



School Improvement Plan

SouthEast Michigan Virtual Academy

Redford Union Schools, District No. 1

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 Goal 2: GOAL 2 Ensure students have engagement in positive personal growth and development opportunities as measured by youth development models and individual growth and development plans. Ensure students graduate from high school 42

 Goal 3: GOAL 3 Ensure staff members possess and demonstrate intermediate and advanced professional knowledge, skills, and disposition through development in the areas of instructional strategies and “best practices” for teachers and administrators as well as oper 43

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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 2016-2017 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?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded.	

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?

Our program is designed to address as many facets of a student's life situation and social circumstances. Most of our students are in circumstances that make it difficult to learn in a traditional classroom setting. Some of our students are accelerated or talented/gifted learners who require an innovative option to learning due to the requisites of academic, athletic, performance, or other talent schedules. Students who may typically be attracted to our program are those who are considered as "at-risk" and in situations such as, learning difficulties, expulsion, drop-out, adjudicated/incarcerated, early pregnancy, long-term illness, physical disability, and familial obligations. At times, the value of education is absent in their lives making it difficult for educators to establish a base by which education can take hold. All children are in need of an education system that adjusts to their constantly changing situation, which diminishes the value of education in their lives.

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?

We examined for the societal circumstances that impact education. We found that students were missing knowledge and skills due to the societal circumstances. However, some of our students are accelerated or talented/gifted learners who require an innovative option to learning due to the requisites of academic, athletic, performance, or other talent schedules. Students who may typically be attracted to our program are those who are considered as "at-risk" and in situations such as, learning difficulties, expulsion, drop-out, adjudicated/incarcerated, early pregnancy, long-term illness, physical disability, and familial obligations. At times, the value of education is absent in their lives making it difficult for educators to establish a base by which education can take hold. All children are in need of an education system that adjusts to their constantly changing situation, which diminishes the value of education in their lives.

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.

With our students who are accelerated or talented/gifted learners we infuse an innovative option to learning due to the requisites of academic, athletic, performance, or other talent schedules. For Students who may typically be attracted to our program are those who are considered as "at-risk" and in situations such as, learning difficulties, expulsion, drop-out, adjudicated/incarcerated, early pregnancy, long-term illness, physical disability, and familial obligations, we ensure an Advocate to monitor their academic progress, specific times with the Teacher for focused instruction, intensives with Instructors, one-on-one sessions with Tutors.

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?

Support for our students is based on the notion that every child wants to learn in a positive social setting. Students who are in good standing are encouraged to give their classmates words of encouragement and motivation. A student club has been created to give them a forum for social engagements and activities.

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An advisory board made of staff and students can help with academic, employment, housing, healthcare, and college-readiness. We sponsor events, such as junior/senior prom and a formal graduation ceremony so that our students can have as close to a high school experience as possible. Transportation assistance is provided, on a scheduled basis, for those who are in dire need of one-on-one interaction with a teacher, tutor, or mentor. Our cyber tutoring capability is perpetually upgraded in order to provide our students seamless academic support.

Component 2: Schoolwide Reform Strategies

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

Support for our students is based on the notion that every child wants to learn in a positive social setting. Students who are in good standing are encouraged to give their classmates words of encouragement and motivation. A student club has been created to give them a forum for social engagements and activities.

We engage to ensure academic growth, employment, housing, healthcare, and college-readiness. Transportation assistance is provided, on a scheduled basis, for those who are in dire need of one-on-one interaction with a teacher, tutor, or mentor. Our cyber tutoring offered regularly for students.

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

The goal based on the trend in student attendance data is to establish new, and reinvigorate existing student engagement opportunities that promote the students' sense of belonging to the school and develop a motivation for the intrinsic value for lifelong learning and academic self-efficacy while increasing student participation/retention of the enrolled student population. Academic Director and Teachers examine and disaggregate all student achievement data, including regular Benchmark Assessments, and regular reports generated on academic progress. Academic Director and Teachers ensure that all analyzed student achievement data is reviewed at leadership level meetings. There is use of triangulation of data to identify students who are "On Target to Proficiency" Green, "On the Bubble" Yellow, and "At Risk" Red of meeting the school's achievement targets. Data Findings using the LMS are completed in a timely manner following receipt of the test results and is communicated to the staff and parents/case workers. Student Status Reports include participation, overall benchmark, school-wide report by grade/subject, academic growth and achievement, and updates by grade levels.

