



District Improvement Plan

Great Lakes Cyber Academy

Ms. Heather Ballien
2140 UNIVERSITY PARK DR STE 270
OKEMOS, MI 48864-4077

TABLE OF CONTENTS

Introduction	1
Improvement Plan Stakeholder Involvement	
Introduction	3
Improvement Planning Process	4
2019-20	
Overview	6
Goals Summary	7
Goal 1: The graduation rate for 4, 5, & 6 year cohorts will be at least 67% by the end of the 2019-20 school year.	8
Goal 2: GLCA will develop and implement a system of incorporating the use of multiple sources of data to identify instructional needs to ensure the optimal performance of all students, including subgroups.	9
Goal 3: Develop and Implement an Onboarding Process that addresses needs and issues of Late-Enrolling Students. . .	10
Goal 4: GLCA will ensure that district and building staff have access to and are encouraged to continue professional learning to continue to develop knowledge and skills that will allow them to provide quality instructional support for our students.	11
Activity Summary by Funding Source	14
Activity Summary by School	17

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents of enrolled students were invited to attend meetings via internal communication systems contained within our LMS. Meetings were scheduled in the evening on different days of the week in addition to inviting parents who could not make the meetings to reach out to set up a meeting with the superintendent. Parents who attended were encouraged to provide their thoughts and ask questions regarding current programming and potential additions.

Annual surveys of stakeholders (staff, parents, students) are conducted with results compiled and shared with board members. In addition, round table discussions with all staff members were held to solicit input on priorities and ideas that have been proposed. Parent input was sought through parent meetings and conversations at events throughout the year.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Students participated through conversation with their teachers and administrators and survey input.
Parents participated through conversation with staff, survey input, and meeting attendance.
Staff participated through survey input and meeting participation.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan was shared with staff at the end of the 18-19 school year and will be shared with students and parents at the start of the 2019-20 school year. Given the large amount of new enrolling students, waiting until the start of the new school year ensures that the maximum number of stakeholders have the opportunity to participate in overview meetings.

2019-20

Overview

Plan Name

2019-20

Plan Description

District improvement plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The graduation rate for 4, 5, & 6 year cohorts will be at least 67% by the end of the 2019-20 school year.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$500000
2	GLCA will develop and implement a system of incorporating the use of multiple sources of data to identify instructional needs to ensure the optimal performance of all students, including subgroups.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Develop and Implement an Onboarding Process that addresses needs and issues of Late-Enrolling Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$125000
4	GLCA will ensure that district and building staff have access to and are encouraged to continue professional learning to continue to develop knowledge and skills that will allow them to provide quality instructional support for our students.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$41000

Goal 1: The graduation rate for 4, 5, & 6 year cohorts will be at least 67% by the end of the 2019-20 school year.

Measurable Objective 1:

90% of All Students will demonstrate student proficiency (pass rate) for required math courses in Mathematics by 07/31/2020 as measured by the accountability radar.

(shared) Strategy 1:

GAD Improvement - Reduce core course failure rate to no more than 10% ensuring no more than one semester F and no fewer than the number of credits required to be promoted to the next grade.

Category: Other - Accountability Index Measure

Research Cited: Factors Influencing High School Graduation Issue Brief Prepared for the Washington Student Achievement Council

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwjCi7jL8PfbAhXm6oMKHTKCAycQFggzMAI&url=https%3A%2F%2Fwww.wsac.wa.gov%2Fsites%2Fdefault%2Ffiles%2F2015.12.3.Ritter.Graduation.Issue.Brief.pdf&usg=AOvVaw2rUCuukjFF7AphN7EkWfbw>

Tier: Tier 1

Activity - Instructional Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and resources for effective direct instruction and monitor implementation by all teachers. Schools: All Schools	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/26/2019	07/27/2020	\$500000	General Fund	Building Administration, Teachers, Support Staff

Measurable Objective 2:

90% of All Students will demonstrate student proficiency (pass rate) for required English courses in English Language Arts by 07/31/2020 as measured by the accountability radar.

