

School Improvement Plan

Single Building District

School Year: 2012 - 2013

ISD/RESA: Kent ISD

School Name: Michigan Virtual Charter Academy

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Mrs. Stephanie D. Hargens

Building Code: 00482

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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.

School Information

School:	Michigan Virtual Charter Academy
District:	Michigan Virtual Charter Academy
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	00482
City:	Grand Rapids
State/Province:	Michigan
Country:	United States

DRAFT

Vision, Mission and Beliefs

Vision Statement

Through a combination of research-based, individualized, and specialized curriculum and instruction in the home; online conferencing with a certified teacher; and access to a community of experts in science and technology, our students will emerge as confident leaders of the digital age.

Mission Statement

The mission of the Michigan Virtual Charter Academy is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. Michigan Virtual Charter Academy embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

Beliefs Statement

We believe in the power of teaching and in our ability to ensure that every student learns regardless of obstacles.

We are a true community of learners where staff and parent collaboration is considered critical to improved practice and academic achievement.

We analyze data to identify areas of schoolwide needs, sub group needs, and each student's specific strengths and weaknesses.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in mathematics.

Gap Statement: Based on the fall 2010 MEAP data, 81% of students in grades 3-8 were proficient or better in mathematics as compared to the goal of 100%.

Based on the spring 2011 MME data, 18% of 11th grade students were proficient in mathematics compared to the goal of 100%.

Based on the fall 2011 MEAP data, 24.8% of students in grades 3-8 were proficient or better in mathematics compared to the goal of 100%.

Based on the spring 2012 MME data, 0% of 11th grade students were proficient in mathematics compared to the goal of 100%.

Focal Point Analysis of 2010 points to 2 areas for improvement, fluency and geometry.

Fluency: Fall 2011 MEAP scores reveal that 13% of 3rd graders scored 80% or better on Addition and Subtraction Fluency; 21% of 4th graders scored 80% or better on Multiplication and Division; 9% of 5th graders scored 80% or better on Whole Number Multiplication; 1% of 6th graders scored 80% or better on Whole Number Division; and .2% of 7th grade students scored 80% or better on Rational Number Operations.

Geometry: Fall 2011 MEAP scores reveal that 13% of 3rd graders scored 80% or better on Working on Geometric Shapes; .3% of 4th graders scored 80% or better on Properties of 2D and 3D shapes; 1% of 6th graders scored 80% or better on 2D Shapes and Angles; and 14% of 7th graders scored 80% or better on Properties of 3D Shapes.

Focal Point analysis of 2011 points to the following areas of needed improvement: fractions, decimal/fraction operations, connections, and proportionality.

Fractions: 31% was the average score on this focal point for 4th graders.

Decimal/Fraction Operations: 52.1% was the average score of 5th graders and 39.7% was the average score of 6th graders on this focal point.

Connections: 53.8% was the average score of 3rd grade students, 42.3% was the average score of 4th graders, 52.1% was the average score of 5th graders, 41.6% was the average score of 6th graders, 52.7% was the average score of 7th graders, and 50.7% was the average score of 8th graders were proficient on this focal point.

Proportionality: 40% was the average score of 8th graders on this focal point.

Fluency: Fall 2011 MEAP scores reveal that 13% of 3rd graders scored 80% or better on Addition and Subtraction Fluency; 21% of 4th graders scored 80% or better on Multiplication and Division; 9% of 5th graders scored 80% or better on Whole Number Multiplication; 1% of 6th graders scored 80% or better on Whole Number Division;

and .2% of 7th grade students scored 80% or better on Rational Number Operations.

Geometry: Fall 2011 MEAP scores reveal that 13% of 3rd graders scored 80% or better on Working on Geometric Shapes; .3% of 4th graders scored 80% or better on Properties of 2D and 3D shapes; 1% of 6th graders scored 80% or better on 2D Shapes and Angles; and 14% of 7th graders scored 80% or better on Properties of 3D Shapes. 2011 MME subtest analyses revealed that 11th graders scored an average of 2.7 points out of a possible 8 on Calculations; an average of 4.3 points out of a possible 17 on Figure Properties; an average of .3 out of 1 possible point in Figure Relations; and an average of .81 points out of 2 in Transformations.

2012 MME subtest analyses revealed that 11th graders scored an average of 1.9 out of 6 on Reasoning about Numbers; 2.6 out of 8 on Calculations, Algorithms; 1.1 out of 2 on Math Reasoning, Logic & Proof; 3.2 out of 11 on Expressions and Equations; 1.6 out of 5 on Functions; .6 out of 4 on Families of Functions; 5.1 out of 17 on Figures & Properties; .6 out of 2 on Relationships between Figures; .4 out of 1 on Transformations of Figures; 1.5 out of 3 on Univariate Data: Distributions; .6 out of 2 on Bivariate Data: Relationships; and .6 out of 1 on Probability Models, Operations.

Subgroup improvements in the following areas are needed: 3rd grade economically disadvantaged in both reading and math; 4th grade males in writing, black or African American 4th grade students in math, 4th grade economically disadvantaged students in math; 5th grade females in science, 5th grade black or African American students in reading, science, and math; 6th grade males in social studies; 7th grade males in writing, 7th grade black or African American students in writing and math, 7th grade economically disadvantaged students in writing; 8th grade economically disadvantaged students in reading; 9th grade black or African American students in social studies.

Migrant: Michigan Virtual Charter Academy does not have a large enough migrant population to make a subgroup.

Homeless: Michigan Virtual Charter Academy does not have a large enough homeless population to make a subgroup.

LEP: Michigan Virtual Charter Academy does not have a large enough LEP population to make a subgroup.

Cause for Gap: Students who choose a virtual school, typically have not met with success in their previous forms of schooling. They enter the Academy academically at-risk, previously dropped out, or credit deficient. Students who choose to school virtually are generally mobile and do not plan to stay for a period longer than 1-3 years. For example, in 2011-2012 57% of the students were new to the school and 42.6% of them came in academically at-risk meaning that they were 1-3 years behind their grade level peers.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and MME data were used to quantify these gaps. Qualitatively, teacher notes in Total View School (TVS), Individualized Learning Plans (ILP's), parent reports and conferences were used.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP: the MEAP test is administered every fall, and data will be utilized as gathered.

Scantron Performance Series: Fall and spring tests are given annually. Individual student growth data will be utilized as collected.