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

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, strands/standards/indicators stand out as challenges include: Teaching and Learning, instructional assessment for learning, continuous improvement to convey and instill a love of learning and a desire to earn and obtain a high school diploma. Building the intrinsic focus on education and insertion of the value of education is the challenge. The internal motivation that drives ownership in education is the challenge. Why? Because there are REAL CHALLENGES THAT many will discount and do not factor into the situation of a student's learning situation. The REAL challenges exist because the students and the parents/families have so many other societal issues that are "blocking" the ability to ascertain the value in education, "intruding upon" the ability to develop an intrinsic focus on education, "detering" the insertion of a value of education. Rather, they are focused on where will I live; will there be food to eat; will my siblings and I remain together in spite of our parents being removed from the home/absent from the home/ill/deceased; will I be safe as I am in my home or on the street in front of my home or walking about; will there be some illicit behavior upon me. Some of those REAL CHALLENGES are Adverse Childhood Effects (ACEs) which are traumatic causal links to a lack of focus on education. The research-based reform strategies address the issues that impact the students. The schoolwide plan aligns with the findings and exhibits the commitment to teach students "where they are" so they are motivated to learn, grow academically and achieve.

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.

Programmatic strategies to ensure eligible children receive supplemental assistance in the four core academic areas including Reading, Mathematics, Science, and Social Studies achievement based on the measures from the state-mandated assessments and/or internal benchmark assessments based on the grade level and participation in state-mandated assessments offered. The program strategies provided include:

- benchmark testing and formative assessments in ELA, Mathematics, Science and Social Studies (and if required ESL)
- focused instruction, which involves time with the Teachers beyond the direct engagement with the online courses; the students have group instruction as well as individual or one-on-one time with Teachers to receive direct and supplemental instruction for specific areas of need
- a subsequent assessment is administered to ascertain learning and growth or if there is a lack of growth and the specific areas of the subject area that require additional attention so the student can grasp both concept and specifics; if the learning and growth are evident the student can progress and proceed to work on the next level of performance
- assignment to a Tutor if there is a lack of growth and the specific areas of the subject area that require additional attention so the student can grasp both concept and specifics
- focused time with a Tutor to gain specific skills and abilities using skill-specific supplemental tools in accordance with the student's data
- Advocate monitoring of student progress is consistent throughout the program services
- Consistent exchange and update provided to Parents/Guardians or Case worker as deemed appropriate
- if necessary, referral to Special Education with an evaluation to determine the need for an IEP and any counseling; if it is determined Special Education is required, the Special Education Team will be engaged to provide all requisite range of services

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

Students are engaged in the update regarding their needs being met. Grades and performance are measured regularly. Advocates monitor student progress; and there is consistent exchange and update provided to Parents/Guardians or Case worker as deemed appropriate.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate this year was impacted due to family tragedy and physical moves. Thus, we experienced forty percent turnover.

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

Our key teaching and learning personnel have more than 20 years experience.

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

Specific initiatives to attract and retain high quality teachers involves exposure of staff to high quality opportunities to engage with professionals from varying backgrounds. Teachers have received training to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress through various workshops, seminars and professional development sessions. There have also been one-on-one training sessions. The sessions included a focus on what is data, data analysis and application of the findings noted in the data. Also, teachers are engaged, as they per their preference, in community engagement opportunities and professional exchange opportunities to foster a sense of understanding how what they do impacts positively on the community.

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

As the virtual academy, it is our understanding that the District initiatives are more focused on the traditional brick and mortar buildings.

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?

