



School Improvement Plan

W-A-Y Academy - Vernor Site

W-A-Y Academy

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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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

WAY Academy targets students seeking innovative, non-traditional educational options. The students who are targeted by the WAY Academy Program are those students with unmet needs in "traditional" school formats such as a traditional public school, a public school academy or charter school that utilizes a traditional curricular approach, or online courses with a traditional curricular approach. We define a "traditional" curriculum approach as course based curriculum being delivered to the student rather than the student leading learning through project-based, inquisitive practices in conjunction with highly qualified experts. The students who attend WAY Academy Programs are typically living in Detroit and were formerly Detroit Public School students.

The race and ethnicity breakdown for the WAY Academy mirrors that of the current DPS student population in Southwest Detroit, with 60% of students being Latino, 23% of students being Caucasian, and 16% of students being African American, and 1% other.

Instructional Philosophy and Focus:

The curriculum of WAY Academy is project based, standards focused and proficiency based. In both English/Language Arts and Mathematics the Common Core State Standards are used for project design and assessment while the standards from the Michigan High School Content Expectations (7-12) are utilized for all other content areas, including the ability to create personalized electives based on student interest.

In project-based learning students go through an extended process of inquiry in response to a complex question, problem, or challenge. In many instances, students can ultimately use what they have learned to give back to a community. Projects help students learn key academic content and practice the 21st century (global) skills such as collaboration, communication, critical thinking, and creative innovation. These skills are essential for students to be adequately equipped to be competitive in the global market and to succeed in any post-secondary endeavor they explore. Research has shown that students benefit from project-based learning and have outscored their peers in control groups who receive more typical textbook and lecture driven approaches. Students also score higher on measures of problem-solving skills and application to real-world challenges through the use of project-based learning.

Students in the WAY Academy are known as researchers and they engage in the curriculum in a variety of ways. Students can complete standards focused projects that have been designed by highly qualified content area teachers (known as experts); can work collaboratively with experts to design personalized, standards focused projects based upon the individual researcher's interests; and can work collaboratively to design standards focused projects with other students. The WAY Academy curriculum is personalized to the learner level in order to ensure that the researcher's needs are met and that the researcher takes an active role in his/her education.

Once a researcher decides on a project in collaboration with his/her mentor and an expert, the researcher will complete the project utilizing one of the 21st century Mac tools such as Numbers, Keynote, Pages, iMovie, and other software applications. After a project is complete the experts will evaluate the project based on the Common Core State Standards and/or Michigan Grade Level Content Expectations. Projects are designed with a crosscurricular focus so that all appropriate content area experts will evaluate each project.

Project assessment is focused on standard mastery and is evaluated using a proficiency-based rubric. Each standard is assessed

independently and specific feedback is given to the researcher based on each standard. Once a project has been assessed, the expert(s) will provide specific feedback to the researcher related to the standards earned and related proficiency level. The highly qualified expert will also provide differentiated support based on the individualized academic needs of the student. The researcher will have the ability to increase the proficiency levels of any standards that have not yet earned the highest level of proficiency. The assessment will then be entered into a standards-based online HERO learning system. In HERO, the researcher and his/her parents are able to track which standards have been mastered, what proficiency level has been earned for those standards, which standards have yet to be mastered, what percentage of credit has been earned in each subject area, and what the overall GPA is for each credit that has been earned.

Program design and project development are based on the principles of Universal Design for Learning. In order to provide for multiple means of representation all projects are developed to include numerous pathways through which the students can demonstrate mastery of the targeted standard(s). Projects are designed to include alternatives for auditory and visual barriers to ensure that information is accessible to all learners. As mentioned previously, students can express what they know in any number of differentiated methods including having the ability to co-create standards-focused projects with a content area expert.

Students will also have the ability to demonstrate knowledge through both linguistic and nonlinguistic forms of representation. All projects will include scaffolds to ensure that each and every researcher has full access to the information.

Southwest Community Data:

According to Data Driven Detroit, the Southwest Detroit Neighborhood is home to 43,902 residents with an estimated 14,509 children and youth (0 to 18 years of age) in the southwestern section of Detroit. Southwest is diverse with 57% of the population is Hispanic/Latino while, 24% are African-American and 17% are white.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

WAY Academy Mission:

Changing lives by creating engaging and encouraging educational opportunities for all young people

WAY Academy Vision:

W-A-Y offers an alternative approach to education; one that encourages self-esteem, independence, and the development of 21st century global and career skills. We aim to make every young person a hero.

Each student has multiple levels of personalized support in the WAY model. Students enter the program during an individualized induction in which the student explores his/her equipment and learns to navigate the online learning environment. After the induction WAY team leaders, and mentor conduct a follow up home visit to ensure that the student can access the learning environment from home, answer any questions from the student or guardian(s), and review the researcher and guardian agreements.

Once they are enrolled in the program, students have access to the online learning environment 24 hours a day, 365 days per year with a community of highly qualified staff to assist them. Staff are available online 24 hours a day to ensure that a student can communicate with a live person whenever they need assistance. Additionally, researchers may receive one on one instructional support as needed in the learning lab. Every student is provided with a team leader that acts as a direct support to the researcher. The team leader conducts home visits; maintains a good relationship with the student and their family members; assists with the identification of local resources that are available to support the student's learning such as internships, community projects, and social services; and oversees all aspects of the student's education. Students are also followed closely within the reporting system to ensure that social or academic interventions are timely. Detailed reports from mentors and team leaders are submitted weekly for review by the program director.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

- 17 students graduated in 2013
- 37 students graduated in 2014
- Students were finalists in a First Robotics competition (2014)
- 20 students were inducted into the National Honor Society (2014)
- Students going on to pursue post-secondary education (one student received a full ride scholarship to U of M Dearborn - 2014)

Future Improvements:

- Increase parent involvement
- 65% or more students meeting or exceeding state standards
- Increase number of students graduating and pursuing post-secondary programs
- Increase number of community mentors
- Create a job shadow and internship program
- Increase number and depth of projects that impact the southwest community

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

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.

Select School Improvement Team (SIT) members; establish duties of members. WAY Academy's SIT is composed of the Director and an appropriately balanced number of teachers, education support employees, students, and parents. Team members representing teachers, education support employees, students, and parents have all self selected.

The School conducts annual needs assessment based on state and district goals, performance standards, local and state achievement data, and school climate survey results.

The School Improvement Team reviews and/or revises the school's vision and mission, sets priorities for goals and objectives to be included in the School Improvement Plan. Training is provided by the school district to help SIT members with their roles, learn how to develop a consensus, resolve conflict, develop effective ways to work together, and make sound decisions that are based on research and data regarding school performance. Meeting times vary to accommodate stakeholders' schedules. Meetings are held monthly from August to May, more often when needed. The School Improvement Team assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.

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

Representatives from stakeholder groups that participated in the development of the improvement plan include individuals that reflect the makeup of the school's demographics. Their responsibilities to develop the plan included:

- 1) Assessing the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data;
- 2) Prioritizing the school's needs;
- 3) Indicating problems and barriers that underlie the needed improvements and their causes;
- 4) Identifying and evaluating possible solutions and developing strategies to accomplish the needed improvements;
- 5) Establishing what will be done, when it will be done, who will complete each task, and what resources are needed;
- 6) Specifying precisely what results (outcomes) the SIT expects to achieve and how they will be measured;
- 7) Determining which indicators of success will serve as "adequate progress" for strategies in the plan; and
- 8) Deciding how success will be measured. This work was accomplished in various formats (e.g. work groups, committees, individually, etc.).

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

School Improvement Plan

W-A-Y Academy - Vernor Site

Final Improvement of Plan

- 1) The School Improvement Plan will be released to community shareholders for input before being finalized.
- 2) The School Improvement Plan will be submitted to the District School Board for approval.
- 3) The School Board approves the School Improvement Plan.
- 4) The approved School Improvement Plan will be shared with the entire school community.
- 6) The School Improvement Plan will be implemented and monitored for effectiveness (throughout the school year).
- 7) The School Improvement Team will review mid-year or quarterly progress, implementation of plan, and adjust interventions when necessary.
- 8) The School Improvement Plan will be evaluated goal-by-goal for level of success in meeting and completing objectives.
- 9) Following final evaluation, the school improvement planning process continues as in previous year.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

In looking at the three year trend in enrollment data some challenges include: enrollment fluctuation throughout the years, challenge with student recruitment and retention, many transient families, and transportation.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Attendance patterns fluctuate since it is a non traditional schedule, the percentage of students varies daily.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In looking at the three year trend in student behavior data, some challenges include: shortage of high quality effective instructors, lack of funding for positive behavior interventions, overall student perception.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We are going to change the students schedule to be more uniform, so they all come in on the same days. This will make tracking attendance much easier to do, it will also give students more regularity in their schedule. This will lead to an improvement in overall attendance, and time management for students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The shortage of highly qualified, effective instructors and leaders. As well as the professional development opportunities for advancement, growth, and expertise.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The shortage of highly qualified, effective instructors. As well as the professional development opportunities for advancement and growth.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Absences due to illness may hinder quality leadership implementation and evaluation for our students and staff.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers absent due to illness may hinder quality, meaningful instruction for our students in the event of the shortage of substitutes.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

In an effort recruit and retain quality leadership and teachers factors will be taken in to consideration in regards to geographical location as well as expertise and training in addressing the students we serve.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

All standards have a strength factor.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

All standards have challenges and can be improved upon.

12. How might these challenges impact student achievement?

All challenges that effect student achievement are properly addressed with a laser like focus on quality and effective teaching and learning, and increasing student achievement from all facets.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Increased professional development targeted to improve the use of achievement data as well as many other assessments, by all stakeholders that take part in the education of our youth. Implementation of data-driven instruction, shared decision making, rigor and relevant curriculum, common core state standard implementation, teacher evaluation, MTSS interventions, resources and funding and other actions. Additionally, further work at implementing targeted interventions for addressing gaps in reading, writing, mathematics, science, and social studies. Extended learning opportunities, mentoring and tutoring.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Special education resource assistance through individualized and small group assistance is offered to students who are identified, through formal evaluation, as having a qualifying disability. The student's IEP identifies specific areas of deficit and interventions that need to be implemented.

Our staff rely on the IEP as the first resource in implementing appropriate interventions for students. Individualized interventions outlined in the IEP vary from student to student. In the event an intervention outlined in the IEP is not proving effective, the IEP may be amended to include a different set of interventions, or new interventions may be added at the annual IEP meeting.

In addition to this support we also provide students with a variety of different supplemental resources for students to use to build their skills independently. These print and digital tools allow all students to practice skills more frequently.

Online staff are also available 24/7 to assist and support students with project completion. Students have access to the online learning environment 24 hours a day, 365 days per year with a community of highly qualified teaching staff to assist them. There is a team of WAY staff members who serve solely as online teachers and are available to students online to ensure that a student can communicate with a live person whenever they need assistance.

Multiple assessments are evaluated to track student abilities as well as their progress with respect to appropriate grade level and each student being on track for graduation

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

After school credit recovery, mentoring, tutoring, extra-curricular groups, clubs, and activities. As well as extended field trips when possible. These opportunities are available for all grade levels

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

There are a variety of outreach methods we utilize, including: emails, phone calls, letters home, announcements online, and in person conversation when possible. Logs and documentation are made and reviewed quarterly.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Continuous monitoring, evaluation, and multiple forms of assessments for mastery. Artifacts and evidence of curriculum, pacing guide, instruction, and assessment can all be found in our LMS. The LMS holds all guides to curriculum, instruction, and pacing. It also holds all artifacts of learning that our students submit, as well as all artifacts of our assessment. It is quite robust in that regard.