Study Island: students work in this test prep program daily. Data on math proficiency will be utilized as collected.

We will close the gap in achievement. Students (that are identified in the gap statement) will make a 3% annual increase in achievement on MEAP and greater than 50% of students will make growth as measured by the Scantron Performance Series Test.

Contact Name: Stephanie Hargens

List of Objectives:

Name	Objective
Math Growth Objective	To make an overall increase to the top quartile of all schools, which means that MVCA students will go from 24.8% proficient to 75% proficient on the mathematics section of the MEAP, students will also increase their focal point areas in the following ways: Fractions from 31% to 75% for 4th graders Decimal/Fraction Operations from 52.1% for 5th graders to 75% and from 39.7% to 75% for 6th graders Connections from 53.8% to 75% for 3rd grade students, from 42.3% to 75% for 4th graders, from 52.1% to 75% for 5th graders, from 41.6% to 75% for 6th graders, from 52.7% to 75% for 7th graders, and from 50.7% to 75% for 8th graders Proportionality: from 40% to 75% for 8th graders on this focal point.

1.1. Objective: Math Growth Objective

Measurable Objective Statement to Support Goal: To make an overall increase to the top quartile of all schools, which means that MVCA students will go from 24.8% proficient to 75% proficient on the mathematics section of the MEAP, students will also increase their focal point areas in the following ways:

Fractions from 31% to 75% for 4th graders

Decimal/Fraction Operations from 52.1% for 5th graders to 75% and from 39.7% to 75% for 6th graders

Connections from 53.8% to 75% for 3rd grade students, from 42.3% to 75% for 4th graders, from 52.1% to 75% for 5th graders, from 41.6% to 75% for 6th graders, from 52.7% to 75% for 7th graders, and from 50.7% to 75% for 8th graders

Proportionality: from 40% to 75% for 8th graders on this focal point.

List of Strategies:

Name	Strategy
National Math Lab	Using National Math Lab (NML) will increase student achievement in mathematics by closing gaps in students' knowledge.
Professional Development	Research based professional development for both teachers and learning coaches will increase student math achievement.
Study Island	Staff will utilize Study Island to ensure students are mastering grade level concepts.

1.1.1. Strategy: National Math Lab

Strategy Statement: Using National Math Lab (NML) will increase student achievement in mathematics by closing gaps in students' knowledge.

Selected Target Areas

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating

assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

2.8 Controls curricular and extracurricular activities that are sponsored by the school

2.9 Responds to community expectations and stakeholder satisfaction

3.1 Develops and implements curriculum based on clearly defined expectations for student learning

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

3.6 Allocates and protects instructional time to support student learning

3.7 Provides for articulation and alignment between and among all levels of schools

3.8 Implements interventions to help students meet expectations for student learning

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

4.7 Demonstrates verifiable growth in student performance

5.10 Provides appropriate support for students with special needs

What research did you review to support the use of this strategy and action plan?

National Math Lab is a synchronously delivered math remediation course for students in grades 5 through 11 running one hour per day, Monday through Friday, taught by a centrally managed group of math teachers. The program employs a research-based design to address students' math learning gaps in 5 discrete content domains. The program is available across all K12 network schools to students who are two or more grade levels behind in math.

The National Math Lab content is built upon sound, pedagogical research. The program is intended to change the culture of learning mathematics, reduce anxiety, promote inspiration and self-confidence and is constructed using a variety of national and state standards and resources.

The National Math Lab content is designed into five content blocks, each within four levels. Content is designed to be student centered utilizing a thematic approach with real life projects and activities. Formative and summative assessments to facilitate progress monitoring and learning need evaluation are built directly into the program's instruction.

Content blocks are labeled using National Council of Teachers of Mathematics standard strands. Instead of

identifying the content blocks using grade level, the content blocks are labeled with a level. This type of classification allows students to be placed within a content block and advance to the next level without knowing the grade level at which they or other students are working.

Each content block consists of nine weeks of study with 60-minute daily synchronous lessons and activities. Upon enrollment in National Math Labs, students will be provided options to select an attendance time of choice based on availability. Students will access the synchronous session directly from the OLS Daily or Weekly Plan. After students attend a session, learning coaches are encouraged to enter attendance on the OLS in the NML attendance only course.

Major benefits of active participation in National Math Labs include:

- Additional remediation to students that have not mastered essential learning objectives subsequently impeding progress at age appropriate grade levels
- Alternative activities to assist students in the development of strong conceptual understanding and fluency of concepts

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
National Math Lab Classes	2012-09-04	2013-05-31	Teachers, learning coaches, students, NML teachers

1.1.1.1. Activity: National Math Lab Classes

Activity Type: Other

Activity Description: Students who fall into the lowest 10% based on their Scantron Math, MEAP, and other data will participate in National Math Lab classes.

Planned staff responsible for implementing activity: Teachers, learning coaches, students, NML teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
National Math Lab	Section 31 a	40,000.00	

1.1.2. Strategy: Professional Development

Strategy Statement: Research based professional development for both teachers and learning coaches will increase student math achievement.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and

instructional program, and the impact on student achievement.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.C.1 Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

V.2.B.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

What research did you review to support the use of this strategy and action plan?

Linking Research and Practice by NCTM
Classroom Instruction That Works by Robert Marzano
US Math Advisory Panel

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning Coach Profesional Development Sessions	2012-08-01	2013-05-31	K12 Inc. math experts, teachers, administrators
NCTM Regional Conference	2012-11-28	2012-11-30	Teachers, administrators

1.1.2.1. Activity: Learning Coach Profesional Development Sessions

Activity Type: Professional Development

Activity Description: Teachers, K12 Inc. experts, parents, and administrators with math expertise will design a calendar of professional development topics for learning coaches of 4th-12th grade students. The sessions will be offered throughout the year for learning coaches. Topics will be aligned with the curricular calendar.