We have a realization that our environment, which has been identified as innovative learning as a cyber school of excellence and given our focus on drop out recovery, we KNOW the students and families served are those with significant social and life challenges. Those social and life challenges have also manifested as educational challenges. To that end, we seek the state and Federal consideration to grant the understanding of the need for differentiated accountability standards.

We support our teachers and encourage them to grasp that this is professional work that is also service--this is professional engagement that also invokes commitment--this is professional work that is rewarding.

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.

Ongoing and sustained professional development/learning includes:

Mathematics Instruction, Literacy Training, Writing and Reading Workshop, Hands-On Science, Social Studies and Citizenship, Cultural Awareness Training, Parent Communication Training, Hands-On Differentiation, Curriculum and Instruction Training, Technology Tools and Usage, Literacy Instruction for Male Students and At-Risk Students, Nurturing Students and Motivating Success, Academic Compliance-Syllabi, Rubrics, Grading and Academic Status

As well focus on:

- engagement in understanding foster care youth and children
- exploration of various content-specific tools
- collaborative opportunities regarding monitoring student progress
- reading diagnostics, running records, and leveled reading application
- innovative approaches to teaching mathematics

Topics will include: Mathematics Instruction, Literacy Training, Writing and Reading Workshop, Hands-On Science, Social Studies and Citizenship, Cultural Awareness Training, Parent Communication Training, Hands-On Differentiation, Curriculum and Instruction Training, Technology Tools and Usage, Literacy Instruction for Male Students and At-Risk Students, Nurturing Students and Motivating Success, Academic Compliance-Syllabi, Rubrics, Grading and Academic Status

Attendees for the sessions will include: All Academic Staff including Leadership, Teachers, Title I Tutors, Instructors/Para-Professionals, Learning Coaches/Advocates, and Support Staff

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

The professional learning is sustained and ongoing through professional dialogue, regular meetings to review impacts to students, focused group engagement to analyze what is working and what is not working, sharing with staff from other institutions, exchange with college and university level professionals regarding research, and direct input from students and parents as well as those who receive our students in post secondary engagement--whether employers, vocational training institutions, or college and university personnel.

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

Component 6: Strategies to Increase Parental Involvement

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

The administrative and instructional team believes that the education of children is a joint responsibility that is to be shared with the parents of the school community. To ensure that the best interests of each child is addressed in this process, strong links of communication must be established and nourished between the school and the home. We believe parents have a right to participate in the education of their children as well as the ultimate responsibility for their in-school behavior. To that end, parents serve on the team to design and develop the schoolwide plan. They interface with the staff on a regular basis.

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

Parents are involved in implementation of the schoolwide plan through parent involvement sessions, meetings, or engagement sessions. Parents receive access to the proprietary learning management system and the online learning instructional tools. They are sought to participate in planning sessions that review how preparation of students can positively impact their lives after graduation. Parents are requested to complete an evaluation survey as well as direct input and feedback during the process to include and not limited to recommendations for improvement along with positive feedback on aspects that are impactful. Additionally, parents are requested to provide feedback regarding their own student(s)' engagement by sending emails, text messages or completing a school service survey.

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

Parents are involved in evaluation of the schoolwide plan through an evaluation survey as well as direct input and feedback during the process as members of the team to include and not limited to recommendations for improvement along with positive feedback on aspects that are impactful. Additionally, parents are requested to provide feedback regarding their own student(s)' engagement by sending emails, text messages or completing a school service survey.

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

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

Parents are involved in evaluation of the schoolwide plan through an evaluation survey as well as direct input and feedback during the process as members of the team to include and not limited to recommendations for improvement along with positive feedback on aspects that are impactful. Additionally, parents are requested to provide feedback regarding their own student(s)' engagement by sending emails,

text messages or completing a school service survey.

The school-parent compact was developed in accordance with the contractual requirements from the state as the school was established. There have been sessions with parents to evaluate the compact and enhance it based on input from the parents as well as teachers and other staff members. Parents and parents of alumni participate on the SIT School Advisory Board to provide input regarding continuous improvement.