Additionally student mastery and grade level promotion

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

WAY Academy is making continued improvement in reading on the state assessment and ACT. We take part in professional development regarding close reading, text evidence, and development of informational reading skills. Additionally, we develop reading across all content areas including electives so that all teachers are highly skilled in teaching reading.

19b. Reading- Challenges

Reading must be taught across all core content areas. Teachers need to have specific training in close reading, text evidence, informational reading, and academic vocabulary. Student preparation and accommodations to meet targets.

19c. Reading- Trends

Students are engaged in multiple reading opportunities and are assessed through multiple forms. Reading trends remain stable with continuous efforts toward growth and improvement

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

All resources and interventions are targeted toward student growth and improvement. On-going professional development opportunities and school based support. All students will be placed accordingly and each students' learning challenges will be addressed in a continuous effort to increase student achievement

20a. Writing- Strengths

Students writing strengths remain stable. There is a need for improvement and mastery.

20b. Writing- Challenges

The shift to the SAT will provide a challenge to teachers who have been teaching ACT writing. Teachers across all core content areas will be proficient in teaching writing. Professional development opportunities are needed as well as funding and resources

20c. Writing- Trends

The writing achievement for our students remain stable . There is a dire need of improvement, resources and funded.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

On-going job embedded professional development must take place to teach SAT writing to all core content area teachers. Students must have opportunities to write argumentatively in all core content areas

21a. Math- Strengths

The math achievement efforts are on-going. All efforts, resources, funding and interventions are being implemented. Teachers have made a commitment.

21b. Math- Challenges

Students need differentiated instruction to be able to close the achievement gaps in mathematics. Students need additional opportunities to see how math is applied in the real world through STEM and project based activities. Additional professional development funding and resources are needed

21c. Math- Trends

Math trends remain stable. There is a dire need of improvement, funding resources, interventions and support.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math teachers need intensive professional development to be able to differentiate the curriculum to meet the needs of all students. Additional funding, interventions, and resources are needed.

22a. Science- Strengths

There is a continuous effort to increase Science proficiency. All efforts are made to increase student opportunities in science, funding resources, interventions and support.

22b. Science- Challenges

Recruitment and retaining high quality effective instructors to implement science has been a challenge. Student preparation and accommodation is also a challenge. Lack of funding, interventions and resources as well as support is a challenge.

22c. Science- Trends

Science trends remain low.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

All efforts are being put forth in a commitment to increase student learning opportunities and close the achievement gap through interventions, support resources and mentoring and tutoring.. Professional development, training and implementation of project based learning and differentiated instruction, with STEM is essential. Minimal funding is provided

23a. Social Studies- Strengths

The social studies proficiency for students is high. Student engagement is high. Support and interventions are implemented.

23b. Social Studies- Challenges

Professional development is a challenge. There is always room for improvement to meet state targets. Funding, resources, interventions are challenges as well.

23c. Social Studies- Trends

The Social Studies proficiency shows minimal growth.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

All efforts are put forth from stakeholders to increase student learning and close the achievement gap. Professional development is on-going. Funding resources and interventions are being implemented in a continuous manner.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Primary areas where students perceive our strengths include: use of technology-driven-instruction, a clean and well-maintained building, and having a primary focus on teaching and learning.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Primary areas where students perceive challenges include: core-content comprehension, emphasis on structure and student-supported learning.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

For students who are dissatisfied with the level of support they are getting, new interventions are continuously placed to track students, and promote a wide array of learning opportunities. The SIP team, Title 1, leadership, staff, and special ed support services work collaboratively to close the achievement gap.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Primary areas where parents perceive our strengths include: The use of technology driven instruction, digital citizenship. Students are challenged to do his/her best, and the school is clean and well-maintained.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Primary areas where parents perceive challenges include: communication efforts, student attendance.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Parent involvement meetings, open house, community meetings to inform them student progress, school policy and procedures. and offer other educational opportunities for the parents and the community.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Primary areas where staff perceive our strengths include: teacher expectations and accountability, and knowing how to support students who are struggling with the content.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Primary areas where staff perceive challenges include: Student attendance and participation, parental involvement, leadership support, teacher/student expectations, responsibilities, and accountability.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Positive patterns in staff perception data can be attributed to those things which have always functioned well at the school. We have always had a safe school, autonomy in our work, and being project based learning curriculum, small class sizes, individualized student learning.

Weaknesses in staff perception data can be attributed to a few different factors. Teacher shortage of highly effective instructors, lack of funding, support services, interventions, and resources for staff and students.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

A level of satisfaction among stakeholders and community perception is evident. Stakeholders and community members have put forth an effort to build relationships and strong foundations for the betterment of our youth and their extended learning opportunities. The most essential piece is changing the mind-set of all stakeholders and community to support college-career readiness, student learning and advancement.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The lowest level of satisfaction is the attendance trends and transit, student engagement and parental support.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Continuous efforts will be made to improve stakeholder/community satisfaction. On-going communication and partnerships in a continuous effort to build relationships and strengthen student learning opportunities, advancement, and college-career readiness. WAY has continued to welcome all efforts in the betterment of our youth.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

WAY works to implement data-driven decision making using four types of data on a continuous basis. The strengths of the program include the use of data to inform technology driven instruction including the use of intervention programs for the most at risk students. Staff members are trained to use multiple forms of data and assessment resources including achievement, process, demographic and perception data. The greatest challenge is in regard to student preparation, learning deficiencies and skills attained, and transportation. Additionally, on-going professional development, resources, funding and interventions. Parental involvement is a challenge as well.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The greatest challenges are time invested, scheduling, engagement and recruiting and retaining highly qualified effective instructors. Socio-economic status, race, low skill attainment and data obtained from multiple forms of assessment indicating areas of student learning deficiencies.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges will be addressed in the School Improvement Plan's, Measurable Objectives, Strategies, and Activities for the upcoming school year by providing time for collaborative planning, on-going job-embedded professional development, and increased opportunities for teaching and learning, modeling, tutoring and mentoring.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------------------------------------|------------|
| | Literacy and math are tested annually in grades 1-5. | No | School is a high school serving 9-12. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | School is a high school serving students 9-12. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | Our counselors/Team Leaders are assigned the responsibility to review and update the EDPs. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Dr. Alex Cintron Superintendent of Schools 8701 W. Vernor Hwy Detroit, Mi 48209 | |

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| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|--------------------|
| | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | Southwest WAY has a Parent Involvement plan which is attached. | Parent Involvement |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|----------------|
| | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | The School-Parent Compact is attached. | Parent Compact |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | The School has additional information necessary to support your improvement plan (optional). | Yes | | |

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

WAY Academy is a personalized learning experience for all students, offering an innovative approach to education utilizing state of the art technology and project-based learning in alignment with state and national content standards. WAY is a 501(c)(3) non-profit Public Charity organization, facilitating learning experiences that encourage self-esteem, independence, and the development of 21st century skills guiding students to a college education and subsequent career paths. Currently, we service 12 sites with over 100 districts whose youth have access to re-engage in the learning process through one of our 11 regional locations in several cities, states, and countries.

As required by Title I, a Comprehensive Needs Assessment (CNA) is done at least annually. School staff review student achievement data, perception data (students, parents and staff), demographic data, and school process data. Our team collected data from the following sources:

- * Monthly school improvement meetings;
- * Involvement of student council to include student concerns/needs;
- * Parent, staff, and student surveys;
- * Assessment data from the Measures of Academic Progress (MAP), ACT-Explore, ACT-Plan and the ACT assessments (MEAP, MME);
- * Assessment results were reviewed by teams to identify positive and negative trends that affect achievement;
- * Review of the building RTI processes, and assessment of discipline referral data. Specifically, staff use a data driven dialogue;
- * Review of attendance and student retention data;
- * Review of demographic and socio-economic statistical data to inform decisions as it relates to specific programming and supports;
- * Review of all program components related to student outcomes, to assure program effectiveness.

Summary data were assembled and shared with the school improvement team which meets biweekly throughout the course of the year. Improvement team meetings began in September, and the full complement of data was reviewed by January 2014.

Parent input was obtained through perception surveys taken in February of 2015. This data assessed parent perception of safety, instruction, and socio-emotional supports present within the school. Parents were also invited throughout the year to participate in activities, meetings, and the school improvement team. Monthly parent involvement meetings were held to provide parents with additional opportunities for participation.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

DEMOGRAPHIC DATA

Student Population:

We have a very diverse student population. Approximately 30% are legally adults (over 18 years old). Many do not reside with a parent or legal guardian, but live with relatives, friends, or alone. Some are considered legally homeless, and at least one student is covered under the McKinney-Vento Homeless Education Assistance Act. There are many students who are expecting a child or have children at home. A large SY 2015-2016

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percentage of the students are employed, ranging from seasonal employment to full-time positions. Since most students live close to the school, they are able to walk or ride bikes. Other students drive to school or are dropped off by parents, siblings, or friends. For students who have difficulties getting to school, we recommend public transportation or arrange rides with Team Leaders. Some have criminal background and/or are on probation. Many have either been expelled or failed out of the public school system. In spite of these factors, these students want to complete their high school education, and our program allows them the flexibility they need in order to do so.

From a demographic student survey, we learned that 13 students, or 5% of students are 14 years old, 37 students or 13% of students are 15 years old, 58 students or 21% of students are 16 years old, 86 students or 30% are 17 years old, and 89 students or 32% of students are 18 years old or older. 49% or 137 students are females, and 51% or 144 students are males.

11% or 31 students are responsible for 1-2 children at home, and 4% or 10 students are responsible for 3 or more children at home.

76% or 210 students are not employed, 15% or 42 students have a part-time job, 3% or 9 students have a seasonal job, and 5% or 15 students have a full-time job.

69% or 195 students live with a parent or other adult, 22% or 63 students live with a guardian or other family member, 5% or 13 students live with a partner, and 4% or 11 students live alone.

36% or 100 students are white, 62% or 173 students are Hispanic, 16% or 45 students are African American, 2% or 5 students are Middle Eastern, and 9% or 25 students answered Other.

Of the 273 students recorded, 55% or 149 students live in the same ZIP Code (48209) as the school, 66 or 24% of students live in the adjoining ZIP Code (48210), and 58 or 21% of students live in 23 other ZIP Codes in the Metro-Detroit area.

Attendance Data:

The goal for student attendance is that students attend the lab for a minimum of three half-days each week for a total of 12 hours. With the blended learning model, students can reach this goal in combination of online and on-site participation.

Enrollment Data:

W-A-Y Academy opened its doors in September 2011, and our enrollment the first year was 22 students. In August 2012, there was a total of 150 students. No students graduated during the first year. There was one student who left the program, so the attrition rate was less than 1%. In August 2013, there was a total of 301 students. The retention rate was 99% from the 2012-2013 school year, and the percentage of newly enrolled students was 50% of the student population. A total of 12 students graduated from the program, and the graduation rate was 4%. There were 93 students who left the program or were dropped due to lack of engagement, thus the attrition rate was 31%. In August 2014, there was a total of 313 students. The retention rate was 65% from the 2013-2014 school year, and the percentage of newly enrolled students was 37% of the student population. A total of 12 students graduated from the program, and the graduation rate was 4%. There were 46 students who left the program or were dropped due to lack of engagement, thus the attrition rate was 15%. As of March 2015, we have 267 students enrolled.