Planned staff responsible for implementing activity: K12 Inc. math experts, teachers, administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-01, End Date - 2013-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Learning Coach Professional Development Math Sessions	No Funds Required		

1.1.2.2. Activity: NCTM Regional Conference

Activity Type: Professional Development

Activity Description: MVCA 4th-12th grade teachers will attend the NCTM Regional Conference in Chicago to hear from leading experts in mathematics education. Teachers will be able to choose from more than 200 presentations and learn about pressing issues in math education, such as RtI, the Common Core State Standards, and technology, among other topics. Teachers will be able to:

- Get ahead of the curve with research-based strategies to reach their students.
- Learn new and effective intervention methods.
- Refine their assessment techniques.
- Discover the latest technology to make learning exciting and practical for students.
- Learn how the Common Core State Standards relate to their curriculum.
- Pursue strategies to address the needs of every student—including those considered "special needs."
- Learn to create STEM experiences in their classroom.
- Explore the Exhibit Hall for resources and products for classroom use or professional development.

Planned staff responsible for implementing activity: Teachers, administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-11-28, End Date - 2012-11-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
NCTM Regional Meeting in Chicago	Title II Part A	5,415.00	

1.1.3. Strategy: Study Island

Strategy Statement: Staff will utilize Study Island to ensure students are mastering grade level concepts.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

V.1.C.1 Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

What research did you review to support the use of this strategy and action plan?

Study Island is a research based test preparation program. The amount of blue ribbons a student earns (for receiving 80% or better on concepts) correlates to student success of high stakes testing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Study Island Monitoring	2012-09-04	2013-06-14	Teachers, learning coaches, administration

1.1.3.1. Activity: Study Island Monitoring

Activity Type: Technology

Activity Description: Teachers will monitor student utilization of math in Study Island. Teachers will ensure that each student earns 80% of the available Blue Ribbons, especially in math.

Planned staff responsible for implementing activity: Teachers, learning coaches, administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	No Funds Required		

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be at grade level proficiency in reading.

Gap Statement: Based on a review of the fall 2010 MEAP data, 87% of students in grades 3-8 scored proficient or better on the reading test.

Based on a review of the fall 2011 MEAP data, 57% of students in grades 3-8 scored proficient or better on the reading test.

Based on the spring 2011 MME data, 73% of 11th grade students scored proficient or better on the reading test.

Based on the spring 2012 MME data, 28% of 11th grade students scored proficient or better on the reading test. Average scores in the individual domains for students in grades 3-8 were as follows:

Word Recognition and Word Study-65.1%

Narrative Text-65.8%

Informational Text-64.6%

Comprehension-65%

27% of the 11th graders did not score at the proficient or better level on the spring 2011 reading section of the MME.

72% of the 11th graders did not score at the proficient or better level on the spring 2012 reading section of the

MME.

On the spring 2012 MME, 11th graders scored the following point average on each subtest in reading:

13.6 out of 24 possible points on Strategy Development

6.7 out of 16 possible points on Meaning Beyond Literal

4.4 out of 7 possible points on Independent Reading

1.7 out of 4 possible points on Close Literature Reading

Subgroup improvements in the following areas are needed: 3rd grade economically disadvantaged in both reading and math; 4th grade males in writing, black or African American 4th grade students in math, 4th grade economically disadvantaged students in math; 5th grade females in science, 5th grade black or African American students in reading, science, and math; 6th grade males in social studies; 7th grade males in writing, 7th grade black or African American students in writing and math, 7th grade economically disadvantaged students in writing; 8th grade economically disadvantaged students in reading; 9th grade black or African American students in social studies.

Migrant: Michigan Virtual Charter Academy does not have a large enough migrant population to make a subgroup.

Homeless: Michigan Virtual Charter Academy does not have a large enough homeless population to make a subgroup.

LEP: Michigan Virtual Charter Academy does not have a large enough LEP population to make a subgroup.

Cause for Gap: Students who choose a virtual school, typically have not met with success in their previous forms of schooling. They enter the Academy academically at-risk, previously dropped out, or credit deficient. Students who choose to school virtually are generally mobile and do not plan to stay for a period longer than 1-3 years. For example, in 2011-2012 57% of the students were new to the school and 42.6% of them came in academically at-risk meaning that they were 1-3 years behind their grade level peers.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and MME data were used to quantify these gaps. Qualitatively, teacher notes in Total View School (TVS), Individualized Learning Plans (ILP's), parent reports and conferences and course placement were used.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP: the MEAP test is administered every fall and data will be utilized as gathered.

Scantron Performance Series: Fall and spring tests are given annually. Individual student growth data will be utilized as collected.

We will close the gap in achievement. Students (that are identified in the gap statement) will make a 3% annual increase in achievement on MEAP and Scantron Performance Series.

Contact Name: Stephanie Hargens

List of Objectives:

Name	Objective
Reading Growth Objective	The percent of students scoring proficient or better on the MEAP reading subtest will increase from 57% to 75%. Improvements are based on reaching the top quartile. In each of the individual domains, students in grades 3-8 will improve their average performance by the following measures:

Word Recognition and Word Study from 65.1% to 75% Narrative Text from 65.8% to 75% Informational Text from 64.6% to 75% Comprehension from 65% to 75%
--

2.1. Objective: Reading Growth Objective

Measurable Objective Statement to Support Goal: The percent of students scoring proficient or better on the MEAP reading subtest will increase from 57% to 75%. Improvements are based on reaching the top quartile. In each of the individual domains, students in grades 3-8 will improve their average performance by the following measures:

Word Recognition and Word Study from 65.1% to 75%
Narrative Text from 65.8% to 75%
Informational Text from 64.6% to 75%
Comprehension from 65% to 75%

List of Strategies:

Name	Strategy
Increase Teaching and Learning Skills	Because we partner with our parents in educating their children, it is important for us to offer learning opportunities to students, learning coaches, and teachers in reading.

2.1.1. Strategy: Increase Teaching and Learning Skills

Strategy Statement: Because we partner with our parents in educating their children, it is important for us to offer learning opportunities to students, learning coaches, and teachers in reading.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component

of instructional practice.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

What research did you review to support the use of this strategy and action plan?

Research based methods of professional development that include coaching, practice and follow up will help our teachers, learning coaches, and students to better develop their reading skills.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
DIBELS Next	2012-08-01	2013-06-14	Teachers
Incentives	2012-09-04	2013-06-14	Teachers
Miscellaneous Books	2012-09-04	2013-06-14	Teachers, administrators
Miscellaneous Technology	2012-09-04	2013-06-14	Teachers, administrators
Reading Professional Development	2012-09-03	2013-05-31	Administration, Grand Valley State University literacy specialists, teachers, K12 literacy experts, outside specialists

2.1.1.1. Activity: DIBELS Next

Activity Type: Technology

Activity Description: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

DIBELS Next will more easily incorporate into our virtual setting and will allow us to easily analyze student data.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-01, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
DIBELS Next	Other	5,000.00	

2.1.1.2. Activity: Incentives

Activity Type: Other

Activity Description: Competition incentives for students

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Battle of the Books	General Funds	300.00	

2.1.1.3. Activity: Miscellaneous Books

Activity Type: Other

Activity Description: Miscellaneous books for each teacher for a variety of reading instructional exercises.