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

Parents are involved in evaluation of the schoolwide plan through an evaluation survey as well as direct input and feedback during the process as members of the team to include and not limited to recommendations for improvement along with positive feedback on aspects that are impactful. Additionally, parents are requested to provide feedback regarding their own student(s)' engagement by sending emails, text messages or completing a school service survey. Also, staff and other school improvement team members evaluate the component.

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

The evaluation is used to improve all aspects of the schoolwide program; to inform individuals and the whole; and to engage dialogue that addresses needs and development -- all with the focus on enhancing education for ALL students.

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

The school-parent compact is developed based on the requirements from the state, the District, the school with input from parents, students, and staff.

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

The school-parent compact is used at the elementary-level parent teacher conferences as a reference to the requirements from the state, the District, and the school. It is used to inform the process and ensure the student's engagement and learning are the focus as well as how the parent can best participate in the learning experience.

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-parent compact is shared with middle school and/or high school parents as a reference tool outlining the requirements from the state, the District, and the school. It is used to inform the overall processes determined to ensure the student engagement and learning are the focus as well as how the parent or guardian or case worker can best participate in the learning experience.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Involvement Policy and Compact

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

The school provides individual student academic assessment results in language the parents can understand through work with interpreters who are skilled in the language of the parents. The interpreters are part of the team to deliver information and share aspects based on questions posed.

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?

Our school is designed to engage students early with a focus on graduating from high school and post secondary readiness. Thus, we offer regular opportunities for the preschool age children to visit and engage in the virtual learning opportunities in the kindergarten classrooms. As this is now a question, we will begin documenting this effort as evidence of our work.

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?

Again, our school is designed to engage students early with a focus on graduating from high school and post secondary readiness. Thus, we offer regular opportunities for the preschool age children to visit and engage in the virtual learning opportunities in the kindergarten classrooms. Doing so involves us interacting with the parents so they understand our focus and the initiative to engage students. As this is now a question, we will begin documenting this effort as evidence of our work.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are constantly examining the curriculum and instruction including the academic assessments to ensure the formative assessments and summative assessments are measuring student learning and progress. Teachers are able to develop additional assessments as needed.

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

Teachers examine the student progress, grades, and achievement data including in the analysis the societal circumstances of the students (such as -- has the student experienced ACEs, number of tardies, amount of time away from school, etc.). Teachers are able to develop a true analysis of the whole student with the purpose of improving the academic achievement of all students.

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.

As Teachers examine the student progress, grades, and achievement data including in the analysis the societal circumstances of the students (such as -- has the student experienced ACEs, number of tardies, amount of time away from school, etc.), they are able to determine student needs for focused intensive support in core academic areas. Teachers can prescribe the intensive focused instruction, tutorial support, and advocacy interaction based on the student's needs. The focus is placed on academic growth with the purpose of improving the academic achievement of all students.

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?

As Teachers examine the student progress, grades, and achievement data including in the analysis the societal circumstances of the students (such as -- has the student experienced ACEs, number of tardies, amount of time away from school, etc.), they are able to determine student needs for focused intensive support in core academic areas. Teachers can prescribe the intensive focused instruction, tutorial support, and advocacy interaction based on the student's needs. The focus is placed on academic growth with the purpose of improving the academic achievement of all students. Given the virtual aspect of the school, this is integrated into the school and student's engagement.

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

As Teachers examine the student progress, grades, and achievement data including in the analysis the societal circumstances of the students (such as -- has the student experienced ACEs, number of tardies, amount of time away from school, etc.), they are able to determine student needs for focused intensive support in core academic areas. Teachers can prescribe the intensive focused instruction, tutorial support, and advocacy interaction based on the student's needs. The focus is placed on academic growth with the purpose of improving the academic achievement of all students. Given the virtual aspect of the school, this is integrated into the school and student's engagement in their coursework and based on their individual learning plan.

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.