PERCEPTION DATA

Students:

Students responded to the following questions by ranking the statement 1 through 5, 1 being strongly disagree and 5 being strongly agree.

- I get to work with technology at school: average of 4.12
- The school I attend is clean and well-maintained: average of 4.03
- In my school, the primary focus is on teaching and learning: average of 4.01
- Teachers in my school help every student achieve state and local standards: average of 3.97
- My school provides a variety of ways for students to get involved: average of 3.97
- I feel safe at school: average of 3.97
- Staff members and students work together to improve our school: average of 3.96
- Teachers have high expectations of themselves and the student at my school: average of 3.96
- Teachers regularly communicate with me about my progress: average of 3.94
- I am challenged to do my best at school: average of 3.88
- The environment at my school is orderly and supports learning: average of 3.86
- Student work is clearly visible in my school: average of 3.78
- The teachers know when I am struggling with the content: average of 3.74

Surveys were administered to all students in the Winter of 2015. 100% of students responded to the Student Perception Survey for a total of 267 students.

Primary areas where students perceive our strengths include: use of technology, a clean and well-maintained building, and having a primary focus on teaching and learning.

Primary areas where students perceive challenges include: teachers knowing when they are struggling with the content, student work being clearly visible in the school, and the environment being orderly and supporting learning.

Staff:

All staff were surveyed regarding their professional development needs, and many responses included: Project Based Learning, Positive Behavioral Intervention and Supports (PBIS), common core standards, formally assessing students, and building curriculum. All staff were surveyed regarding the additional resources they think the students need, and many responses included: Special Education resources, remediation in reading and math, and support in college and career planning.

Staff responded to the following questions by ranking the statement 1 through 5, 1 being strongly disagree and 5 being strongly agree.

- I feel safe at school: average of 4.40
- The school in which I work is clean and well-maintained: average of 4.20
- I know how to support students who are struggling with the content: average of 3.73
- Has your director been available and helpful to you when you need assistance: average of 3.36
- Teachers have high expectations of themselves and the students at my school: average of 3.33
- The technology available is useful for teaching my students: average of 3.29
- Staff members and students work together to improve our school: average of 3.27
- I help every student achieve state and local standards: average of 3.27
- Do you regularly do cross-curricular planning: average of 3.00

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- In my school, the primary focus is on teaching and learning: average of 2.87
- My school provides a variety of ways for students to get involved: average of 2.87
- Exemplary student work that is valuable to current content is clearly visible in my school: average of 2.87
- I regularly communicate with parents about their child's progress: average of 2.73
- Students are challenged to do their best at school: average of 2.70
- The environment at my school is orderly and supports learning: average of 2.47
- Do you feel you have the support you need in order to differentiate curriculum for each student: average of 2.21

Surveys were administered to all staff in the Winter of 2015. 100% of teaching/administrative staff responded to the Staff Perception Survey for a total of 15 staff members.

Primary areas where staff perceive our strengths include: feeling safe at work, a clean and well-maintained building, and knowing how to support students who are struggling with the content.

Primary areas where staff perceive challenges include: the school challenging students to do their best, the environment being orderly and supporting learning, and receiving the support to differentiate content for each student.

Staff also expressed concern about the primary focus of the school being on teaching and learning, providing a variety of ways for students to get involved, displaying exemplary student work that is valuable to current content is clearly visible in my school, and regular communication with parents about their child's progress.

Parents:

Parent involvement is a challenge at WAY Academy, primarily because of the unique characteristics of our student population. Most of our students are not traditional high school students. Many are legally or functionally adults; even among students who are not legally adults, many do not live with parents or guardians. In addition, a large percentage of our parents are non-English speaking.

We made a concerted effort throughout several months to survey parents of non-adult students (17 or under). While we know that almost 200 students are under the age of 18, that does not mean we have 200 parents. In some cases, we have multiple siblings from one family, but this is not easily monitored as the students may have different last names or addresses. In other instances, students who are unrelated live together with an adult who is also unrelated. After a great deal of time and effort, we were able to obtain 33 responses to our parent survey, but we do not know what percentage of parents that actually represents.

For this reason, we have created a separate goal to increase parent involvement and support. We are in the process of researching and brainstorming ways to reach out to parents, including exploring partnerships with local churches, restaurants, markets and other businesses to determine how we can reach parents, increase understanding of and support for our program, and build parent partnerships.

31% or 89 students are 18 years or older, so responses to the parent survey were asked from the parents of the remaining 69% or 195 students who are still under the age of 18. 33 responses were received after multiple attempts.

Parents responded to the following questions by ranking the statement 1 through 5, 1 being strongly disagree and 5 being strongly agree.

- My child feels safe at school: average of 4.12
- The environment at my child's school is orderly and supports learning: average of 4.12

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- The school my child attends is clean and well-maintained: average of 4.33
- In my child's school, the primary focus is on teaching and learning: average of 4.18
- Staff members and parents work together to improve our school: average of 3.87
- My child's school provides a variety of ways for parents to get involved: average of 4.03
- My child is challenged to do his/her best at school: average of 4.18
- Teachers in my child's school help every student achieve state and local standards: average of 4.12
- My child gets to work with technology at school (example: computers or calculators): average of 4.30
- Teachers regularly communicate with me about my child's progress: average of 3.73
- The teachers know when my child is struggling with the content: average of 4.03
- When I visit my child's school, student work is clearly visible: average of 3.94
- Teachers have high expectations of themselves and the students at my child's school: average of 4.03

Surveys were administered by requiring staff to call parents and sending students home with instructions for their parents to take the survey throughout several months of Winter 2015.

Primary areas where parents perceive our strengths include: The use of technology, their child is challenged to do his/her best, and the school is clean and well-maintained.

Primary areas where parents perceive challenges include: Regular communication with teachers and staff and parents working together to improve the school.

STUDENT ACHIEVEMENT DATA

MEAP - Social Studies

The Social Studies MEAP was administered for 9th grade students in 2012-13 and 2013-14, the 2 years we have been open. Proficiency levels were very low in both years.

In 2012-13, 23 students were tested. Of the 23, 13% were proficient. No major gaps among subgroups were noted, but we found concerning gaps between males (18% proficient) and females (less than 10% proficient).

In 2013-14, 152 students were tested. Of these, less than 10% were proficient. Since we did not have proficiency data, we looked at percent not proficient. Among males, 95% were not proficient, and among females, 99% were not proficient. All subgroups ranged from 93% not proficient to 99% not proficient.

We could not access the content breakdown for tested standards.

MME

In 2013 and 2014, eleventh grade students at W-A-Y Academy, Vernor Campus, were the only population of students given the MME Exam.

Reading

A total of 17 students were tested in 2013. Of those tested, 33% were proficient. For the remaining students, 33% were partially proficient

and 33% were not proficient.

A total of 35 students were tested in 2014. Of those tested, 26% were proficient. For the remaining students, 40% were partially proficient and 34% were not proficient.

For all students on the MME Reading Exam, the total number of students tested doubled from 18 to 35. With this increase, the percentage of students who tested to be proficient decreased from 33% to 26%, but the absolute number of students who tested to be proficient increased from 6 students to 9 students.

The female population tested at 33% proficient in 2013 (n = 12), and 19% proficient in 2014 (n = 16). The percentage of total females who tested to be proficient decreased. The total male population tested was too low to test a trend in 2013 (n = 5), and the males tested 30% proficient in 2014 (n = 20). Compared to the females, the males were significantly more proficient than the females in 2014, but this cannot be significantly tested as a trend between 2013 and 2014.

The majority of students at our school are Hispanic. The percentage of Hispanic students who tested to be proficient was 40% in 2014 (n = 15). Additional populations were fewer than 10 students and too low to be significantly representative.

For non-English language learners, the percentage of students who tested to be proficient was 50% in 2013 (n = 12), and the percentage of students who tested to be proficient was 27% in 2014 (n = 30). The number of students tested doubled, and with this increase, the percentage who tested to be proficient decreased. The absolute number was 6 students in 2013 and 8 students in 2014.

For the reading MME exam, the weakest subscores were Close Literature Reading, Meaning Beyond Literally, and Strategy Development in order of weakest to strongest.

Writing

A total of 17 students were tested in 2013. Of those tested, 24% were proficient. For the remaining students, 47% were partially proficient and 29% were not proficient.

A total of 37 students were tested in 2014. Of those tested, 8% were proficient. For the remaining students, 57% were partially proficient and 35% were not proficient.

For all students on the MME Writing Exam, the total number of students tested doubled from 17 to 37. With this increase, the percentage of students who tested to be proficient decreased from 24% to 8%, but the absolute number of students who tested to be proficient was 4 in 2013 and 3 in 2014.

The female population tested at 25% proficient in 2013 (n = 12), and <10% proficient in 2014 (n = 16). The percentage of total females who tested to be proficient decreased. The total male population tested was too low to test a trend in 2013 (n = 5), and the males tested <10% proficient in 2014 (n = 22).

The majority of students at our school are Hispanic. The percentage of Hispanic students who tested to be proficient was 13% in 2014 (n = 15). Additional populations were fewer than 10 students and too low to be significantly representative.

For non-English language learners, the percentage of students who tested to be proficient was 36% in 2013 (n = 11), and the percentage of

students who tested to be proficient was <10% in 2014 (n = 32). The number of students tested increased, but with this increase, the percentage who tested to be proficient decreased. The absolute number was 3 students in 2013 and 4 students in 2014.

For the writing MME exam, the weakest subscores were Effective Use of Language, ACT Writing, and Writing Process in order of weakest to strongest.

Mathematics

A total of 18 students were tested in 2013. Of those tested, 6% were proficient. For the remaining students, 17% were partially proficient and 78% were not proficient.

A total of 35 students were tested in 2014. Of those tested, 0% were proficient. For the remaining students, 14% were partially proficient and 86% were not proficient.

For all students on the MME Mathematics Exam, the total number of students tested doubled from 18 to 35. With this increase, the percentage of students who tested to be proficient decreased from 6% in 2013 to 0% to 2014.

The female population tested at <10% proficient in 2013 (n = 12), and <10% proficient in 2014 (n = 16). The total male population tested was too low to test a trend in 2013 (n = 5), and the males tested <10% proficient in 2014 (n = 20).

The majority of students at our school are Hispanic. The percentage of Hispanic students who tested to be proficient was <10% in 2014 (n = 15). The percentage of White students who tested to be proficient was <10% in 2014 (n = 13). Additional populations were fewer than 10 students and too low to be significantly representative.

For non-English language learners, the percentage of students who tested to be proficient was <10% in 2013 (n = 12), and the percentage of students who tested to be proficient was <10% in 2014 (n = 30).

For the mathematics MME exam, the weakest subscores were Probability Models and Operations, Transformation of Figures, Families of Functions, and Bivariate Data: Relationships in order of weakest to strongest.

Science

A total of 18 students were tested in 2013. Of those tested, 6% were proficient. For the remaining students, 11% were partially proficient and 83% were not proficient.

A total of 34 students were tested in 2014. Of those tested, 0% were proficient. For the remaining students, 15% were partially proficient and 85% were not proficient.

