



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL: Georgia Cyber Academy

PRINCIPAL: Aundrea Muth (HS), Rosie Lowndes (MS), Maria Waters (ES)

NAME OF DISTRICT/SUPERINTENDENT: Georgia Cyber Academy/Matt Arkin

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

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All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____
(Title 1 Schools only)	

Name	Position/Role	Signature
Matt Arkin	Head of School	
Veronica Clemons	Deputy Head of School	
Staci Kimmons	District Academic Administrator	
Scott Dorsey	Director of Special Programs	
Joy Peterson	Title I Coordinator	
Eve Mooney	Title II Coordinator	
Joy Taylor	Title III Coordinator	
Cynthia Jones	FAST Administrator	
Maria Waters	Elementary School Director	
Rosemary Lowndes	Middle School Director	
Aundrea Muth	High School Director	
Allison Yawn	Director of Operations	
Erica Curry	Director of Special Education	
Keisha Simmons	School Board Liaison	
Marie Blencowe	Family Engagement Coordinator	
Veronica Okpani	Family Engagement Coordinator	
Michelle Gilyard	Parent	
	Parent	
	Parent	
	Student	

	Student	
	Student	

Planning Committee Members (SWP 8, 16)

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____ N/A _____.

Please indicate the programs that are consolidated in this plan: _____ N/A _____

School Designated as a Priority School: NO School Designated as a Focus School: NO

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><u>Differentiated Instruction:</u> Differentiated Instruction continues to be an area of targeted need as identified by our annual needs assessment. GCA teachers will receive ongoing training and professional development in the area of differentiated instruction. UDL training will target the need to identify and remove barriers from teaching methods and curriculum materials, enabling each student to engage with learning and to progress. Training and implementation will also seek to address each learner's unique needs, background and interests by supporting customized methods, materials, and assessments. Lastly, how to effectively track student</p>	<p>Data is consistently analyzed to identify and prioritize needs. GCA uses student achievement data measured within CCRPI ratings and teacher effectiveness data when assessing continuous improvement goals.</p>	<p>The School Improvement Team work in conjunction with Title I and Title IIA Coordinators to review aggregate data from all stakeholders and make recommendations to prioritize needs within the school year budget.</p>	<p>Recommendations of prioritized needs are communicated to stakeholders in the annual School Achievement and Improvement Plan, Meetings, Newsletters, Website, and Direct Notifications.</p>

<p>learning outcomes periodically will also be included in this comprehensive training program regarding how to differentiate for individual student needs. All GCA students will receive an Individual Learning Plan (ILP) as the first step in differentiating student needs and learning approaches. Training for differentiation will occur through synchronous and asynchronous virtual webinars as well as face to face professional development events. GCA will focus professional learning to meet the diverse needs of students. Additionally, training will cover the importance that learning activities provide multiple means of representation or modes of presentation (i.e., auditory, visual, and varying levels of complexity). Learning activities also must allow students to respond in various modes and should be designed to engage learners with varying interests and aptitudes. GCA purchased Edivate (formerly PD360) as a strategy to implement throughout the year in providing learning activities that target differentiated instruction. Data Driven Instruction will continue to be an important area of focus for GCA. Facilitated by district Data Coaches, teachers in all schools will receive training and staff development in Data-Driven Instruction strategies and implementation.</p>			
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<p>Increased Retention of Highly Qualified Teachers</p>	<p>Data is consistently analyzed to identify and prioritize needs. GCA uses student achievement data measured within CCRPI ratings and teacher effectiveness data when assessing continuous improvement goals.</p> <ul style="list-style-type: none"> • Title IIA Needs Assessment • Survey Data • HiQ Teacher Data • Equity Data • CCRPI Results • SIP/Title I SWP • Staff development plans & efforts • Recruitment needs & efforts to date • Retention needs & efforts to date • Surveys 	<p>The School Improvement Team work in conjunction with Title I and Title IIA Coordinators to review aggregate data from all stakeholders and make recommendations to prioritize needs within the school year budget.</p>	<p>Recommendations of prioritized needs are communicated to stakeholders in the annual School Achievement and Improvement Plan, Meetings, Newsletters, Website, and Direct Notifications.</p>
<p>Leader Development</p>	<ul style="list-style-type: none"> • Title IIA Needs Assessment • Survey Data • HiQ Teacher Data • Equity Data • CCRPI Results • SIP/Title I SWP • Staff development plans & efforts • Recruitment needs & efforts to date • Retention needs & efforts to date • Surveys 	<p>The School Improvement Team works in conjunction with Title I and Title IIA Coordinators to review aggregate data from all stakeholders and make recommendations to prioritize needs within the school year budget.</p>	<p>Recommendations of prioritized needs are communicated to stakeholders in the annual School Achievement and Improvement Plan, Meetings, Newsletters, Website, and Direct Notifications.</p>

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

By the end of the 16-17 SY, GCA students will earn a higher "achievement" score on the CCRPI than the state average in all grade bands served (elementary, middle and high school).