Various programs are coordinated and integrated toward the achievement of the schooled goals. The list of State, local and Federal program/resources participating, includes but is not limited to:

Michigan Works attendees along with attendees from Academia, Career, and Vocational Opportunities
Ms. Sonia Acosta - Michigan Works Wayne Location WIOA Youth Program - Youth Program Manager
Ms. Tiara Jones - Michigan Works Wayne Location WIOA Youth Program
Mr. Jeff Tanner - Michigan Works Wayne Location WIOA Youth Program
Ms. Diana Brown - Michigan Works Clinton Twp. Location Young Professionals Program
Mr. Maurice Norris - DJ Mo - Music/Film Production/Entertainment
Ms. Monica Davie - Launch Detroit/Entrepreneurial Start Up Business
Ms. Cheryl Jemison and Ms. Gwen Cannon - Primerica Financial Services - Independent Representatives
Mrs. Teresa Rodges - Oakland University School of Nursing Continuing Education at Focus Hope - Executive Director
Ms. Valencia Warren-Gibbs - Network Logistical Solutions, LLC-Transportation/Trucking
Mrs. Jean Potts - Lane College in Jackson, TN - Alumnae Representative
Mrs. Laura Norris - 3DX Realtors
Ms. Tomika Allen-Campbell - YP Marketing Solutions
Mrs. Natalie J. Harrold - Shears Group - Independent Insurance Agent
Ms. Chantel Brown - Wayne County Community College District (WCCCD) - Dual Enrollment
Ms. Sonia Acosta - Youth Program Manager, Michigan Works WIOA Youth Program, Wayne
Mr. Jeff Tanner - Career Development Facilitator, Michigan Works WIOA Youth Program, Wayne
Mr. Jason Kezelian - Lead Career Development Facilitator, Young Professionals Program Michigan Works, Mt Clemens
Ms. Diana Brown - Lead Career Development Facilitator, Young Professional Program Michigan Works, Clinton Twp.
Ms Aleni Ayar - Career Development Facilitator Young Professionals Program Michigan Works, Warren
Academia, Career, and Vocational attendees for the PSRF
Ms. Ranada Reid - Outreach and Admissions Counselor Detroit Job Corps
Mrs. Teresa Rodges - Oakland University School of Nursing Continuing Education at Focus Hope
Ms. Sonjia Starkey, Mr. Chad Forsyth - Volunteers of America Health Professionals Opportunities Grant

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.

The Title I, Part A program services are provided to ensure eligible children receive supplemental assistance in the four core academic areas including Reading, Mathematics, Science, and Social Studies achievement based on the measures from the state-mandated assessments and/or internal benchmark assessments based on the grade level and participation in state-mandated assessments offered. The program services provided as supplemental assistance included:

- benchmark testing and formative assessments in ELA, Mathematics, Science and Social Studies (and if required ESL)
 - focused instruction, which involves time with the Teachers beyond the direct engagement with the online courses; the students have group
- SY 2017-2018

instruction as well as individual or one-on-one time with Teachers to receive direct and supplemental instruction for specific areas of need

- a subsequent assessment is administered to ascertain learning and growth or if there is a lack of growth and the specific areas of the subject area that require additional attention so the student can grasp both concept and specifics; if the learning and growth are evident the student can progress and proceed to work on the next level of performance

- assignment to a Tutor if there is a lack of growth and the specific areas of the subject area that require additional attention so the student can grasp both concept and specifics

- focused time with a Tutor to gain specific skills and abilities using skill-specific supplemental tools in accordance with the student's data

- Advocate monitoring of student progress is consistent throughout the program services

- Consistent exchange and update provided to Parents/Guardians or Case worker as deemed appropriate

- if necessary, referral to Special Education with an evaluation to determine the need for an IEP and any counseling; if it is determined Special Education is required, the Special Education Team will be engaged to provide all requisite range of services

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.

We do not receive funding for some of those listed. However, as a school we identify the students' needs in the areas noted. Thus, we still perform goodwill to address those issues as we can financially through angel supporters, agency partners, and individual donations. We partner with various community groups to provide experiences and exposures to students in the area of vocational and technical education and job training. We seek partnerships for adult education and Head Start. We coordinate and integrate the programs and services for all of our students based on their needs.