For all students on the MME Science Exam, the total number of students tested doubled from 18 to 34. With this increase, the percentage of students who tested to be proficient decreased from 6% to 0%.

The female population tested at <10% proficient in 2013 (n = 12), and <10% proficient in 2014 (n = 15). The percentage of total females who tested to be proficient decreased. The total male population tested was too low to test a trend in 2013 (n = 5), and the males tested <10% proficient in 2014 (n = 20).

The majority of students at our school are Hispanic. The percentage of Hispanic students who tested to be proficient was <10% in 2014 (n = 14). The percentage of White students who tested to be proficient was <10% in 2014 (n = 12). Additional populations were fewer than 10 students and too low to be significantly representative.

For non-English language learners, the percentage of students who tested to be proficient was <10% in 2013 (n = 12), and the percentage of students who tested to be proficient was <10% in 2014 (n = 30).

For the science MME exam, the weakest subscores were Properties of Matter Earth Systems, Forces & Motion, Living Systems & Environment, and Earth in Space & Time in order of weakest to strongest.

Social Studies

A total of 18 students were tested in 2013. Of those tested, 6% were proficient. For the remaining students, 72% were partially proficient and 22% were not proficient.

A total of 43 students were tested in 2014. Of those tested, 9% were proficient. For the remaining students, 49% were partially proficient and 42% were not proficient.

For all students on the MME Social Studies Exam, the total number of students tested increased from 18 to 43. The percentage of students who tested to be proficient increased from 6% to 9%.

The female population tested at <10% proficient in 2013 (n = 12), and 10% proficient in 2014 (n = 21). The percentage of total females who tested to be proficient increased. The total male population tested was too low to test a trend in 2013 (n = 5), and the males tested <10% proficient in 2014 (n = 20).

The majority of students at our school are Hispanic. The percentage of Hispanic students who tested to be proficient was 12% in 2014 (n = 17). The percentage of White students who tested to be proficient was 13% in 2014 (n = 16). The percentage of Black or African American students who tested to be proficient was <10% in 2014 (n = 11). Additional populations were fewer than 10 students and too low to be significantly representative.

For non-English language learners, the percentage of students who tested to be proficient was <10% in 2013 (n = 12), and the percentage of students who tested to be proficient was 11% in 2014 (n = 37).

For the social studies MME exam, the weakest subscores were Inquiry, Civics, and Economics in order of weakest to strongest.

NWEA - MAP Mathematics Exam

In Fall 2014, a total of 92 ninth-grade students took the NWEA MAP Mathematics Exam. All MAP scores are reported as mean RIT (Rasch Units) scores which are designed to measure a student's instructional level and progress or growth in the content. The mean RIT score was 207.9 (s.d. = 13.8), which is compared to the Norm Grade Level Mean RIT of 233.8. The total number of students who were at or above the Norm Grade Level Mean RIT was 2 students. Of the students who tested, 80% were low, 16% were low-average, 2% were average, and 1% was high-average.

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The goal areas tested were Operations and Algebraic Thinking (Mean RIT = 208, s.d. = 15.9), The Real and Complex Number System (Mean RIT = 208, s.d. = 15.4), Geometry (Mean RIT = 206, s.d. = 15.6), and Statistics and Probability (Mean RIT = 209, s.d. = 14). The lowest goal areas were Geometry, where 3 of 92 students tested at or above average, and Statistics and Probability, where 6 of 92 students tested at or above average.

In Fall 2014, a total of 56 tenth-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 212.1 (s.d. = 16.8), which is compared to the Norm Grade Level Mean RIT of 234.2. The total number of students who were at or above the Norm Grade Level Mean RIT was 4 students. Of the students who tested, 64% were low, 20% were low-average, 13% were average, and 4% was high-average.

The goal areas tested were operations and algebraic thinking (Mean RIT = 212, s.d. = 18.7), The Real and Complex Number System (Mean RIT = 210, s.d. = 18.6), Geometry (Mean RIT = 211, s.d. = 18.6), and Statistics and Probability (Mean RIT = 214, s.d. = 16.7). The lowest goal areas were Geometry, where 10 of 56 students tested at or above average, and The Real and Complex Number System, where 10 of 56 students tested at or above average.

In Fall 2014, a total of 54 eleventh-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 218 (s.d. = 17.7), which is compared to the Norm Grade Level Mean RIT of 236. The total number of students who were at or above the Norm Grade Level Mean RIT was 9 students. Of the students who tested, 46% were low, 37% were low-average, 13% were average, 2% was high-average, and 2% was high.

The goal areas tested were operations and algebraic thinking (Mean RIT = 220, s.d. = 18.6), The Real and Complex Number System (Mean RIT = 216, s.d. = 16.6), Geometry (Mean RIT = 218, s.d. = 20.4), and Statistics and Probability (Mean RIT = 218, s.d. = 20.2). The lowest goal areas were Statistics and Probability, where 12 of 54 students tested at or above average, and The Real and Complex Number System, where 10 of 54 students tested at or above average.

In Fall 2014, a total of 20 twelfth-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 220 (s.d. = 17.9). Norm Grade Level Mean RIT data is not available for 12th graders. This can be closely compared to the Norm Grade Level Mean RIT score of 236 for 11th graders. Six students scored above the 11th grade Mean RIT. Statistics and Probability is the lowest performance area for the 12th grade.

In Winter 2015, a total of 94 ninth-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 209.5 (s.d. = 14.5), which is compared to the Norm Grade Level Mean RIT of 234.9. The total number of students who were at or above the Norm Grade Level Mean RIT was 2 students. Of the students who tested, 74% were low, 19% were low-average, 6% were average, and 1% was high-average.

The goal areas tested were Operations and Algebraic Thinking (Mean RIT = 209, s.d. = 16.1), The Real and Complex Number System (Mean RIT = 210, s.d. = 14.8), Geometry (Mean RIT = 209, s.d. = 16.5), and Statistics and Probability (Mean RIT = 210, s.d. = 15.4). The lowest goal areas were Geometry, where 7 of 94 students tested at or above average, and Statistics and Probability, where 7 of 94 students tested at or above average.

In Winter 2015, a total of 51 tenth-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 209.9 (s.d. = 15.9), which is compared to the Norm Grade Level Mean RIT of 235.5. The total number of students who were at or above the Norm Grade Level Mean RIT was 2 students. Of the students who tested, 71% were low, 22% were low-average, and 8% were average performance.

The goal areas tested were Operations and Algebraic Thinking (Mean RIT = 211, s.d. = 18.4), The Real and Complex Number System (Mean RIT = 210, s.d. = 15.1), Geometry (Mean RIT = 209, s.d. = 16.8), and Statistics and Probability (Mean RIT = 210, s.d. = 17.4). The

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lowest goal areas were The Real and Complex Number Systems, where 4 of 51 students tested at or above average, and Statistics and Probability, where 4 of 51 students tested at or above average.

In Winter 2015, a total of 44 eleventh-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 217.3 (s.d. = 17.7), which is compared to the Norm Grade Level Mean RIT of 237.2. The total number of students who were at or above the Norm Grade Level Mean RIT was 4 students. Of the students who tested, 50% were low, 34% were low-average, 11% were average, and 5% were high-average performance.

The goal areas tested were Operations and Algebraic Thinking (Mean RIT = 220, s.d. = 19.4), The Real and Complex Number System (Mean RIT = 215, s.d. = 18), Geometry (Mean RIT = 216, s.d. = 17.5), and Statistics and Probability (Mean RIT = 218, s.d. = 19.4). The lowest goal areas were The Real and Complex Number Systems, where 4 of 44 students tested at or above average, and Geometry, where 8 of 44 students tested at or above average.

In Winter 2015, a total of 15 twelfth-grade students took the NWEA MAP Mathematics Exam. The mean RIT score was 213.1 (s.d. = 15.9). Norm Grade Level Mean RIT data is not available for 12th graders.

The goal areas tested were Operations and Algebraic Thinking (Mean RIT = 213, s.d. = 18.5), The Real and Complex Number System (Mean RIT = 211, s.d. = 16.3), Geometry (Mean RIT = 214, s.d. = 17.9), and Statistics and Probability (Mean RIT = 214, s.d. = 15.2).

NWEA - MAP Reading Exam

In Fall 2014, a total of 93 ninth-grade students took the NWEA MAP Reading Exam. The mean RIT score was 208.3 (s.d. = 13.7), which is compared to the Norm Grade Level Mean RIT of 221.4. The total number of students who were at or above the Norm Grade Level Mean RIT was 12 students. Of the students who tested, 42% were low, 35% were low-average, 17% were average, 4% was high-average, and 1% was high.

The goal areas tested were Literature (Mean RIT = 208, s.d. = 14.5), Informational Text (Mean RIT = 207, s.d. = 14.8), and Vocabulary Acquisition and Use (Mean RIT = 210, s.d. = 14.3). The lowest goal area was Informational Text, where 21 of 93 students tested at or above average.

In Fall 2014, a total of 58 tenth-grade students took the NWEA MAP Reading Exam. The mean RIT score was 213.6 (s.d. = 16.6), which is compared to the Norm Grade Level Mean RIT of 223.2. The total number of students who were at or above the Norm Grade Level Mean RIT was 14 students. Of the students who tested, 36% were low, 26% were low-average, 19% were average, 10% was high-average, and 9% was high.

The goal areas tested were Literature (Mean RIT = 214, s.d. = 16.5), Informational Text (Mean RIT = 213, s.d. = 18.5), and Vocabulary Acquisition and Use (Mean RIT = 214, s.d. = 16.7). The lowest goal area was Informational Text, where 21 of 58 students tested at or above average.

In Fall 2014, a total of 55 eleventh-grade students took the NWEA MAP Reading Exam. The mean RIT score was 216.4 (s.d. = 17.4), which is compared to the Norm Grade Level Mean RIT of 223.4. The total number of students who were at or above the Norm Grade Level Mean RIT was 17 students. Of the students who tested, 25% were low, 24% were low-average, 25% were average, 20% was high-average, and 5% was high.

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The goal areas tested were Literature (Mean RIT = 217, s.d. = 17.5), Informational Text (Mean RIT = 215, s.d. = 19.2), and Vocabulary Acquisition and Use (Mean RIT = 218, s.d. = 17.7). The lowest goal area was Informational Text, where 26 of 55 students tested at or above average.

In Fall 2014, a total of 25 twelfth-grade students took the NWEA MAP Reading Exam. The mean RIT score was 214.6 (s.d. = 17.9). Norm Grade Level Mean RIT data is not available for 12th graders. This can be closely compared to the Norm Grade Level Mean RIT score of 223.4 for 11th graders. 13 students scored above the 11th grade Mean RIT.

The goal areas tested were Literature (Mean RIT = 215, s.d. = 18.5), Informational Text (Mean RIT = 214, s.d. = 20), and Vocabulary Acquisition and Use (Mean RIT = 215, s.d. = 18.6).

In Winter 2015, a total of 95 ninth-grade students took the NWEA MAP Reading Exam. The mean RIT score was 208.3 (s.d. = 14), which is compared to the Norm Grade Level Mean RIT of 221.9. The total number of students who were at or above the Norm Grade Level Mean RIT was 16 students. Of the students who tested, 54% were low, 23% were low-average, 13% were average, 7% high-average, and 3% were high performance.

