation}$

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

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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.

EFGLR

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 "EFGLR." The information below describes factors which may impact student performance and likeliness to succeed:

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

F: Students who are not eligible for Free and Reduced Meal (FARM) assistance 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

L: Students who start the school year on time 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.

Intervention Indicators

Student performance on state tests and diagnostic assessments (i.e., ScantronNWEA MAP® 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 Rtl 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
	<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	GLCA does not employ any paraprofessionals.	

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	All GLCA teachers are highly qualified per NCLB. 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?

Two teachers left at the end of the 2015-16 school year. This represented a total of 7% of our teaching staff. During the 2016-17 school year, 3 teachers left and 4 positions were added to our staff. Of the 3 staff who left, 2 represented new positions. The total percentage of turnover during the 2016-17 school year was 8%.

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

15 staff have 0-4 years experience

11 have 5-10 years experience

7 have 10+ years 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?

GLCA has not experienced any teacher turn over. GLCA remains 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

MATH

Unlocking Math

Participants engage in pedagogical dialogue with peers, and leave each session with strategies to help drive instruction

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4th Thursday of each month (September through January)

Math Resources

Exploring math instructional resource available to teachers that can be customized and/or sent to students as extra practice or follow up work.

Tuesday, September 20, 2016 and Tuesday, January 19, 2017

Bringing Science to Life!

Teachers discuss how to best utilize online collaboration techniques as well as learn about resource that share real scientific data with the public.

Wednesday, October 12, 2016

Reading/Writing

Developing Empowered Writers

Teachers collaborate on ways to help students meet rigorous ELA class demands

1st Wednesday of each month (October through February)

INSTRUCTIONAL STRATEGY SUPPORT

Advancing Your Practice: Putting All the Pieces Together

Learn to become a successful virtual educator by building successful classroom communities, establishing effective student/teacher relationships, and managing daily tasks.

Thursday, November 3, 2016; Monday, November 14, 2016; and Wednesday, March 8, 2017

Engaging Students Through Project-Based Learning

Develop an understanding of project-based learning as well as benefits of incorporating real-world problems and challenges into instruction.

Wednesday, September 14, 2016 and Tuesday, December 6, 2016

Partnering with Learning Coaches (parents)

How to build effective relationships with Learning Coaches to promote learning outcomes for students

Monday, September 12, 2016

PERFORMANCE DATA SUPPORT

Exploring Teacher Assessment Resources in ScantronNWEA MAP Performance Series®

How to use ScantronNWEA MAP assessment to efficiently pinpoint student proficiency and instructional needs.

Wednesday, October 19, 2016

(there are several other ScantronNWEA MAP based trainings available to staff during the 1617 school year. See PD Plan for more)

RTI AND PROGRESS MONITORING SUPPORT

Introduction to Rtl

Tuesday, August 16, 2016; and Thursday, August 18, 2016

Using the Reports in Reading SISPs to Progress Monitor: SuccessMaker

Tuesday, January 24, 2017

SISP PROGRAM SUPPORT

Focus on Comprehension and Fluency: Meeting Student Needs with SISPs

Explores SISP program offerings that address and support students with comprehension and fluency skill deficiencies

Thursday, September 22, 2016; and Thursday, October 13, 2016

Matching your secondary Student with the Best SISP

Explores SISP offerings to support students with developing number sense and algebra readiness

Thursday, September 15, 2016 and October 11, 2016

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.	No	The school is still in the process of finalizing the Professional Learning Plan for the 1718 school year and will add it here upon completion.	

Component 6: Strategies to Increase Parental Involvement

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

On October 12, 2016, 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 2016 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, the school may hold other meetings during the school year so that parents, teachers and administrators can meet face to face and discuss the plan of action for students at risk of failure. These 'in person' meeting sizes can range from small groups of three to larger groups of fifty people.

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 the Parent Involvement Policy and Compact board approved and distributed for 1617	GLCA Parent Involvement Policy and Compact 1617

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.

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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

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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 6-12.

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	Please see attached GLCA's School-Parent Compact included with the Parent Involvement Policy and Board-approved and distributed during 1617	GLCA Parent Involvement Policy and Compact 1617

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 6-12 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., ScantronNWEA MAP, 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 (Rtl) 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.

School Improvement Plan

Great Lakes Cyber Academy

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 Rtl) 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-SCANTRONNWEA MAP 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 Rtl 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 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.

School Improvement Plan

Great Lakes Cyber Academy

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).

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 MathImagine 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 MathImagine 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 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 all state testing results, ScantronNWEA 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.

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 1718 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.

School Improvement Plan

Great Lakes Cyber Academy

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 1718 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-NWEA MAP 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: NWEA MAP 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 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 all state testing results, ScantronNWEA 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.

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.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

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

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

School Improvement Plan

Great Lakes Cyber Academy

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

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

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

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

GLCA Traditional Building SIP 19-20

Overview

Plan Name

GLCA Traditional Building SIP 19-20

Plan Description

SIP for Traditional Building 6th-12th grade.

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	Academic	\$0
2	Increase core course pass rates in the freshman academy by 10% for the first semester.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	The 10-12 grade team will improve core course completion rates by 20%.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency (pass rate) in Mathematics by 01/20/2020 as measured by 1st semester grades.

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	Jerry 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	Jerry Sprouse

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

Measurable Objective 1:

A 10% increase of Ninth grade students will increase student growth (pass rate) in Mathematics by 01/20/2020 as measured by comparing core course pass rates from first semester last year to this year..

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	Jerry Sprouse

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

Measurable Objective 1:

A 20% increase of Tenth, Eleventh and Twelfth grade students will increase student growth (pass rate) in Mathematics 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	Jerry 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	Jerry 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	Jerry Sprouse
RTI	Monitor RTI effectiveness	Academic Support Program	Tier 1	Monitor	08/27/2019	01/20/2020	\$0	Jerry 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	Jerry Sprouse