Evaluation:

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

Our annual review involves our School Improvement Team Advisory Board and Staff/Team wide review of our schoolwide program. The review examines the aspects of the school, students and families served, staff attending to the delivery of services.

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.

Our annual review involves our School Improvement Team Advisory Board and Staff/Team wide review of our schoolwide program. The review examines the aspects of the school, students and families served, staff attending to the delivery of services. It should be noted that many of our students are affected by ACEs. As ACEs is not a factor in the indicators of academic achievement, we examine the overall academic achievement data and look at the whole student to truly examine for academic growth.

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, strands/standards/indicators stand out as challenges include: Teaching and Learning, instructional assessment for learning, continuous improvement to convey and instill a love of learning and a desire to earn and obtain a high school diploma. Building the intrinsic focus on education and insertion of the value of education is the challenge. The internal motivation that drives ownership in education is the challenge. Why? Because there are REAL CHALLENGES THAT many will discount and do not factor into the situation of a student's learning situation. The REAL challenges exist because the students and the parents/families have so many other societal issues that are "blocking" the ability to ascertain the value in education, "intruding upon" the ability to develop an intrinsic focus on education, "detering" the insertion of a value of education. Rather, they are focused on where will I live; will there be food to eat; will my siblings and I remain together in spite of our parents being removed from the home/absent from the home/ill/deceased; will I be safe as I am in my home or on the street in front of my home or walking about; will there be some illicit behavior upon me. Some of those REAL CHALLENGES are Adverse Childhood Effects (ACEs) which are traumatic causal links to a lack of focus on education. The research-based reform strategies address the issues that impact the students. The schoolwide plan aligns with the findings and exhibits the commitment to teach students "where they are" so they are motivated to learn, grow academically and achieve.

The goal based on the trend in student attendance data is to establish new, and reinvigorate existing student engagement opportunities that promote the students' sense of belonging to the Cyber Education Center and develop a motivation for the intrinsic value for lifelong learning and academic self-efficacy while increasing student participation/retention of the enrolled student population.

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there be some illicit behavior upon me. Some of those REAL CHALLENGES are Adverse Childhood Effects (ACEs) which are traumatic causal links to a lack of focus on education.

We appeal to those in power to truly look at the whole student so that is consideration in the indicators of academic achievement.

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.

We examine for the effectiveness in increasing achievement of students who are furthest from achieving the standards with our annual review involving our School Improvement Team Advisory Board and Staff/Team wide review of our schoolwide program. The review examines the aspects of the school, students and families served, staff attending to the delivery of services. It should be noted that many of our students are affected by ACEs. As ACEs is not a factor in the indicators of academic achievement, we examine the overall academic achievement data and look at the whole student to truly examine for academic growth.

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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?

Upon review, we inform the continuous improvement by assessing what works, what does not work, hearing our students, parents, and constituent groups. We examine each core component and make annual or more frequent improvements as the systems, processes, and learning timeframes allow. The process followed in a continuous integration of gather, analyze, plan, and do.

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 4: Instructional Strategies

- 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**
- 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**
- 3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**
- 4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

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

SouthEast Michigan Virtual 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.

2016 2017 School Improvement Plan

Overview

Plan Name

2016 2017 School Improvement Plan

Plan Description

School Improvement Plan noted to include updates to academic performance improvement, academic growth, increased testing participation, increased testing achievement

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	GOAL 1 Ensure academic growth is increased and student achievement is raised in reading/language arts and mathematics as well as in the other core subjects based on benchmarked data as recorded in individual learning and academic plans along with standard	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
2	GOAL 2 Ensure students have engagement in positive personal growth and development opportunities as measured by youth development models and individual growth and development plans. Ensure students graduate from high school.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
3	GOAL 3 Ensure staff members possess and demonstrate intermediate and advanced professional knowledge, skills, and disposition through development in the areas of instructional strategies and "best practices" for teachers and administrators as well as oper	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15000

Goal 1: GOAL 1 Ensure academic growth is increased and student achievement is raised in reading/language arts and mathematics as well as in the other core subjects based on benchmarked data as recorded in individual learning and academic plans along with standard

Measurable Objective 1:

50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 06/30/2017 as measured by pre- and post-test.