The goal areas tested were Literature (Mean RIT = 208, s.d. = 15.6), Informational Text (Mean RIT = 207, s.d. = 15.7), and Vocabulary Acquisition and Use (Mean RIT = 210, s.d. = 14.1). The lowest goal area was Informational Text, where 23 of 95 students tested at or above average.

In Winter 2015, a total of 53 tenth-grade students took the NWEA MAP Reading Exam. The mean RIT score was 213.8 (s.d. = 15.3), which is compared to the Norm Grade Level Mean RIT of 223.4. The total number of students who were at or above the Norm Grade Level Mean RIT was 15 students. Of the students who tested, 45% were low, 21% were low-average, 13% were average, 11% were high-average, and 9% were high performance.

The goal areas tested were Literature (Mean RIT = 214, s.d. = 16.7), Informational Text (Mean RIT = 212, s.d. = 16.8), and Vocabulary Acquisition and Use (Mean RIT = 216, s.d. = 15.4). The lowest goal area was Informational Text, where 16 of 53 students tested at or above average.

In Winter 2015, a total of 45 eleventh-grade students took the NWEA MAP Reading Exam. The mean RIT score was 216.1 (s.d. = 19), which is compared to the Norm Grade Level Mean RIT of 223.5. The total number of students who were at or above the Norm Grade Level Mean RIT was 16 students. Of the students who tested, 31% were low, 20% were low-average, 18% were average, 24% were high-average, and 7% were high performance.

The goal areas tested were Literature (Mean RIT = 216, s.d. = 17.2), Informational Text (Mean RIT = 216, s.d. = 19.9), and Vocabulary Acquisition and Use (Mean RIT = 216, s.d. = 21.4). The lowest goal area was Informational Text, where 21 of 45 students tested at or above average.

In Winter 2015, a total of 14 twelfth-grade students took the NWEA MAP Reading Exam. The mean RIT score was 214.2 (s.d. = 14.3). Norm Grade Level Mean RIT scores are not available for 12th graders.

The goal areas tested were Literature (Mean RIT = 213, s.d. = 19.4), Informational Text (Mean RIT = 215, s.d. = 14.9), and Vocabulary Acquisition and Use (Mean RIT = 215, s.d. = 11.9).

NWEA - MAP Language Exam

In Fall 2014, a total of 87 ninth-grade students took the NWEA MAP Language Exam. The mean RIT score was 205.8 (s.d. = 12.4), which is compared to the Norm Grade Level Mean RIT of 220.6. The total number of students who were at or above the Norm Grade Level Mean RIT was 8 students. Of the students who tested, 56% were low, 25% were low-average, 15% were average, 2% was high-average, and 1% was high.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 206, s.d. = 11.8), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 205, s.d. = 14.1), and Language: Edit Mechanics (Mean RIT = 207, s.d. = 13.8). The lowest goal area was Language: Understand, Edit for Grammar, Usage, where 12 of 87 students tested at or above average.

In Fall 2014, a total of 54 tenth-grade students took the NWEA MAP Language Exam. The mean RIT score was 209.6 (s.d. = 14.9), which is compared to the Norm Grade Level Mean RIT of 221.9. The total number of students who were at or above the Norm Grade Level Mean RIT was 12 students. Of the students who tested, 50% were low, 22% were low-average, 11% were average, 17% was high-average, and 0% was high.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 209, s.d. = 14.5), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 211, s.d. = 16.0), and Language: Edit Mechanics (Mean RIT = 209, s.d. = 16.2). The lowest goal area was Language: Edit Mechanics, where 14 of 54 students tested at or above average.

In Fall 2014, a total of 53 eleventh-grade students took the NWEA MAP Language Exam. The mean RIT score was 211.9 (s.d. = 16.6), which is compared to the Norm Grade Level Mean RIT of 222.1. The total number of students who were at or above the Norm Grade Level Mean RIT was 14 students. Of the students who tested, 43% were low, 21% were low-average, 23% were average, 9% was high-average, and 4% was high.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 212, s.d. = 16.7), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 211, s.d. = 18.4), and Language: Edit Mechanics (Mean RIT = 212, s.d. = 17.3). The lowest goal area was Writing: Plan, Organize, Develop, Revise, Research, where 20 of 53 students tested at or above average.

In Fall 2014, a total of 23 twelfth-grade students took the NWEA MAP Language Exam. The mean RIT score was 215.6 (s.d. = 14.6). Norm Grade Level Mean RIT data is not available for 12th graders. This can be closely compared to the Norm Grade Level Mean RIT score of 222.1 for 11th graders. 10 students scored above the 11th grade Mean RIT.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 213, s.d. = 16.2), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 218, s.d. = 14.2), and Language: Edit Mechanics (Mean RIT = 216, s.d. = 15.1).

In Winter 2015, a total of 90 ninth-grade students took the NWEA MAP Language Exam. The mean RIT score was 205.7 (s.d. = 13.4), which is compared to the Norm Grade Level Mean RIT of 221. The total number of students who were at or above the Norm Grade Level Mean RIT was 12 students. Of the students who tested, 62% were low, 17% were low-average, 16% were average, and 6% were high-average performance.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 206, s.d. = 13.6), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 204, s.d. = 15.5), and Language: Understand, Edit Mechanics (Mean RIT = 207, s.d. = 13.7). The lowest goal areas were Language: Understand, Edit for Grammar, Usage, where 18 of 90 students tested at or above average, and

Language: Understand, Edit Mechanics, where 18 of 90 students tested at or above average.

In Winter 2015, a total of 49 tenth-grade students took the NWEA MAP Language Exam. The mean RIT score was 207 (s.d. = 15), which is compared to the Norm Grade Level Mean RIT of 222.2. The total number of students who were at or above the Norm Grade Level Mean RIT was 8 students. Of the students who tested, 61% were low, 10% were low-average, 16% were average, 10% were high-average, and 2% were high performance.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 207, s.d. = 14.9), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 205, s.d. = 18.2), and Language: Understand, Edit Mechanics (Mean RIT = 209, s.d. = 14.7). The lowest goal areas were Writing: Plan, Organize, Develop, Revise, Research, where 12 of 49 students tested at or above average.

In Winter 2015, a total of 44 eleventh-grade students took the NWEA MAP Language Exam. The mean RIT score was 212.4 (s.d. = 16.1), which is compared to the Norm Grade Level Mean RIT of 222.7. The total number of students who were at or above the Norm Grade Level Mean RIT was 11 students. Of the students who tested, 39% were low, 23% were low-average, 27% were average, 9% were high-average, and 2% were high performance.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 211, s.d. = 16.9), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 212, s.d. = 17.4), and Language: Understand, Edit Mechanics (Mean RIT = 214, s.d. = 15.5). The lowest goal areas were Language: Understand, Edit for Grammar, Usage, where 14 of 44 students tested at or above average.

In Winter 2015, a total of 14 twelfth-grade students took the NWEA MAP Language Exam. The mean RIT score was 209.1 (s.d. = 14.9). Norm Grade Level Mean RIT data is not available for 12th graders.

The goal areas tested were Language: Understand, Edit for Grammar, Usage (Mean RIT = 209, s.d. = 14.6), Writing: Plan, Organize, Develop, Revise, Research (Mean RIT = 208, s.d. = 19), and Language: Understand, Edit Mechanics (Mean RIT = 212, s.d. = 14.7).

ACT Exam

In the 2012-2013 school year, there was a total of 18 students who took the ACT exam. Of these students, the average composite score was 15.8. For the subject tests, the average score was 14.9 for English (5/18 met or exceeded expectations, benchmark = 18), 15.6 for Mathematics (1/18 met or exceeded expectations, benchmark = 22), 15.3 for Reading (1/18 met or exceeded expectations, benchmark = 21), and 16.7 for Science (1/18 met or exceeded expectations, benchmark = 24).

Based on the population of female students (n = 12) who took the ACT exam, the mean composite score was 16.7. The mean composite score was <10 for male students (n = 6).

In the 2013-2014 school year, there was a total of 40 students who took the ACT exam. Of these students, the average composite score was 13.4. For the subject tests, the average score was 12.6 for English (5/18 met or exceeded expectations, benchmark = 18), 14.8 for Mathematics (0/18 met or exceeded expectations, benchmark = 22), 13.8 for Reading (3/18 met or exceeded expectations, benchmark = 22), and 13.3 for Science (0/18 met or exceeded expectations, benchmark = 23).

Based on the population of female students (n = 17) who took the ACT exam, the mean composite score was 13.2. The mean composite score was 13.7 for male students (n = 23).

The mean ACT composite score was 13.4 for African American students, 14.6 for Hispanic , and 12.2 for White.

PROGRAM / PROCESS DATA

Based on the Interim Self-Assessment, our strengths were Standard 3: Teaching and Assessing for Learning (Rating Score = 2.5), Standard 1: Purpose and Direction (Rating Score = 2.33), and Standard 4: Resources and Support Systems (Rating Score = 2.29). Our weaknesses that emerged were Standard 5: Using Results for Continuous Improvement (Rating Score = 2.2) and Standard 2: Governance and Leadership (Rating Score = 2.17).

For Standard 3: Teaching and Assessing Learning, we were rated a Level 1 for Indicator 3.8, which addresses how the school engages families in meaningful ways and in their children's education and keeps them informed of their children's learning progress. This was also a weak area in our parent perception data. Because this weakness has emerged in multiple parts of the comprehensive needs assessment, we have created a separate goal to improve parent involvement at the school. Other than this indicator, Standard 3 scored the highest average rating of 2.5, but we pulled out Indicator 3.8 because it was the lowest indicator in the whole Interim Self-Assessment Survey.

For Standard 5: Using Results for Continuous Improvement, we were rated at a Level 2 for Indicator 5.1 (Statement or Question: "The school establishes and maintains a clearly defined and comprehensive student assessment system."), Level 2 for Indicator 5.2 (Statement or Question: "Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison, and trend data about student learning, instruction, program evaluation, and organizational conditions."), Level 2 for Indicator 5.4 (Statement or Question: "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level."), and Level 2 for Indicator 5.5 (Statement or Question: "Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders."). To address these weaknesses, we will utilize the evaluation process of the School Improvement Plan to determine how results can be used for continuous improvement.

For Standard 2: Governance and Leadership, we were rated a Level 2 for Indicator 2.2 (Statement or Question: "The governing body operates responsibly and functions effectively."), Level 2 for Indicator 2.3 (Statement or Question: "The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively."), Level 2 for Indicator 2.4 (Statement or Question: "Leadership and staff foster a culture consistent with the school's purpose and direction."), Level 2 for Indicator 2.5 (Statement or Question: "Leadership engaged stakeholders effectively in support of the school's purpose and direction.") and a Level 2 for Indicator 2.6 (Statement or Question: "Leadership and staff supervision and evaluation processes result in improved professional practice and student success."). To address these weaknesses, we will strive to align the goals of the school and instruction of the teachers with the governance and leadership body through the evaluation process of the School Improvement Plan.

CONCLUSIONS

CONCLUSIONS FROM DEMOGRAPHIC DATA:

Many of our students are above the age of 18, take care of children at home, have a job, or do not live with their parents. Our students are faced with many challenges that are not common among traditional high school students. The majority of our students come from Southwest Detroit zip codes, including 48209 and 48210. Because of our unique student population, in our parent involvement goal we will partner with the community as a strategy to address challenges and meet the needs of students in at-risk populations.

CONCLUSIONS FROM PERCEPTION DATA:

--STUDENTS:

Primary areas where students perceive our strengths include use of technology, a clean and well-maintained building, and having a primary focus on teaching and learning.