(shared) Strategy 1:

GAD Improvement - Reduce core course failure rate to no more than 10% ensuring no more than one semester F and no fewer than the number of credits required to be promoted to the next grade.

Category: Other - Accountability Index Measure

Research Cited: Factors Influencing High School Graduation Issue Brief Prepared for the Washington Student Achievement Council

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwjCi7jL8PfbAhXm6oMKHTKCAycQFggzMAI&url=https%3A%2F%2Fwww.wsac.wa.gov%2Fsites%2Fdefault%2Ffiles%2F2015.12.3.Ritter.Graduation.Issue.Brief.pdf&usg=AOvVaw2rUCuukjFF7AphN7EkWfbw>

Tier: Tier 1

Activity - Instructional Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and resources for effective direct instruction and monitor implementation by all teachers. Schools: All Schools	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/26/2019	07/27/2020	\$500000	General Fund	Building Administration, Teachers, Support Staff

Goal 2: GLCA will develop and implement a system of incorporating the use of multiple sources of data to identify instructional needs to ensure the optimal performance of all students, including subgroups.

Measurable Objective 1:

collaborate to review the available sources of assessment data and recommend which specific data points (both formative and summative) by 05/04/2020 as measured by monitoring instructional impact to the district administrative team.

Strategy 1:

PLC & Assessment Team Collaboration - PLC's, and appropriate teams will meet regularly to review data and recommend actions to be implemented school wide.

Category: Other - Assessment

Research Cited: DeFour, Stiggins

Tier: Tier 1

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Great Lakes Cyber Academy

PLC's, and appropriate teams will meet regularly to review data Evaluation Tier 1 and recommend actions to be implemented school wide.	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program, Curriculum Development	Tier 1		08/12/2019	06/03/2020	\$0	No Funding Required	Assessment Team, Teachers
Schools: All Schools								

Goal 3: Develop and Implement an Onboarding Process that addresses needs and issues of Late-Enrolling Students

Measurable Objective 1:

collaborate to develop and implement an onboarding process by 06/03/2020 as measured by increasing retention and improving academic performance.

Strategy 1:

Onboarding - The administrative team will recruit and appoint an advisory teacher who will develop and then implement a plan for orienting late enrolling students to ensure that students are able to acclimate to online learning successfully.

Category: Learning Support Systems

Research Cited: Pearson Efficacy Research

Tier: Tier 1

Activity - Onboarding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Great Lakes Cyber Academy

Produce orientation videos, phone calls, partner with academic engagement team Schools: All Schools	Teacher Collaboration, Academic Support Program, Policy and Process, Recruitment and Retention, Behavioral Support Program	Tier 1		09/09/2019	06/01/2020	\$125000	Title I Part A, Section 31a	Building Administration, Teaching Staff, Academic Engagement Team
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Goal 4: GLCA will ensure that district and building staff have access to and are encouraged to continue professional learning to continue to develop knowledge and skills that will allow them to provide quality instructional support for our students.

Measurable Objective 1:

achieve college and career readiness providing staff professional learning opportunities in mathematics instruction by 07/27/2020 as measured by observed evidence and documentation demonstrating implementation and utilization of strategies, concepts, and PL ideas.

(shared) Strategy 1:

PD Participation - Staff will research available PD opportunities; submit requests; and/or participate in identified workshops, conferences, and professional learning opportunities.

Category: Career and College Ready

Research Cited: Why Professional Development Matters by Hayes Mizell, Learning Forward

Tier: Tier 1

Activity - PD Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Great Lakes Cyber Academy

PD attendance and implementation of concepts in classroom and within district Schools: All Schools	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program	Tier 1		08/12/2019	06/03/2020	\$40000	Title II Part A	Administration, Teaching Staff, Academic Engagement Team, Counseling Team
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Strategy 2:

FAME Implementation - Up to 10 staff members and administrative staff will be identified to lead our GLCA FAME (Formative Assessment for Michigan Educators) Team throughout the 2019-20 school year.