Planned staff responsible for implementing activity: Teachers, administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Books	Title II Part A	700.00	

2.1.1.4. Activity: Miscellaneous Technology

Activity Type: Technology

Activity Description: Reading A-Z

Raz-kids

Smart Tablets

Planned staff responsible for implementing activity: Teachers, administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Raz Kids	General Funds	770.00	
Reading A to Z	General Funds	675.00	
Smart Tablets	Other	11,200.00	

2.1.1.5. Activity: Reading Professional Development

Activity Type: Professional Development

Activity Description: The school will work with Wendy Miller, Jill Weber, and other literacy specialists to provide training for students, learning coaches, and teachers. Learning coaches will be given training in reading instruction and strategies including practice, follow-up and reflection. The training will take place virtually during the 2012-2013 school year. The cost for this training will not exceed \$10,000.

Planned staff responsible for implementing activity: Administration, Grand Valley State University literacy specialists, teachers, K12 literacy experts, outside specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Professional Development Resources	Title II Part A	10,000.00	

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in writing.

Gap Statement: Based on the fall 2010 MEAP, 48.4% of 4th graders and 35.3% of 7th graders were proficient or advanced on the writing portion of the MEAP.

Based on the fall 2011 MEAP, 26% of 4th graders and 34% of 7th graders were proficient or advanced on the writing portion of the MEAP.

Based on the spring 2011 MME, 36% of 11th graders were proficient or advanced on the writing portion of the test.

Based on the spring 2012 MME, 18% of 11th graders were proficient or advanced on the writing portion of the test.

Subgroup improvements in the following areas are needed: 3rd grade economically disadvantaged in both reading and math; 4th grade males in writing, black or African American 4th grade students in math, 4th grade economically disadvantaged students in math; 5th grade females in science, 5th grade black or African American students in reading, science, and math; 6th grade males in social studies; 7th grade males in writing, 7th grade black or African American students in writing and math, 7th grade economically disadvantaged students in writing; 8th grade economically disadvantaged students in reading; 9th grade black or African American students in social studies.

Migrant: Michigan Virtual Charter Academy does not have a large enough migrant population to make a subgroup.

Homeless: Michigan Virtual Charter Academy does not have a large enough homeless population to make a subgroup.

LEP: Michigan Virtual Charter Academy does not have a large enough LEP population to make a subgroup.

Cause for Gap: Students who choose a virtual school, typically have not met with success in their previous forms of schooling. They enter the Academy academically at-risk, previously dropped out, or credit deficient. Students who choose to school virtually are generally mobile and do not plan to stay for a period longer than 1-3 years. For example, in 2011-2012 57% of the students were new to the school and 42.6% of them came in academically at-risk meaning that they were 1-3 years behind their grade level peers.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and MME data were used to quantify these gaps. Qualitatively, teacher notes in Total View School (TVS), Individualized Learning Plans (ILP's), parent reports and conferences and writing work samples were used.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP: the MEAP test is administered every fall, and data will be utilized as gathered.

Study Island: students work in this test prep program daily. Data on their writing proficiency will be utilized as collected. Grade Level Rubrics calibrated using 5-point 6+1 traits rubrics will be used to measure student work throughout the year.

We will close the gap in achievement moving at least 75% of students to proficient on the MEAP writing subtests in grades 4 and 7.

Contact Name: Stephanie Hargens

List of Objectives:

Name	Objective
Writing Growth Objective	The percent of students scoring proficient or better on the MEAP writing test will increase from 26% to 75% in 4th grade and from 34% to 75% in 7th grade.

3.1. Objective: Writing Growth Objective

Measurable Objective Statement to Support Goal: The percent of students scoring proficient or better on the MEAP writing test will increase from 26% to 75% in 4th grade and from 34% to 75% in 7th grade.

List of Strategies:

Name	Strategy
Professional Development	Michigan Virtual Charter Academy staff will utilize the research based 6+1 Writing Traits program to increase our students writing proficiency. The staff participated in year-long professional development on 6 +1traits of writing. They have incorporated 6 +1traits into their writing instruction and writer's workshop. At the middle school they developed a writer's boot camp-Intensive 6 week writing program prior to MEAP testing. They are also utilizing grade level rubrics calibrated using 5-point 6+1 traits rubrics. Teachers will also work together to create writing curriculum alignments, vertical and horizontal articulation and assign mentor texts.

3.1.1. Strategy: Professional Development

Strategy Statement: Michigan Virtual Charter Academy staff will utilize the research based 6+1 Writing Traits program to increase our students writing proficiency. The staff participated in year-long professional development on 6 +1traits of writing. They have incorporated 6 +1traits into their writing instruction and writer's workshop. At the middle school they developed a writer's boot camp-Intensive 6 week writing program prior to MEAP testing. They are also utilizing grade level rubrics calibrated using 5-point 6+1 traits rubrics.

Teachers will also work together to create writing curriculum alignments, vertical and horizontal articulation and assign mentor texts.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

What research did you review to support the use of this strategy and action plan?

6+1 Writing Traits is a research based writing method that helps students succeed in writing. In the early 1980s, creative teachers in school districts across the country decided there must be a better way to gather useful information about student writing performance rather than with single scores or standardized tests. Teachers wanted an instrument that would provide accurate, reliable feedback to students and teachers, a tool that would help guide instruction. When an exhaustive search didn't produce such a tool, they rolled up their sleeves and began the difficult process of creating an analytic scoring system that would be valid, honest, and practical.

After evaluating thousands of papers at all grade levels, the teachers identified common characteristics of good writing. These qualities became the framework for the 6-trait analytical model, which has now grown to include a seventh, +1, trait. The model uses common language and scoring guides to identify the traits year-to-year as we refine our idea of what "good" writing looks like.