Primary areas where students perceive challenges include teachers knowing when they are struggling with the content, student work being clearly visible in the school, and the environment being orderly and supporting learning.

In order to address the areas that students perceive as challenges, we will use the achievement data to target the weakest content skills through the data dialogue activities that are included in the goals for all content areas. Instructional coaching and differentiated instruction will help to address the students perception of their support system when they are struggling. In the goals for all content areas, there are activities such as thinking maps and manipulative learning resources to help improve their perception of the learning environment and student work being clearly visible in the school.

--STAFF:

Primary areas where staff perceive our strengths include feeling safe at work, a clean and well-maintained building, and knowing how to support students who are struggling with the content.

Primary areas where staff perceive challenges include the school challenging students to do their best, the environment being orderly and supporting learning, and receiving the support to differentiate content for each student.

In order to address the areas that staff perceive as challenges, we have aligned our professional development calendar to our goals and included several areas, such as planning for cross-curricular instruction, designing rubrics for project-based learning assessments, and thinking maps and manipulative learning resources. These professional development sessions will provide teachers with tools to increase the rigor of their students work, challenge students to do their best, and make the learning environment more conducive to learning. In addition to these professional development opportunities, teachers will receive instructional coaching and content area literacy coaching in order to give them the support that they need to differentiate content for each student.

--PARENTS:

Primary areas where parents perceive our strengths include the use of technology, their child is challenged to do his/her best, and the school is clean and well-maintained.

Primary areas where parents perceive challenges include regular communication with teachers and staff and parents working together to improve the school.

In order to address the areas that parents perceive as challenges, we have created a goal for parent involvement that includes using technology for regular communication with parents and utilizing community resources to reach a greater number of parents and community members.

Conclusions from MEAP:

For the MEAP exam, proficiency levels were low for both males and females. In 2015 when we transition from the MEAP exam to the M-Step exam, we will strive to improve proficiency in all content areas for all subgroups. We will also aim to increase the number of students testing to have more extensive information for data dialogues and setting student goals.

Conclusions from MME:

For the MME Exam, the lowest scores were in mathematics (0% proficient) and science (0% proficient). These subject areas should be the target areas to improve proficiency the most. The second target areas that need the most improvement are writing (8% proficient) and social studies (9% proficient). Reading had the highest proficiency percentage of 26%.

The target populations for additional support should be the female students, specifically with reading where females tested at 19% proficient compared to the male students that tested at 30% proficient. We will also focus on providing additional support to our bottom 30% of students who will need the most improvement in their scores.

Conclusions from NWEA MAP:

For the NWEA MAP Exam, the lowest scores were in mathematics. The 9th grade students are our target population who will need the most support. For this group, 80% scored in the low range. Particularly, these students need the most support in Geometry (3 students proficient) and Statistics and Probability (6 students proficient). The 10th and 11th grade students will also need the most support with math. The 10th graders had 64% of test takers in the low range. Particularly, these students need the most support in Geometry (10 students proficient) and The Real and Complex Number System (10 students proficient). The 11th graders had 46% of test takers in the low range. Particularly, these students need the most support in The Real and Complex Number System (10 students proficient) and Statistics and Probability (12 students proficient).

For NWEA MAP Testing in Reading, all grades will need the most support in Informational Text. There were 21 students proficient in 9th grade, 21 students proficient in 10th grade, and 26 students proficient in 11th grade.

For NWEA MAP testing in Language, the 9th graders will need the most support in Language: Understand, Edit for Grammar, Usage. There were 12 students proficient. The 10th graders will need the most support in Language: Edit Mechanics. There were 14 students proficient. The 11th graders will need the most support in Writing: Plan, Organize, Develop, Revise, Research. There were 20 students proficient.

Conclusions from ACT:

For the ACT exam, our target subject area would be the English subject test, where the students scored the lowest with a composite score of 12.6. The White students will be our target population. They had the lowest mean composite score with 12.2. There was no significant difference between the gender groups. We will also give additional support to the 30% of students with the lowest scores.

CONCLUSIONS FROM PROGRAM / PROCESS DATA:

As determined by the Interim Self-Assessment, our strengths were Standard 3: Teaching and Assessing for Learning, Standard 1: Purpose and Direction and Standard 4: Resources and Support Systems. Our goal will be to continually maintain and improve these ratings. Our weaknesses that emerged were Standard 5: Using Results for Continuous Improvement and Standard 2: Governance and Leadership. The weakest area was from Standard 3: Teaching and Assessing Learning where we were rated a Level 1 for Indicator 3.8. Our parent involvement goal and content area strategies and activities will address these weaknesses.

GENERAL CONCLUSIONS

Based on the comprehensive needs assessment, our target populations include the students with the lowest 30% of scores on exams and the students with special education needs. Goals, objectives, strategies and activities will be selected to address the needs of all students, as well as our target populations, and will allow us to focus on content standards that have been identified as our weakest areas.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Goal #1: READING

Measurable Objective 1: All students will demonstrate at least a 10% increase in reading proficiency by 06/30/2016 as measured by NWEA/MAP end of year normed mean grade level RIT standard scores, MME, M-STEP and ACT.

We have analyzed the scores of the NWEA MAP Reading Exam and the MME Reading Exam and to assess the needs of our students and identify target populations. Based on the NWEA MAP Reading Exam scores for Winter 2015, the ninth-graders will be focusing on improving skills with Informational Texts. Tenth-graders will be focusing on improving skills with Informational Texts. The eleventh-graders will be focusing on improving skills with Informational Text. Based on the 2013-2014 MME Reading Exam scores, we will be focusing on improving the reading scores most specifically for female students. The target population will be to improve scores for the lowest 30% of students.

To reach our measurable objective for the reading goal, our strategy will be to implement reading across the curriculum, targeted reading interventions from reading specialist, project based learning, and differentiated instruction.

Goal #2: MATHEMATICS

Measurable Objective 1: All Students will demonstrate at least a 10% increase in math proficiency by 06/30/2016 as measured by NWEA/MAP end of year normed mean grade level RIT standard scores, MME, M-STEP and ACT.

We have analyzed the scores of the NWEA MAP Mathematics Exam to assess the needs of our students. Based on the NWEA MAP Mathematics Exam scores for Winter 2015, the ninth-graders will be focusing on improving skills in Geometry and Statistics and Probability. Tenth-graders will be focusing on improving skills in The Real and Complex Number System and Statistics and Probability. The eleventh-graders will be focusing on improving skills in The Real and Complex Number System and Geometry. The target population will be to improve scores for the lowest 30% of students.

To reach our measurable objective for the math goal, our strategy will be to implement targeted reading interventions from the math specialist, project based learning, and differentiated instruction.

Goal #3: WRITING

Measurable Objective 1: All students will demonstrate at least a 10% increase in writing proficiency by 06/30/2016 as measured by NWEA MAP, MME, M-STEP and ACT.

We have analyzed the scores of the NWEA MAP Language Exam and MME Writing Exam to assess the needs of our students and identify target populations. Based on the NWEA MAP Language Exam scores for Winter 2015, the ninth-graders will be focusing on improving skills with Language: Understand, Edit for Grammar, Usage. Tenth-graders will be focusing on improving skills with Language: Edit Mechanics.

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The eleventh-graders will be focusing on improving skills with Writing: Plan, Organize, Develop, Revise, Research. Based on the MME Writing Exam, the target population will be to improve the scores of the lowest 30% of students.

To reach our measurable objective for the writing goal, our strategy will be to implement technology integration, project based learning, and differentiated instruction.

Goal #4: SCIENCE

Measurable Objective 1: All students will demonstrate at least a 10% increase in science proficiency 06/30/2016 as measured by NWEA MAP end of year normed mean grade level RIT standard scores, MME, M-STEP and ACT.

We have analyzed the scores of the MME Science Exam to assess the needs of our students and identify target populations. Based on these scores, the target population will be to improve the scores of the lowest 30% of students.

To reach our measurable objective for the science goal, our strategy will be to implement content area literacy, project based learning, and differentiated instruction.

Goal #5: SOCIAL STUDIES

Measurable Objective 1: All students will demonstrate at least a 10% increase in social studies proficiency by 06/30/2016 as measured by NWEA MAP end of year normed mean grade level RIT standard scores, MME, M-STEP and ACT.

We have analyzed the scores of the MME Social Studies Exam to assess the needs of our students and identify target populations. Based on these scores, we will be focusing on improving social studies scores most specifically for the female students and our lowest 30% of students.

To reach our measurable objective for the science goal, our strategy will be to implement content area literacy, project based learning, and differentiated instruction.

Goal #6: PARENT INVOLVEMENT

Measurable Objective 1: Collaborate to increase parent involvement by at least 10% by 06/01/2016 as measured by attendance at parent events and survey result participation.

We have analyzed the attendance at parent events and participation on parent surveys to assess our level of parental involvement and identify areas in which we can offer additional involvement opportunities in creative ways to reengage parents in their students' progress in the academic program at WAY. Based on the results, we will be focusing on sending out a monthly newsletter to parents, setting up partnerships with surrounding community members and organizations, and hosting events, such as a monthly parent night, a student showcase, and others to encourage parents to attend. We will provide incentives for parents who attend.

To reach our measurable objective for the parent involvement goal, our strategy will be using technology to contact parents and exploring community-school partnerships.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

To reach our reading goal, we have four strategies including 1) Reading across the curriculum, 2) Project based learning, 3) Differentiated Instruction, and 4) Targeted reading interventions from our reading specialist. For the reading across the curriculum strategy, experts from all content areas have and will continue to participate in Reading Apprenticeship professional development, and the Reading Apprenticeship vocabulary will be used across the curriculum. Our third key activity for reading across the curriculum will include literacy coaching for all experts, so that all students are practicing literacy skills and Reading Apprenticeship vocabulary in each subject area. For the project based learning strategy, experts from all content areas will use a reading standards rubrics to grade projects, that will stress the importance of practicing literacy skills in the final product for all students and will develop a culture of achievement for improving literacy skills. Each project based learning experience will also emphasize the importance of building background knowledge through reading and writing to learn to demonstrate understanding. For the differentiated instruction strategy, experts across all content areas will use thinking maps from the Reading Apprenticeship program. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Experts also have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by providing a first hand learning experience. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. Our fourth strategy is the targeted reading interventions by the reading specialist, which will include multisyllabic decoding interventions, fluency instruction, and secondary diagnostics. This strategy will provide additional support for students who are at-risk with their reading and literacy skills. The reading specialist can also support students who are English-language learners or have special education needs. Special education students will also be given additional support by the special education teachers and the paraprofessional.

To reach our math goal, we have three strategies including 1) project based learning, 2) differentiated instruction, and 3) targeted math interventions by math specialist. For the project based learning strategy, math experts will use a math scoring rubric to grade projects, that will stress the importance of practicing math skills in the final product for all students and will develop a culture of achievement for improving math skills. Math students will also use math journals in their project based learning experiences to practice their math skills and develop their learning. For the differentiated instruction strategy, math experts will use thinking maps from the Reading Apprenticeship program. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Math manipulatives will be used to enhance the tactile learning experience for kinesthetic learners. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. Instructional coaching from the math specialist will help the math experts to develop math skills for all students, including the most at-risk students. Our third strategy is the targeted math interventions by the math specialist, which will include math computation fluency, the think through math strategy, and secondary diagnostics. This strategy will provide additional support for students who are at-risk with their math and numeracy skills. The math specialist can also support students who have special education needs. Special education students will also be given additional support by the special education teachers and the paraprofessional.