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum 1, 2 Assessment 1, 2, 3, 4, 5 Instruction 1, 2, 3, 4, 5, 6, 9 Professional Learning 1, 2, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6 Planning & Organization 1, 2, 3, 4 School Culture 2, 3, 4	All	<ul style="list-style-type: none"> • K12 Curriculum • Online Blackboard Collaborate instructional sessions based on CCGPS. • Online Blackboard Collaborate and Review / WIN sessions based on individual student/ student group needs • Differentiated Instruction • GA-RTI Process • SLDS, Infinite Campus, OLS/OHS/OMS Progress/Assessments, RTI, Attendance, and Ongoing Formative/Summative Assessments to monitor student progress • PLCs within each school to drive instructional decision making • EIP, IDEA, Title IIA, Title III comprehensive program collaboration • Individualized Learning Plans (ILPs) for all students • Data Coaches serving all grade bands to support: data-driven instruction, data analysis, and action planning. • Reduced Class Size • National Math Lab (NML) • Learn Zillion 	<ul style="list-style-type: none"> • GKIDS (kindergarten) • ILP completion/progression • Fast Bridge (K-2) • DIBELS (ES) • Georgia Alternative Assessment (GAA) • Performance Learning Assessment (PLA) (K-8) • USA Test Prep • Georgia Milestones EOG/EOC Assessments • Annual Program Evaluation • SIP, SWP Annual Review • OLS/OMS/OHS Assessments • School Attendance • Student Retention • FASL Records and Effectiveness Data • SLDS Data • FASL Positions • Reduced Class Size • Instructional Coaches – Contracted Services K12 	<p>School Leaders Demonstrate: Use of school/district data to increase instructional capacity and achievement across all grade/content bands and to improve teacher effectiveness.</p> <p>Teachers Demonstrate: Use of assessment, progress, and attendance data to drive instructional planning to meet the individual needs of students.</p> <p>Students Demonstrate: Higher achievement scores on summative state measures in comparison to state averages impacting overall increase in CCRPI scoring.</p> <p>Parents Demonstrate: Increased understanding of data to plan for instruction and increased student achievement.</p>	<ul style="list-style-type: none"> • Monitor Assessment Data • Monitor CCRPI yearly • Monitor Program Effectiveness • Monitor RTI • Monitor Attendance • Monitor Student Retention • Monitor FASL/Family Engagement Data 	<p>Costs: FASL staff, Family Engagement staff, additional teachers, contracted instructional coaches, data coaches, USA Test Prep, PLA, DIBELS, NML, Learn Zillion, Flubaroo</p> <p>Funding Source: State Funds Title I, Part A K12</p> <p>Resources: Infinite Campus, SLDS, K12 Curriculum Components</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

By the end of the 16-17 SY, GCA students will earn a higher “progress” score on the CCRPI than the state average in all grade bands served (elementary, middle and high school).