Strategy 1:

Literacy - The students will be engaged in development of reading skills to demonstrate growth and capacity to function at grade level.

Category:

Research Cited: Adopted from Larry H. Kelley:

Embedding Assessment of Student Learning Outcomes in Regularly Scheduled Assignments

Alfred Tatum. Teaching Reading to African American Adolescent Males.

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preparation of teachers to ensure they have the knowledge for teaching reading to adolescents.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$5000	Other	Literacy Coach, Principal

Goal 2: GOAL 2 Ensure students have engagement in positive personal growth and development opportunities as measured by youth development models and individual growth and development plans. Ensure students graduate from high school.

Measurable Objective 1:

70% of Twelfth grade students will demonstrate a proficiency by graduating from high school in Practical Living by 06/30/2017 as measured by the number of students who graduate..

School Improvement Plan

SouthEast Michigan Virtual Academy

Strategy 1:

Graduation Coaching - The Academic Coach along with the Principal, Director of Education, Teachers, and Student Support and Services Staff will work with the students to ensure the MMC graduation requirements are met; the MME is taken; the courses are successfully completed; and the EDP via the ILP and Learning Contract are reviewed in order to prepare the students for graduation.

Category:

Research Cited: Pew Research Institute. On Graduating, Graduation Rates
J.P. Greene. High School Graduation and College Readiness

Tier: Tier 1

Activity - Graduation Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students who are preparing for high school graduation as well as underclassmen will be exposed to graduation readiness information, academic and personal development support, and other student support and services components along with the instructional and assessment readiness in order to ensure the students graduate.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	\$10000	Other	Academic Coach, Director of Education, Teachers, Mentor, Student Support and Service/Marketing, Technology Leadership and Team, Admissions, Student Information Systems

Goal 3: GOAL 3 Ensure staff members possess and demonstrate intermediate and advanced professional knowledge, skills, and disposition through development in the areas of instructional strategies and “best practices” for teachers and administrators as well as oper

Measurable Objective 1:

demonstrate a behavior that is evidence of the knowledge acquisition and skill development as well as disposition by 06/30/2017 as measured by growth in knowledge and skill utilized and disposition displayed and captured in survey.

School Improvement Plan

SouthEast Michigan Virtual Academy

Strategy 1:

Organization Professional Enhancement - Staff will participate in professional development that includes content area knowledge, teaching for learning knowledge and skills, organizational knowledge, technology knowledge and skill, pedagogy and andragogy, state-wide assessments, school improvement, pupil accounting, and state-wide reporting

Category:

Research Cited: Senge. Schools that Learn

Marzano. What Works in Schools; Levels of School Effectiveness

DuFour. Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 2

Activity - School and Staff Professional Development and Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing professional development that will include the elements necessary for professional growth for staff	Other	Tier 2	Implement	09/01/2016	06/30/2017	\$15000	Other	Leadership Team responsible for ensuring delivery. Various staff members will take the lead on planning and organizing sessions. All staff will participate based on the professional development session and associated offering

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School and Staff Professional Development and Growth	Ongoing professional development that will include the elements necessary for professional growth for staff	Other	Tier 2	Implement	09/01/2016	06/30/2017	\$15000	Leadership Team responsible for ensuring delivery. Various staff members will take the lead on planning and organizing sessions. All staff will participate based on the professional development session and associated offering

School Improvement Plan

SouthEast Michigan Virtual Academy

Graduation Coaching	The students who are preparing for high school graduation as well as underclassmen will be exposed to graduation readiness information, academic and personal development support, and other student support and services components along with the instructional and assessment readiness in order to ensure the students graduate.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	\$10000	Academic Coach, Director of Education, Teachers, Mentor, Student Support and Service/Marketing, Technology Leadership and Team, Admissions, Student Information Systems
Teacher Training	Preparation of teachers to ensure they have the knowledge for teaching reading to adolescents.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$5000	Literacy Coach, Principal