To reach our writing goal, we have three strategies including 1) Project based learning, 2) Differentiated Instruction, and 3) Technology integration. For the project based learning strategy, experts across all content areas will use a writing rubric to grade projects, that will stress the importance of practicing writing skills in the final product for all students and will develop a culture of achievement for improving writing skills. Writing integration will use a series of writing modules in the project based learning experience to ensure all students are equipped to craft essays of various types in all content areas. Writing to Learn from the Reading Apprenticeship program will be integrated into all projects. For the differentiated instruction strategy, experts across all content areas will use thinking maps from the Reading Apprenticeship program. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Experts also have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by

providing a first hand learning experience. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. For the third strategy of technology integration, students will practice twenty-first century writing skills by practicing keyboarding. They will be trained in Apple Office Suite for typing their final products for projects, and they will be trained in website creation to present their projects to an authentic audience.

To reach our science goal, we have three strategies including 1) Project based learning, 2) Differentiated Instruction, and 3) Content area literacy. For the project based learning strategy, science experts will use a science project rubric to grade projects, that will stress the importance of practicing science skills in the final product for all students and will develop a culture of achievement for improving science skills. Science experts will organize a project showcases to provide an authentic audience for science students and their final products. For the differentiated instruction strategy, science experts will have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by providing a first hand learning experience. Science experts will also use science laboratory resources to enhance the tactile learning experience for kinesthetic learners and develop scientific skills. For the third strategy, science teachers will aim to improve content area literacy. Literacy coaching will provide job embedded coaching and professional development to all science experts to integrate the Reading Apprenticeship approach in the lab environment. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. This will help target the students who need extra support.

To reach our social studies goal, we have three strategies including 1) Project based learning, 2) Differentiated Instruction, and 3) Content area literacy. For the project based learning strategy, social studies experts will use a social studies project rubric to grade projects, that will stress the importance of practicing social studies skills in the final product for all students and will develop a culture of achievement for improving social studies skills. Social studies experts will organize a project showcases to provide an authentic audience for social studies students and their final products. For the differentiated instruction strategy, social studies experts will have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by providing a first hand learning experience. Social studies experts will also use social studies manipulatives to enhance the tactile learning experience for kinesthetic learners. For the third strategy, social studies teachers will aim to improve content area literacy. Literacy coaching will provide job embedded coaching and professional development to all social studies experts to integrate the Reading Apprenticeship approach in the lab environment. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. This will help target the students who need extra support.

Our parent involvement goal, addresses the needs of the whole school population by ensuring parents are involved in and support their child's academic progress. Parent support includes ensuring students work from home, attend as scheduled and communicate with the school on a regular basis. Students with parents who are involved in their academic lives tend to have more academic success, enjoy school more, are less likely to be involved in violent behavior are more likely to participate in extracurricular activities, are socially well-adjusted and are more likely to go on to post-secondary education. Increased parent involvement will also meet the needs of students who are disadvantaged by providing additional support to these parents through in school programming and providing community resources outside of school.

Component 2: Schoolwide Reform Strategies

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

PROJECT-BASED LEARNING

W-A-Y Academy uses the Project-Based Learning (PBL) model for learning, as a primary strategy, with all students.

PBL is an innovative approach to teaching, in which students actively explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the common core state standards. Differentiation is a major component of PBL. Teachers scaffold the projects to meet the needs of all learners. This strategy increases growth and achievement scores in the following subject areas:

Math and Science- PBL allows students to see that Math and Science are both practical and necessary in everyday life. Students will have opportunities to participate in field trips which will allow them make connections between the curriculum and real life applications. These field trips tend to have a cross-curricular application and are intended to include many different subject areas. Some examples of field trips include trips to the DIA and other area museums, visits to the Federal Reserve Bank, as well as trips to various colleges/universities. These field trips help them to learn about what's happening in the community, allowing students to be more involved with their surroundings. This will enhance their learning experience, allowing them to see how what they are learning in school connects to the world outside of the classroom, thereby improving retention and achievement. This experiential learning will be planned in advance to connect with state standards ensuring that students are earning standards required for graduation.

Reading and Social Studies- PBL encourages reading throughout the project process. Informational texts in various formats (i.e. instructional, digital and print media, etc.) are an integral part of the process. Reading consistently across the curriculum is a proven method of increasing decoding, fluency and comprehension. These projects will allow the students to become engaged citizens by giving them an opportunity to debate topics important to today's social/political climate. Students will also be given an opportunity to petition political leaders (at the local, state and national levels) about an issue that they are concerned with. This process could be done in written form (letters, e-mail, etc) or verbally (phone calls).

Writing- PBL encourages research and reflection, which affords students the opportunity to write in every subject area. Students are encouraged to write regularly, and through the revision process their writing skills are refined.

READING APPRENTICESHIP

Reading apprenticeship strategies are applied across the curriculum and embedded within the process for all projects facilitated in the school. These strategies allow all students an opportunity to build their strength in reading through a strategic approach to text. Students use strategies that strengthen their overall comprehension through coaching. The process encourages comprehensive pre-reading strategies, continuous reading, discussion, and reflection. The skills embedded through this process help students increase their reading fluency and comprehension in ELA. When paired with PBL and informational texts, it allows for a greater depth of comprehension in social studies, science and math.

THINKING MAPS

All W-A-Y academy instructional staff utilize Thinking Maps. Thinking Maps act as an organizational common language throughout the school to instill higher order thinking and comprehension techniques in all students. Teachers use various thinking maps within their projects to provide organizational strategies across the curriculum. Students use the visual aids to work collaboratively for deeper comprehension in all content areas and grade levels. For example, some thinking maps that students will use include Circle Maps to brainstorm ideas, Venn Diagrams when comparing/contrasting concepts, Tree Maps for classifying and Flow Maps for sequencing events.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

W-A-Y Academy, as a component of Response to Interventions (RTI), implements school wide Positive Behavioral Interventions and Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavioral support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, the cafeteria, and restrooms).

Positive behavioral support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth. For example, some positive behavior supports being utilized are explicitly teaching and visibly posting positive behavior expectations throughout the building, acknowledging appropriate behavior, and tiered levels of support. By teaching behavior expectations, posting them throughout the building and acknowledging appropriate behaviors, all students are aware of the expected behaviors which support an environment conducive to learning. With tiered levels of support, our students with IEPs, as well as those who are performing below grade level, are provided with support from our certified special education staff, our Title 1 support team, as well as social work support personnel. These students are provided a schedule to follow, while those researchers who are performing at grade level or above are allowed to follow a more self-directed program of study.

RESPONSE TO INTERVENTION (RTI)

Through the use of RTI our staff has determined that the use of differentiated instruction has proven to be useful. Information about the program is shared at our parent curriculum nights. This intervention was also highlighted at our Family Literacy Night to introduce the writing process and to review quality writing samples and rubrics that are being used. Title I teachers and paraprofessionals provide small group support in writing. Our special education teachers co-teach with our general education teachers to assist with reading and writing strategies. We offer after school tutoring in reading and writing based on student need. The RTI process includes tiered levels of support. Students who are not earning the expected minimum standards monthly, are placed on a daily schedule, working directly with specific experts clearly outlining academic supports and project expectations. In Tier 2, they receive 1 on 1 support from experts and mentors, have the opportunity to attend Saturday sessions or move to a 5 day a week schedule, and receive individual or small group support from a reading or math specialist if appropriate. If students continue to struggle after strategic interventions have been in place and monitored, they may be referred for special education services.

DATA DRIVEN DIALOGUES

Through the use of data driven dialogues, teachers will assess student engagement, achievement, and progress, determine specific student needs, evaluate teaching strategies and formulate intervention plans. The data will be generated using assessment data from statewide

tests (MAP, MME, etc.), and teacher/student/parent perception surveys. This data will allow teachers/administrators to determine/implement intervention strategies to better meet the needs of individual students.

PARENTAL INVOLVEMENT

Students with parents who are involved in their academic lives tend to have more academic success, enjoy school more, are less likely to be involved in violent behavior, are more likely to participate in extracurricular activities, are socially well-adjusted and are more likely to go on to post-secondary education. With this in mind, WAY offers parents a variety of opportunities to become involved in their child's education. For example, there is regular contact between teachers and parents to discuss student progress and school programs; there is more parental contact with parents of students who are not meeting the minimum of expectations. We, also, have monthly parent meetings to train parents on such topics as ACT Preparedness, College Readiness and assistance in filling out the Free Application for Federal Student Aid (FAFSA), as well as various other ways that Parents can support their child's learning. Parents are also welcome to volunteer with the school in a variety of ways (e.g. board meetings, school improvement meetings, school dances, field trips, etc.).

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

QUALITY OF INSTRUCTION

Of the strategies listed in question 1, all of them (PBL, Reading Apprenticeship, Thinking Maps, PBIS, RTI, and Data Driven Dialogue) will increase the quality of instruction. Following is a brief description of each:

PROJECT BASED LEARNING (PBL)

PBL is an innovative approach to teaching, in which students explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the subjects they're studying. These field trips help them to learn about what's happening in the community, allowing students to be more involved with their surroundings. This will enhance their learning experience, allowing them to see how what they are learning in school connects to the world outside of the classroom, thereby improving retention and achievement. This experiential learning will be planned in advance to connect with state standards ensuring that students are earning standards required for graduation.

READING APPRENTICESHIP

The reading apprenticeship program encourages comprehensive pre-reading strategies, continuous reading, discussion, and reflection. The skills embedded through this process help students increase their reading fluency and comprehension across content areas. When paired with PBL and informational texts, it allows for a greater depth of comprehension in ELA, social studies, science and math.

THINKING MAPS

W-A-Y Academy utilizes a common bank of graphic organizers/thinking maps. Thinking maps are used throughout the school to instill higher order thinking and comprehension techniques in all students. Teachers use various thinking maps and organizers within their projects to provide organizational strategies across the curriculum that allow students to visually portray information or represent their thinking. Students

use the visual aids to work collaboratively for deeper comprehension in all content areas and grade levels.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

W-A-Y Academy, as a component of Response to Interventions (RTI), implements school wide Positive Behavioral Interventions and Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Positive behavioral support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth.

DATA DRIVEN DIALOGUE

Teachers will engage in data driven dialogue using assessment data from statewide tests (MAP, MME, etc.), teacher/student/parent perception surveys. This data will allow teachers/administrators to determine and implement intervention strategies to better meet the needs of individual students.

QUANTITY OF INSTRUCTION

RESPONSE TO INTERVENTION (RTI)

Our response to intervention (RTI) program increases quantity of instructional time. This will be achieved by moving students identified as tier 2 to a 5 day schedule. In addition, students will be provided with intensive intervention services in reading and math by a certified reading and math specialist. Each student's individual progress will differ, as well as their individual supplemental intervention needs. Therefore to differentiate student's need for continued supplemental interventions, one diagnostic strategy will require RTI staff to develop individualized S.M.A.R.T (Specific, Measurable, Attainable, Realistic and Time-Related) goals to assess student's improvement in specific diagnostic strand(s) of need. As each student progresses to meet their individualized S.M.A.R.T goal(s) students will be ushered off the targeted RTI services and back into the general education population process.