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum 1, 2 Assessment 1, 2, 3, 4, 5 Instruction 1, 2, 3, 4, 5, 6, 9 Professional Learning 1, 2, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6 Planning & Organization 1, 2, 3, 4 School Culture 2, 3, 4	All	<ul style="list-style-type: none"> • K12 Curriculum • Online Blackboard Collaborate instructional sessions based on CCGPS. • Online Blackboard Collaborate and Review / WIN sessions based on individual student/ student group needs • Differentiated Instruction • GA-RTI Process • SLDS, Infinite Campus, OLS/OHS/OMS Progress/Assessments, RTI, Attendance, and Ongoing Formative/Summative Assessments to monitor student progress • PLCs within each school to drive instructional decision making • EIP, IDEA, Title IIA, Title III comprehensive program collaboration • Individualized Learning Plans (ILPs) for all students • Data Coaches serving all grade bands to support: data-driven instruction, data analysis, and action planning. • Reduced Class Size • Learn Zillion • Tutoring 	<ul style="list-style-type: none"> • GKIDS (kindergarten) • ILP completion/progression • DIBELS (ES) • Georgia Alternative Assessment (GAA) • Performance Learning Assessment (PLA) (K-8) • USA Test Prep • Georgia Milestones EOG/EOC Assessments • Annual Program Evaluation • SIP, SWP Annual Review • OLS/OMS/OHS Assessments • School Attendance • Student Retention • FASL Records and Effectiveness Data • SLDS Data • FASL Positions • Reduced Class Size 	<p>School Leaders Demonstrate: Use of school/district data to increase instructional capacity and achievement across all grade/content bands and to improve teacher effectiveness.</p> <p>Teachers Demonstrate: Use of assessment, progress, and attendance data to drive instructional planning to meet the individual needs of students.</p> <p>Students Demonstrate: Higher achievement scores on summative state measures in comparison to state averages impacting overall increase in CCRPI scoring.</p> <p>Parents Demonstrate: Increased understanding of data to plan for instruction and increased student achievement.</p>	<ul style="list-style-type: none"> • Monitor Assessment Data • Monitor CCRPI yearly • Monitor Program Effectiveness • Monitor RTI • Monitor Attendance • Monitor Student Retention • Monitor FASL/Family Engagement Data 	<p>Costs: FASL staff, Family Engagement staff, additional teachers, contracted instructional coaches, data coaches, USA Test Prep, PLA, DIBELS, NML, Learn Zillion, Flubaroo</p> <p>Funding Source: State Funds Title I, Part A K12</p> <p>Resources: Infinite Campus, SLDS, K12 Curriculum Components</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

By the end of the 2016-17 SY, GCA students will meet the targets set forth by state and federal accountability systems.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum 1, 2 Assessment 1, 2, 3, 4, 5 Instruction 1, 2, 3, 4, 5, 6, 9 Professional Learning 1, 2, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6 Planning & Organization 1, 2, 3, 4 School Culture 2, 3, 4 Family & Community Engagement 2, 3, 4	All	<p>In addition to actions/strategies discussed in Goal 1& 2, GCA will support all groups/sub-groups of students with the additional programs, actions, and initiatives, below:</p> <ul style="list-style-type: none"> ACCESS results utilized to drive instructions for EL students and identify EL program strengths/weaknesses WIDA model for EL assessment W-APT screening for EL identification EL Community Outreach Program Supplemental programs for EL students: Rosetta Stone, TransAct Ruby Payne series to work towards closing the achievement gap for diverse learners and subgroups. Data-driven instruction Differentiated instruction Extensive parent communication (conferences, emails, phone calls, newsletters, website, District Town Hall meetings, assemblies, Open House programs, Parent University, PTO) Family Academic Support Team (FAST) is in place to provide families with comprehensive support to increase compliancy and engagement Parent Involvement Initiatives (newsletters, quarterly progress monitoring updates, interpreters at live events as needed for EL families) Strong Start Family Engagement Coordinators to ensure every family is connected, engaged, and effective by providing ongoing support, new family orientations/assistance, parent trainings/workshops, and Parent University. Kindergarten Round-Up Compacts provided to establish clear expectations Appropriate supports/programs provided for Migrant, Homeless, and students in Foster Care 	<ul style="list-style-type: none"> Assessment Data Program review/evaluation Parent feedback/surveys FAST team student level data FAST team effectiveness data Strong Start data Family Engagement feedback data CCRPI Georgia Milestones EOC/EOG assessment data Student retention data Teacher/Leader effectiveness data 	<p>School Leaders Demonstrate: Use of school/district data to increase instructional capacity and achievement across all grade/content bands and to improve teacher effectiveness.</p> <p>Teachers Demonstrate: Use of assessment, progress, and attendance data to drive instructional planning to meet the individual needs of students.</p> <p>Students Demonstrate: Higher achievement scores on summative state measures in comparison to state averages impacting overall increase in CCRPI scoring.</p> <p>Parents Demonstrate: Increased understanding of data to plan for instruction and increased student achievement.</p>	<ul style="list-style-type: none"> Monitor Assessment Data Monitor CCRPI yearly Monitor Program Effectiveness Monitor RTI Monitor Attendance Monitor Student Retention Monitor FASL/Family Engagement Data 	<p>Costs: FASL staff, Family Engagement staff, additional teachers, contracted instructional coaches, data coaches, USA Test Prep, PLA, DIBELS, NML, Learn Zillion, Flubaroo</p> <p>Funding Source: State Funds Title I, Part A K12</p> <p>Resources: Infinite Campus, SLDS, K12 Curriculum Components</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p><u>New Teacher Orientation and Ongoing Training/ Support:</u> All new teachers and staff complete a self-guided teacher-training course developed specifically for Georgia Cyber Academy. This course is delivered through course sites, and contains online video tutorials and documents designed to prepare teachers for the first few weeks of school. In addition, Georgia Cyber Academy new teachers and staff complete a self-paced training curriculum through K12. This series of trainings, both synchronous and asynchronous, includes “the basics” of curriculum, assessment tools, personalizing instruction, grading and report cards, communication and essential OLS tools. After completion of both GCA and K12 new teacher courses, teachers are ready to begin working instruction.</p> <p><u>Georgia Cyber Academy Mentor Program:</u> New teachers work a mentor teacher that is assigned within the grade-level or department the teacher will be working. Mentors are provided a comprehensive checklist to complete in the weekly meeting with the new hire. Any areas of additional support are noted and mentor teacher will follow up with school or department training point of contact and/or lead teacher as needed.</p>	July 2016- June 2017	Title I Title IIA GCA School Funds	<ul style="list-style-type: none"> • Title I Coordinator • Title IIA Coordinator • Director of Special Programs • Head of School • Academic Administrator • School Directors • Faculty Mentors 	<ul style="list-style-type: none"> • Faculty Mentors • Lead Teachers • Assistant Administrators • School Directors • Title IIA Coordinator 	<ul style="list-style-type: none"> • Student Performance Data (EOC/ EOG results) • Parent Surveys • Student Retention Data
<p><u>Ongoing Teacher Training:</u> Continuing throughout the school year, Georgia Cyber Academy teachers and staff will complete trainings offered through K12 featuring additional information and complex features of the Online School, instructional processes, and other processes that teachers need to implement once school is successfully underway. Returning staff members are assigned a training that specifically targets advanced</p>	July 2016-June 2017	School Funds	<ul style="list-style-type: none"> • Title II A Coordinator 	<ul style="list-style-type: none"> • Faculty Mentors • Lead Teachers • Assistant Administrators • School Directors • Title II A Coordinator 	<ul style="list-style-type: none"> • Student Performance Data (EOC/ EOG results) • Parent Surveys • Student Retention Data