Not everyone uses the 6+1 traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Some use four traits; some use more. However, these same six or seven characteristics show up on everyone's list in one form or another. The 6+1 Trait components are the foundation for

Education Northwest's writing assessment model and the basis for the descriptive criteria we use to define the qualities of good writing at different levels of achievement. Once teachers know the traits well and score consistently between rates and amongst groups, the link to instruction becomes clear.

The 6+1 Trait® Writing Model of Instruction and Assessment is now used in virtually every state in the country, not to mention American Samoa, Amsterdam, France, Great Britain, Saudi Arabia, China, Venezuela, Australia, Turkey, and Bahrain. It's the model or the source of the model used to score student papers in numerous state assessments and district assessments in virtually every state. Teachers from primary grades through college have embraced the 6+1 Trait model, and not just English teachers, either. The traits are used by teachers of mathematics, science, social studies, foreign language, art, music- anyone for whom writing is an important part of instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 Writing Traits Professional Development	2012-09-04	2013-05-31	Administration, presenter, teachers
Curriculum Alignment	2012-08-01	2013-05-31	Teachers, administrators, K12 curriculum experts

3.1.1.1. Activity: 6+1 Writing Traits Professional Development

Activity Type: Professional Development

Activity Description: Parents/learning coaches will receive professional development on the 6+1 Writing Traits during the 2012-2013 school year.

Planned staff responsible for implementing activity: Administration, presenter, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
6+1 Writing Trait Workshops for Learning Coaches	Other	5,000.00	

3.1.1.2. Activity: Curriculum Alignment

Activity Type: Professional Development

Activity Description: Teachers will come together both face to face and virtually to align the writing curriculum as well as complete vertical and horizontal articulation. Teachers will also choose mentor texts.

Planned staff responsible for implementing activity: Teachers, administrators, K12 curriculum experts

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-01, End Date - 2013-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Curriculum and Articulation	Title II Part A	15,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,745.00	\$0.00
Title II Part A	\$31,115.00	\$0.00
Other	\$21,200.00	\$0.00
No Funds Required	\$0.00	\$0.00
Section 31 a	\$40,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment (rubric) was sent out to each staff member. They were asked to review the rubric information and highlight the level at which they thought we were as a school. We then took part of our time at numerous staff meetings to discuss and come to a consensus on each area. We used our web-based classroom in Elluminate to application share the document and highlight the final copy. The Head of School then entered the rubric information for submittal on the AdvancED website.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

K12 Inc. is our curriculum provider. Prior to the school year, all curriculum content is aligned with both the GLCE's and the HSCE's by a curriculum alignment team. The finalized spreadsheets list the online school (OLS) lesson and the Michigan standard or standards it covers. It also lists information regarding full, partial, or no coverage of the standard. Teachers then review these spreadsheets with the Head of School before the year begins. Teachers create lessons to supplement or teach any standards that are only partially or are not covered. These lessons are pulled from research based content and use research based instructional methods when taught. The alignment helps Michigan Virtual Charter Academy meet its academic goals by ensuring that our students' curriculum is already thorough in the standards content, and is being taught and can be assessed and interventions created and delivered when necessary.

As new standards are adopted or revised, the curriculum alignment team reviews the curriculum and realigns. The teachers then review and adjust instruction. The curriculum alignment team is currently working on aligning the curriculum to the Common Core Standards in anticipation of its 2013 release. (Math and language arts are already completed as they have been adopted by Michigan.)

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Michigan Virtual Charter Academy is a K12 Inc. school and people come to the school many times for its award winning curriculum. It was specifically written to be effective in the online or virtual environment. It is rigorous, research based and engaging for students through the flash animations, hands-on activities, and individualized instruction.

Instruction involves a learning coach and the support of a highly qualified, state certified teacher who supports the students and learning coaches and collaborates with them to ensure the best possible education for their child.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

The K12 curriculum integrates a variety of formative and summative content-specific assessment instruments within each course. K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and scored online, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, fill in the blank, matching, short answer, and constructed response items. Multiple choice, fill in the blank, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge.

-Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path.

-Unit Assessments show whether the student has retained key learning objectives for the unit, and identifies specific objectives students may need to review before moving on.

-Semester Assessments verify student mastery of key learning objectives for the semester.

The tools include measurement and instructional programs and tools used for increased student engagement like Scantron, Study Island, OLS, LMS, and DIBELS. If individual remediation is necessary, it occurs with the frequency deemed necessary. Teacher tools help teachers more quickly and more accurately understand student performance on a day-to-day basis. Poor performance on unit assessments will require additional teacher intervention. Teacher involvement with students is often used in a direct instruction role but the courses are always available to be used at any time by the individual student. MVCA students will fully participate in the MEAP and MME assessments in all content areas depending on their grade level and disabilities which will measure to what extent students are meeting the Michigan content standards, Elementary and Middle School Grade Level Content Expectations, and High School Content Expectations and the Common Core Standards as adopted by Michigan.

Throughout the school year, MVCA will be proactive to ensure that its students reach grade level standards.

By determining a benchmark for measuring growth at the beginning of the school year; then developing an individualized learning plan for each student; continually assessing students' attainment of the standards throughout the course of the school year; and assessing student performance at the end of the school year--MVCA can continually measure the "effect" of our educational program--including the effective use of technology--on students as individuals, in cohorts, and on the school as a whole. Schools across the country using the K12 curriculum have measured the effect of the K12 education program in this way.

Scantron is a well-established tool used by many top educational institutions. Through the use of Scantron Assessments we have been able to gather important and valuable data on all students which will assist us in making good decisions for improving student achievement and instructional practices. Assessment tools from Scantron provide our teachers, students and families, and the learning coach, with valuable data to help guide instruction and support for students. We know it is important that every child masters all state content standards for their grade level and show powerful educational gains yearly. We use Scantron Performance Series and Achievement Series. Scantron's assessment solution is a unique combination of online tools for standards-based formative assessment and computer-adaptive diagnostic testing.

- The Performance Series computer-adaptive diagnostic testing identifies students who would most benefit from corrective instruction or enrichment activities and measures gains over time providing confidence that gains are being made.

- Achievement Series exercises are standards-based formative assessments which show proficiency of specific state standards and help guide teacher instruction in preparation for high stakes testing.