Category: Other - Assessment

Research Cited: https://www.michigan.gov/documents/mde/Abstract_-_Final_Report_of_Results_from_Research_on_the_2015-16_FAME_Pro..._545179_7.pdf

Tier: Tier 1

Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify participating staff, register, provide support for attendance, provide support for implementation Schools: All Schools	Teacher Collaboration, Professional Learning, Other - Evaluation	Tier 1	Implement	06/03/2019	07/27/2020	\$1000	Title II Part A	Administration, Identified Participating Staff

Measurable Objective 2:

increase student growth for students in subgroups of SES, gender, and special needs by 07/27/2020 as measured by identifying professional learning opportunities addressing instructional needs within the different subgroups.

(shared) Strategy 1:

PD Participation - Staff will research available PD opportunities; submit requests; and/or participate in identified workshops, conferences, and professional learning opportunities.

Category: Career and College Ready

Research Cited: Why Professional Development Matters by Hayes Mizell, Learning Forward

Tier: Tier 1

Activity - PD Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Great Lakes Cyber Academy

PD attendance and implementation of concepts in classroom and within district Schools: All Schools	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program	Tier 1		08/12/2019	06/03/2020	\$40000	Title II Part A	Administration, Teaching Staff, Academic Engagement Team, Counseling Team
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	PLC's, and appropriate teams will meet regularly to review data Evaluation Tier 1 and recommend actions to be implemented school wide.	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program, Curriculum Development	Tier 1		08/12/2019	06/03/2020	\$0	Assessment Team, Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Onboarding	Produce orientation videos, phone calls, partner with academic engagement team	Teacher Collaboration, Academic Support Program, Policy and Process, Recruitment and Retention, Behavioral Support Program	Tier 1		09/09/2019	06/01/2020	\$100000	Building Administration, Teaching Staff, Academic Engagement Team

General Fund

District Improvement Plan

Great Lakes Cyber Academy

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Impact	Provide support and resources for effective direct instruction and monitor implementation by all teachers.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/26/2019	07/27/2020	\$500000	Building Administration, Teachers, Support Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Onboarding	Produce orientation videos, phone calls, partner with academic engagement team	Teacher Collaboration, Academic Support Program, Policy and Process, Recruitment and Retention, Behavioral Support Program	Tier 1		09/09/2019	06/01/2020	\$25000	Building Administration, Teaching Staff, Academic Engagement Team

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
FAME	Identify participating staff, register, provide support for attendance, provide support for implementation	Teacher Collaboration, Professional Learning, Other - Evaluation	Tier 1	Implement	06/03/2019	07/27/2020	\$1000	Administration, Identified Participating Staff

District Improvement Plan

Great Lakes Cyber Academy

PD Participation	PD attendance and implementation of concepts in classroom and within district	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program	Tier 1		08/12/2019	06/03/2020	\$40000	Administration, Teaching Staff, Academic Engagement Team, Counseling Team
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Impact	Provide support and resources for effective direct instruction and monitor implementation by all teachers.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/26/2019	07/27/2020	\$500000	Building Administration, Teachers, Support Staff
Collaboration	PLC's, and appropriate teams will meet regularly to review data Evaluation Tier 1 and recommend actions to be implemented school wide.	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program, Curriculum Development	Tier 1		08/12/2019	06/03/2020	\$0	Assessment Team, Teachers
Onboarding	Produce orientation videos, phone calls, partner with academic engagement team	Teacher Collaboration, Academic Support Program, Policy and Process, Recruitment and Retention, Behavioral Support Program	Tier 1		09/09/2019	06/01/2020	\$125000	Building Administration, Teaching Staff, Academic Engagement Team

District Improvement Plan

Great Lakes Cyber Academy

PD Participation	PD attendance and implementation of concepts in classroom and within district	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program	Tier 1		08/12/2019	06/03/2020	\$40000	Administration, Teaching Staff, Academic Engagement Team, Counseling Team
FAME	Identify participating staff, register, provide support for attendance, provide support for implementation	Teacher Collaboration, Professional Learning, Other	Tier 1	Implement	06/03/2019	07/27/2020	\$1000	Administration, Identified Participating Staff