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applications, new concepts and serves as a refresher on basic skills.					
<u>Georgia Cyber Academy Professional Development Sessions</u> : Teachers will attend ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live virtual sessions. Teachers are required to attend monthly sessions throughout the year, which includes topics such as: Teaching Like a Champion 4-Part Series, Formative Instructional Practices monthly 5-part series, Data-Driven Instruction monthly series involving analyzing and using data collected to improve student achievement, etc.	Monthly; July 2016- June 2017	Title IIA School Funds	<ul style="list-style-type: none"> Title I Coordinator Title IIA Coordinator Director of Special Programs Head of School Academic Administrator School Directors Faculty Mentors 	<ul style="list-style-type: none"> Faculty Mentors Lead Teachers Assistant Administrators School Directors Title IIA Coordinator 	<ul style="list-style-type: none"> Student Performance Data (EOC/EOG results) Parent Surveys Student Retention Data
<u>Professional Learning Communities (PLCs)</u> : Teachers at Georgia Cyber Academy participate in professional learning communities within their departments each month. These PLCs engage in a variety of activities including sharing a vision, working and learning collaboratively, observing the instructional classes of their peers, and participating in shared decision making. The benefits of these PLCs reduce isolation of teachers, create better informed and committed teachers, and increase academic performance of students.	July 2016-June 2017	School Funds	<ul style="list-style-type: none"> Academic Administrator Elementary, Middle, and High School Principals Department chairpersons 	<ul style="list-style-type: none"> Academic Administrator Lead Teachers Assistant Administrators School Principals 	<ul style="list-style-type: none"> Student Performance Data TKES/ LKES Data

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. Yes

List efforts to recruit highly qualified teachers to your school.

GCA recruitment plan is multi-faceted. GCA utilizes a referral process in addition to the k12.com careers website. GCA has developed a rigorous hiring process that ensures all teachers hired are equipped with the necessary technology skills, content area expertise, and the ability to engage our diverse student population. This rigorous hiring campaign continues to be a top priority for the district. Utilizing Needs Assessment information, recruiting needs are based on student enrollment for the upcoming year, with High School having the largest area of need. 100% of teachers at GCA are highly qualified. GCA does not hire teacher that are not highly qualified.

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Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

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