Scantron's Performance Series and Achievement Series are used together as a comprehensive assessment solution:

1. Performance Series tests are given to students at the beginning of each year, or as they enter school, as a diagnostic assessment to accurately measure learning levels and allow teachers to create Individualized Learning Plans for every student.
2. Achievement Series Exercises are easy-to-deliver, short state standards based assessments, used weekly throughout the year. These exercises will be provided to students through interactive Elluminate sessions with your child's teacher.
3. Performance Series tests are administered again at the end of the year to accurately measure year-long gains and growth.

The Achievement Series exercises are used weekly. Teachers utilize a web push for students through the Elluminate classroom to a Scantron Achievement Series test. Students are given 10 questions based on a specific Michigan GLCE. Teachers receive the data from this measure instantaneously and can remediate through small group and individual web based sessions. After direct instruction interventions via Elluminate, students retest to make sure they have mastered that standard.

To augment these interventions, Study Island is integrated into the student's ILP and used for independent practice. Study Island is an online program aligned with the Michigan standards and is an effective test mastery program. Questions in Study Island are organized by subject and strands. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provide a prediction to success on the MEAP tests. The Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content specified in Michigan's Content Expectations. Study Island's focus on the Content Expectations enables students to improve their performance in all skill areas tested on the MEAP Test/MME in grades 3 through 8 and high school. The user-friendly interface allows students to move through the program step-by-step. Each section has a pre-test and a post-test, as well as topics that cover each of the Content Expectations. Topics consist of questions, answers, explanations, and lessons that address the specific skills required in order to master the Content Expectations.

Study Island allows us to get a real time view of the activities that students are currently working on and provides a toolkit to mimic the classroom experience. Enhanced games provide motivation for students to learn the material and answer the questions correctly, and Study Island has the capabilities to support iPhone, iPod Touch, and iPad for on the go learning. The Customized Assessment Builder allows us to build

our own diagnostic, formative, and summative tests and quizzes, easily create and schedule those assessments, assign customized assessments to specific students, and link those assessments to the online gradebook. Study Island incorporates strategies for all learners-challenged and those who need to be enriched. Special Needs Support includes larger font size, text-to-speech, and multi-color highlighters. Response to intervention (RTI) reports show student progress on specific topics over time. To ensure that students working above grade level stay engaged and challenged, Study Island offers various options such as increasing the passing parameters on assignments, or assigning students to materials from higher grades.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Michigan Virtual Charter Academy prides itself on the meaningful use of technology within both the Learning Center, as well as off-site in the education of attending students. Michigan Virtual Charter Academy strives to prepare students to be productive citizens in a global 21st Century society. These technologies will be used to support and promote student mastery of the Michigan Grade Level Content Expectations, the National and State Technology Standards and other programs and services.

Implementation of Technology by Michigan Virtual Charter Academy Staff

Teachers are given a laptop and printer, as well as access to the on-line school (OLS) or Learning Management System (LMS) featuring web-based curriculum and classroom management tools. The tools help teachers and Learning Coaches monitor student progress and mastery of the curricula. The administration of the Michigan Virtual Charter Academy utilizes its access to the accountability systems in tandem with the OLS and LMS. Total View School (TVS) allows administration to monitor teacher, student, and Learning Coach performance. TVS also contains the secure platform for communication between families and Michigan Virtual Charter Academy staff called Kmail. Each Michigan Virtual Charter Academy teacher is given an Elluminate web-conferencing classroom site where they meet to conference with students and offer direct instruction individually or in a small group setting.

Implementation of Technology by Michigan Virtual Charter Academy Families and Students

Each student who qualifies for free and reduced lunch receives a PC, a printer, Internet stipend and access to either the OLS or LMS, based on grade level. All students receive access to the OLS or LMS. Students also receive access to Study Island, which is a web-based test preparatory program that is directly correlated to Michigan Grade Level Expectations. Michigan Virtual Charter Academy utilizes the K12 home page and links to the Michigan Virtual Charter Academy home page which contains the Community Calendar, K12 Community Chest, and blogs, and a school Facebook page.

Learning Center Technologies

Each Learning Center is equipped with the technological infrastructure to support hybrid (both virtual and face to face instruction) learning. Smart Technologies including Smart Boards, Smart Tables, laptops, and software licenses will be in place for students by fall of 2011 in Grand Rapids, and fall 2013 in Detroit.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using

data from the State's annual assessments and other indicators of academic achievement.

Annual data will be reviewed in the spring. Data reviews will include, but are not limited to Scantron, MEAP, MME, ACT, and Study Island. The School Improvement Plan Committee will use the data gathered from the state's annual assessments and other indicators of academic achievement. From this data, we will write data statements. Members of the School Improvement Team will do data walks to review and analyze the most important areas for improvement. The data and statements should show that School Improvement Goals were met or that progress is being made. The data statements will also show if the goals and objectives have not been met. This process will allow data rich discussions to help the School Improvement Plan team to make informed decisions regarding further plans of action. If goals have not been met, the School Improvement Team will develop further strategies and allocate resources to produce positive results. If goals are met, the School Improvement Team will seek out other areas where improvements can and should be made.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Michigan Virtual Charter Academy is committed to continuing to build positive parental and stakeholder relationships. Parents and stakeholders will have the opportunity to review and make recommendations to the school improvement plan throughout the year. There are parent and stakeholder representatives on the school improvement team that reflect Michigan Virtual Charter Academy's parent and stakeholder concerns and perceptions. Drafts of the plan will be presented during open forums. Parents and other stakeholders will have ample opportunities to review the plan and make recommendations through collaborative work sessions in Blackboard Collaborate. The Board approved plan will be available on the school website at www.k12.com/mvca.com

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Michigan Virtual Charter Academy is committed to continue to build positive parental and stakeholder relationships. Parents and stakeholders will have the opportunity to review and make recommendations to the school improvement plan throughout the year. There are parent and stakeholder representatives on the school improvement team that reflect Michigan Virtual Charter Academy's parent and stakeholder concerns and perceptions. The School Improvement Team included all school staff, a Board member, and many parents. The School Improvement process was reviewed. The school based team spent multiple days reviewing processes, goals, and rubrics that led to school programming. The School Data Profile Analysis was completed by committees and the Comprehensive Needs Assessment was completed by the staff as a whole. The entire School Improvement Team completed a data walk through many data sources. The areas for improvement were decided upon and then the team devised measurable goals, objectives, and strategies. The school administration and operations team linked the goals to a budget. The finalized plan was

reviewed by the entire School Improvement Team for its approval.

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Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *The AER was presented at an open meeting August 24, 2011. The AER was also sent to families via kmail and is posted on the Michigan Virtual Charter Academy website at www.k12.com/mvca*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *No*

Comments: *These have not yet been fully completed; however, they are in process.*

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *As this was our first year, we have not yet reviewed them. We will review them annually with students beginning next year.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *No Written Policy*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments: *During National Teacher Training, our teachers are trained in classroom management in the virtual environment.*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments: *The Michigan Virtual Charter Academy Handbook communicates safety policies to parents, students, and staff.*

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments: *We will plan for our teachers and learning coaches to have professional development specifically related to health education during the 2012-2013 school year and annually thereafter.*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments: *The curriculum for Physical Education is provided by K12 Inc.*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *No*

Comments: *As a virtual school, we do not have a food service director/manager.*

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments: *As a virtual school, we do not have a food service director/manager or a cafeteria.*

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments: *We are a virtual school and do not provide food services to students.*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *No*

Comments: *As a virtual school, we do not take part in the federal nutrition program.*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments: *As a virtual school, we do not provide health related or medical services directly to students through any medical personnel.*

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments: *The school safety policies we have are for internet safety because we are a virtual school. We have policies on cyber-bullying and "netiquette." There are also rules that govern computer usage and on-line classroom discipline.*

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Reviewed policy, but not yet adopted*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments: *K12 Inc. provides professional development for high school staff on suicide prevention.*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *K12 Inc. provided parents and learning coaches and students with information about cyber-bullying.*

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments: *We do not have a budget for this, however K12 provides a health and wellness program for all staff through its health insurance provider, CIGNA.*

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments: *There is no written "policy", but the parent involvement piece is key to our program. This critical information is included in enrollment calls, marketing materials, the Michigan Virtual Charter Academy Handbook, orientations, courses, etc.*

A Family Involvement Policy will be on the July Board agenda for approval.

31. Our school has a parent education program.

Response: *Yes*

Comments: *We provide parent education on many levels including through the K12 Speaker Series, Coast to Coast, The Big Think, and professional development opportunities for parents/learning coaches with a variety of topics including academic content and related interests.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments: *We are a virtual school and do not have facilities.*

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *No*

Comments: *We are not required to write a District Improvement Plan.*

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *No*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments: *We have a regional technology director who services and supports our schools.*

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *We have a regional technology director who assesses the needs in all schools and provides technology services and support as needed.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *We are a virtual school, so technology drives our curriculum, content, teaching and learning and other interactions.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *We have Introduction to Online Learning courses that teach students and learning coaches to use the technology with which they are asked to work.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Our teachers also teach the technology standards even though our students go to virtual school.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Stephanie	Hargens	Head of School	shargens@k12.com
Mrs.	Krista	Lasky	Teacher	klasky@k12.com
Mrs.	Julie	Daniels	Teacher	jdaniels@k12.com
Mrs.	Kristen	Occhietti	Teacher	kocchietti@k12.com
Mrs.	Leeann	Kish	Teacher	lkish@k12.com
Mrs.	Amelia	O'Brian	Teacher	aobrian@k12.com
Mrs.	Mary	Soltis	Teacher	msoltis@k12.com
Mrs.	Linda	Cilla-Cooper	Guidance Counselor	lcilla-cooper@k12.com
Mrs.	Denise	Rosman	Teacher	drozman@k12.com
Mrs.	Kara	Mounce	Teacher	kmounce@k12.com
Mrs.	Lisa	Tamburello	Office Manager	ljordan@k12.com
Mrs.	Susan	Brown	Operations Manager	subrown@k12.com
Dr.	Linda	Marlow	Member, Board of Direc	rlmarlow1973@att.net
Mrs.	Sandy	Smith	Parent	sews@me.com
Mrs.	Jenelle	Stevens	Teacher	jestevens@k12.com
Mrs.	Casey	Swan	Teacher	cswan@k12.com
Mrs.	Tanya	Kuipers	Teacher	tkuipers@k12.com
Ms.	Allyson	Dunn	Teacher	adunn@k12.com
Ms.	Jennifer	Kanine	Teacher	jkanine@k12.com
Ms.	Basia	Ostrowski	Teacher	bostrowski@k12.com
Mrs.	Amber	Rogers	Teacher	arogers@k12.com
Mr.	David	Krause	Guidance Counselor	dkrause@k12.com
Mrs.	Amy	Stirling	Teacher	astirling@k12.com
Mr.	Scott	Hoofman	Teacher	shoofman@k12.com
Mrs.	Cheryl	Irvin	Teacher	cirvin@k12.com
Ms.	Jennifer	Canfield	Teacher	jcanfield@k12.com
Mrs.	Margaret	Boggs	Teacher	mboggs@k12.com
Mrs.	Adeeba	Muhammad	Parent	yourmuhammad@yahoo.com
Mrs.	Jessica	Barnes	Parent	Jersey23LG@hotmail.com
Ms.	Jo	Thomas	Parent	jthomasgmt@yahoo.com
Ms.	Takiyah	Ward	Teacher	tward@k12.com
Mrs.	Sara	Ferguson	Teacher	sferguson@k12.com
Mrs.	Julia	Zoutendyk	Parent	juliazout@hotmail.com
Ms.	Denise	Carter	Parent	twalker4340@comcast.net

Mrs.	Donna	Hayataka	Parent	donna@vaneck-law.com
Mrs.	Erin	Wagner	Parent	agnusdei@att.net
Mrs.	Donna	Malek	Parent	khadejahbaker@yahoo.com
Mrs.	Heather	Jurmu	Parent	heatherjurmu@gmail.com
Mrs.	Karen	Hager	Parent	hagercasting@gmail.com
Mrs.	Kimberly	Snyder	Parent	ksnyder@frontier.com
Mrs.	Becky	Fettig	Parent	fettigfamily@yahoo.com

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Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Stephanie Hargens, Head of School
Address:	678 Front Avenue NW Grand Rapids, MI 49504
Telephone Number:	616-309-1600

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- District Board Policy on Parent Involvement
- Signatures

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Michigan Virtual Charter Academy Parent/Family Involvement Policy

The Board recognizes that a child's education is a responsibility shared by the school and family. To support the goal of the Academy to educate all students effectively, the Academy and parents must work as knowledgeable partners. Although parents are diverse in culture, language, and needs, they share the Academy's commitment to the educational success of their children. The Academy, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The Board supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. In addition to programs at the school level, the Board supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the school district, using to the degree possible, the components listed above. Engaging parents is essential to improved student achievement. The Academy shall foster and support active parent involvement.

Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring and evaluation of this plan.

School Improvement Plan Team Members

Name	Signature	Position	Email
Stephanie Hargens		Head of School	shargens@k12.com
Krista Lasky		Teacher	klasky@k12.com
Julie Daniels		Teacher	jdaniels@k12.com
Kristen Occhietti		Teacher	kocchietti@k12.com
Leeann Kish		Teacher	lkish@k12.com
Amelia O'Brian		Teacher	aobrian@k12.com
Mary Soltis		Teacher	msoltis@k12.com
Linda Cilla-Cooper		Guidance Counselor	lcilla-cooper@k12.com
Denise Rosman		Teacher	drosman@k12.com
Kara Mounce		Teacher	kmounce@k12.com
Lisa Tamburello		Office Manager	ljordan@k12.com
Susan Brown		Operations Manager	subrown@k12.com
Linda Marlow		Member, Board of Direc	rlmarlow1973@att.net
Sandy Smith		Parent	sews@me.com
Jenelle Stevens		Teacher	jestevens@k12.com
Casey Swan		Teacher	cswan@k12.com
Tanya Kuipers		Teacher	tkuipers@k12.com
Allyson Dunn		Teacher	adunn@k12.com
Jennifer Kanine		Teacher	jkanine@k12.com
Basia Ostrowski		Teacher	bostrowski@k12.com
Amber Rogers		Teacher	arogers@k12.com
David Krause		Guidance Counselor	dkrause@k12.com
Amy Stirling		Teacher	astirling@k12.com
Scott Hoofman		Teacher	shoofman@k12.com
Cheryl Irvin		Teacher	cirvin@k12.com
Jennifer Canfield		Teacher	jcanfield@k12.com

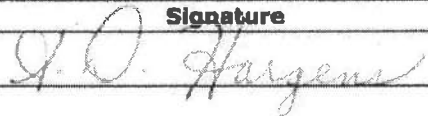
Margaret Boggs	✓	Teacher	mboggs@k12.com
Adeeba Muhammad		Parent	yourmuhammad@yahoo.com
Jessica Barnes	✓	Parent	Jersey23LG@hotmail.com
Jo Thomas		Parent	jthomasgmt@yahoo.com
Takiyah Ward		Teacher	tward@k12.com
Sara Ferguson		Teacher	sferguson@k12.com
Julia Zoutendyk	✓	Parent	juliazout@hotmail.com
Denise Carter		Parent	twalker4340@comcast.net
Donna Hayataka	✓	Parent	donna@vaneck-law.com
Erin Wagner		Parent	agnusdei@att.net
Donna Malek		Parent	khadejahbaker@yahoo.com
Heather Jurmu		Parent	heatherjurmu@gmail.com
Karen Hager		Parent	hagercasting@gmail.com
Kimberly Snyder	✓	Parent	ksnyder@frontier.com
Becky Fettig		Parent	fettigfamily@yahoo.com

Stakeholder Responses

Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring and evaluation of this plan.

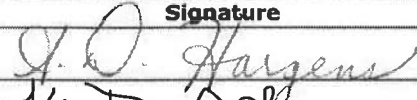
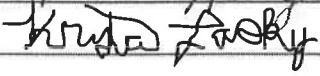
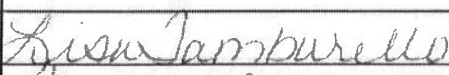
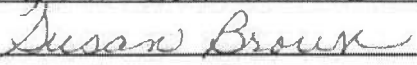
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Scott Hoofman		Teacher	shoofman@k12.com
Cheryl Irvin		Teacher	clrvn@k12.com
Jennifer Canfield		Teacher	jcanfield@k12.com

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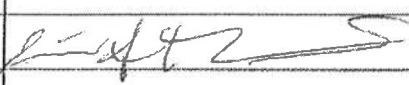
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Denise Rosman		Teacher	drosman@k12.com
Kara Mounce	Kara Mounce <small>Digitally signed by Kara Mounce DN: cn=Kara Mounce, o=K12, email=karamounce@k12.com, c=US Date: 2012.07.21 14:21:28Z</small>	Teacher	kmounce@k12.com
Lisa Tamburello		Office Manager	ljordan@k12.com
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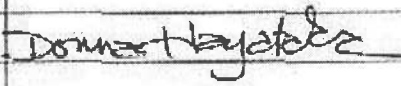
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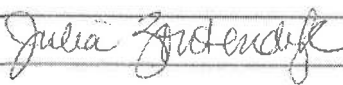
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Amelia O'Brian	Amelia O'Brian <small>Digitally signed by Amelia O'Brian DN: cn=Amelia O'Brian, o=K12, ou=K12, email=aoobrian@k12.com, c=US Date: 2012.07.06 09:19:22 -0400</small>	Teacher	aobrian@k12.com
Mary Soltis		Teacher	msoltis@k12.com
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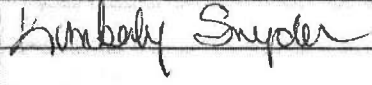
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Basia Ostrowski		Teacher	bostrowski@k12.com
Amber Rogers		Teacher	arogers@k12.com
David Krause		Guidance Counselor	dkrause@k12.com
Amy Stirling		Teacher	astirling@k12.com
Scott Hoofman	<i>Scott Hoofman</i>	Teacher	shoofman@k12.com
Cheryl Irvin		Teacher	cirvin@k12.com
Jennifer Canfield		Teacher	jcanfield@k12.com

Stakeholder Involvement

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School Improvement Plan Team Members

Name	Signature	Position	Email
Stephanie Hargens	<i>S. Hargens</i>	Head of School	shargens@k12.com
Krista Lasky		Teacher	klasky@k12.com
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Kara Mounce		Teacher	kmounce@k12.com
Lisa Tamburello	<i>Lisa Tamburello</i>	Office Manager	ljordan@k12.com
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Becky Fettig		Parent	fettigfamily@yahoo.com

Stakeholder Responses

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