INCREASED INSTRUCTIONAL TIME

Students who need increased instructional time will have the opportunity to attend lab 5 days a week, instead of the 3 day schedule that most students follow. What is more, the lab is open on Saturdays for students who would like even more instruction and support than is what is available Monday through Friday. In addition, there are also experts on-line and available for students 24 hours a day, 365 days of the year. Each of these strategies are designed to allow students to have access to experts and learning resources any time that they may be needed.

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

All of the research-based reform strategies are aligned with the findings of the comprehensive needs assessment. During our assessment,

we identified our focus areas and target populations and strategies to meet the needs of these learners.

Based on the findings in our comprehensive needs assessment there was not a significant distinction between subgroups. However we have determined that our target population will be the lowest 30% of students in reading and writing, on both the MME and NWEA MAP test. We also determined that specific goals and strategies in reading, writing, math, science and social studies are needed. To achieve these goals we reviewed the areas that displayed the greatest need for student support. These areas included reading and writing, with 26% of our students testing at a proficient level in reading, and only 8% proficient in writing on the MME. In addition we used results from the NWEA MAP testing data to identify two common content standards, Reading: Informational Text, and Language: Understanding- Edit for Grammar, Usage, and Writing- Plan, Organize, Develop, Revise and Research. We will address these target areas through the following strategies.

PROJECT-BASED LEARNING

W-A-Y Academy uses the Project-Based Learning (PBL) model for learning, as a primary strategy, with all students and with our targeted students.

PBL is an innovative approach to teaching, in which students explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the subjects they're studying. PBL addresses the needs of the target populations by allowing students voice and choice in choosing which real-world problems they would like to investigate. This strategy increases growth and achievement scores in the following subject areas:

Math and Science - PBL allows students to see that Math and Science are both practical and necessary in everyday life. Students will have opportunities to participate in field trips which will allow them make connections between the curriculum and real life applications. The PBL model will meet the needs of our target population by allowing them to choose which real-world problems they want to investigate. Students in the bottom 30% will also be provided with additional support from Title 1 and special education paraprofessionals to assist them with the PBL model. These supports are designed to help students in selecting real-world problems that they would like to investigate and ensuring that they have the resources and materials to complete the projects effectively and in a timely manner. This will enhance their learning experience, allowing them to see how what they are learning in school connects to the world outside of the classroom, thereby improving retention and achievement.

Reading and Social Studies - PBL encourages reading throughout the project process. Informational texts in various formats (i.e. instructional, digital and print media, etc.) are an integral part of the process. Reading consistently across the curriculum is a proven method of increasing decoding, fluency and comprehension. These projects will allow the students to become engaged citizens by giving them an opportunity to debate topics important to today's social/political climate. Students will also be given an opportunity to petition political leaders (at the local, state and national levels) about an issue that they are concerned with. This process could be done in written form (letters, e-mail, etc) or verbally (phone calls). The PBL model will meet the needs of our target population by allowing them to choose which real-world problems they want to investigate. Students in the bottom 30% will also be provided with additional support from Title 1 and special education paraprofessionals to assist them with the PBL model. These supports are designed to help students in selecting real-world problems that they would like to investigate and ensuring that they have the resources and materials to complete the projects effectively and in a timely manner. This will enhance their learning experience, allowing them to see how what they are learning in school connects to the world outside of the classroom, thereby improving retention and achievement.

Writing - PBL encourages research and reflection, which affords students the opportunity to write in every subject area. Students are encouraged to write regularly, and through the revision process their writing skills are refined.

READING APPRENTICESHIP

Reading apprenticeship strategies are applied across the curriculum and embedded within the process for all projects facilitated in the school. These strategies allow all students an opportunity to build their strength in reading through a strategic approach to text. Students use strategies that strengthen their overall comprehension through coaching. The process encourages comprehensive pre-reading strategies, continuous reading, discussion, and reflection. Students in our target population will also receive more focused support from our Title 1 and special education staff to help them build the necessary skills. The skills embedded through this process help students increase their reading fluency and comprehension in ELA. When paired with PBL and informational texts, it allows for a greater depth of comprehension in social studies, science and math.

GRAPHIC ORGANIZERS/THINKING MAPS

All W-A-Y academy instructional staff utilize Thinking Maps. Thinking Maps act as an organizational common language throughout the school to instill higher order thinking and comprehension techniques in all students. Teachers use various thinking maps within their projects to provide organizational strategies across the curriculum. Students use the visual aids to work collaboratively for deeper comprehension in all content areas and grade levels. For example, some thinking maps that students will use include Circle Maps to brainstorm ideas, Venn Diagrams when comparing/contrasting concepts, Tree Maps for classifying and Flow Maps for sequencing events. These graphic organizers will help the students in our target population to identify important information from the text, emphasizing the key details, assisting them in increasing their understanding in all content areas.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

W-A-Y Academy, as a component of RTI, implements school wide Positive Behavior Interventions and Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, the cafeteria, and restrooms). PBIS will help the students in our target population by providing them with clear and concise positive behavior expectations. These expectations will allow our students to know what behaviors are expected of them to achieve success.

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth.

RESPONSE TO INTERVENTION (RTI)

Through the use of RTI our staff has determined that the use of differentiated instruction has proven to be useful. Information about the program is shared at our parent curriculum nights. This intervention was also highlighted at our Family Literacy Night to introduce the writing process and to review quality writing samples and rubrics that are being used. Title I teachers and paraprofessionals provide small group support in writing. Our special education teachers co-teach with our general education teachers to assist with reading and writing strategies. We offer after school tutoring in reading and writing based on student need. This process is beneficial to the students in our target population by allowing them to participate in projects with the wider school population and provides them with additional supports by the Title 1 and

special education staff, when necessary, for them to be successful.

DATA DRIVEN DIALOGUE

Through the use of data dialogue, teachers will assess student engagement/achievement/progress, determine specific student needs, evaluate teaching strategies and formulate intervention plans. The data is generated using assessment data from statewide tests (MSTEP, MME, ACT) and teacher/student/parent perception surveys. This data will allow teachers/administrators to determine/implement intervention strategies to better meet the needs of individual students, particularly those who are in our target population. Additionally students are tiered for Title 1 services based on analyzing MAP reading and Math scores and are provided supplemental instruction based on their needs in these areas. Experts are utilizing products from project based learning to drive further instruction and develop reteach plans as necessary.

PARENTAL INVOLVEMENT

Students with parents who are involved in their academic lives tend to have more academic success, enjoy school more, are less likely to be involved in violent behavior, are more likely to participate in extracurricular activities, are socially well-adjusted and are more likely to go on to post-secondary education. With this in mind, WAY offers parents a variety of opportunities to become involved in their child's education. For example, there is regular contact between teachers and parents to discuss student progress and school programs; there is more parental contact with parents of students who are not meeting the minimum of expectations. We, also, have parent meetings to train parents on such topics as ACT Preparedness, College Readiness and assistance in filling out the Free Application for Federal Student Aid (FAFSA), as well as various other ways that Parents can support their child's learning. Parents are also welcome to volunteer with the school in a variety of ways (e.g. board meetings, school improvement meetings, school dances, etc.).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The following strategies will be used to address the needs of at-risk students who need the most instructional support and are intended to be used in in small group, or on a one-to-one basis:

Students who are performing in the lowest 30% based on MAP scores and secondary diagnostic assessments will receive Title 1 interventions and support services in the areas of Reading and Math. These interventions will provide students with highly focused, individualized instruction utilizing a variety of resources and techniques. These techniques will be used to assist students in developing the skills necessary to achieving success in the content area subjects. Students will work with a reading or math specialist two to three times per week on specific goals in reading and math, as well as project support. Strategies include the use of supplemental online programs to provide students with foundational skills and practice. Online resources include the Think Through Math program which is an online, adaptive instructional tool to provide students with the foundations for algebra; and IXL, an on-line resource which provides comprehensive, standards-aligned math practice for K-12 skills, and personal one on one and small group support in mastering basic math facts and concepts.

In reading, various intervention strategies are used including practicing fluency through repeated readings, comprehension through close reading and targeted questioning including explicit modeling of metacognitive strategies, and decoding support through Orton Gillingham and REWARDS which is a multisyllabic decoding program.

*SPECIAL EDUCATION

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Students with IEPs will be paired with a special education paraprofessional who will provide additional support and guidance to assist these students in project completion, behavior and time management. This additional intervention support will increase students' chances of success.

*INCREASED INSTRUCTIONAL TIME

Students who demonstrate difficulty in achieving the credit attainment requirements would have the opportunity to increase their class schedule to 5 days per week instead of the regular class schedule of 3 days per week that most students follow. Additionally, students will have an opportunity to attend lab on Saturdays increasing the amount of instructional time and intervention support students receive to master the common core standards.

*RESPONSE TO INTERVENTION (RTI)

W-A-Y Academy utilizes a three tier approach to intervention for students who need the most instructional support in all content areas. As a component of RTI, WAY Academy implements school wide Positive Behavior Interventions and Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, the cafeteria, and restrooms).

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth.

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

To determine if the needs of students are being met, WAY Academy utilizes the NWEA MAP assessment, which is taken three times a year, for all students and an RTI process/program.

Our RTI program will use two diagnostics assessments for Tier 2 and Tier 3 students to determine the supplemental interventions needed and progress in each of the content areas. The decision that a student will no longer need supplemental interventions, will be based on students' individual development. Therefore if a student meets either of the two following diagnostics for the supplemental intervention needs, they will no longer receive targeted RTI services.

Diagnostic I: Achievement of individualized S.M.A.R.T Goals. "SMART" is an acronym that stands for Specific, Measurable, Attainable, Realistic and Time-Related. Each students' individual progress will differ, as well as their individual supplemental intervention needs. Therefore to differentiate students' need for continued supplemental interventions, one diagnostic strategy will require RTI staff to develop individualized S.M.A.R.T goals to assess students' improvement in specific diagnostic strand(s) of need. As each student progresses to meet their individualized S.M.A.R.T goal(s) students will be taken off the targeted RTI services list and will continue to receive the same support as general education students.

Diagnostic II: NWEA MAP Testing RIT Scores

Student intervention needs are determined by their RIT Score performances on the NWEA MAP test. To determine if a student no longer

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needs supplemental interventions, RTI staff will review student growth via their NWEA MAP RIT Scores. The students that demonstrate beginning-of-the-year to end-of-the-year growth in their RIT Scores on the NWEA MAP mathematics, language and reading assessments above RTI service requirements, will be taken off the targeted RTI services list.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of 7 teachers, 4, or 57% returned this year. One staff member moved to a different WAY Academy site, one left for employment at another school, and one left due to the change in work schedule. There are 5 new teachers that have been hired, so there are two new positions.

A primary reason for staff turnover was a major shift in the on-site work week. Prior to March 2014, teachers worked on-site 3 days per week and off-site (i.e. at home) 2 days per week. As of March 2014, this was changed to teaching 5 days per week on-site. As this was not compatible with lifestyle commitments of some teachers, there was a high level of turnover.

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

There are 9 teachers and 5 learning personnel as of March 2015. All 14 of these people were included in the questionnaire.

Information regarding the number of years of experience in education of our teaching staff is summarized below:

2 years or less: 6 teachers, or 43%
3-4 years: 1 teacher, or 7%
5-7 years: 1 teacher, or 7%
8-10 years: 4 teachers, or 29%
11 or more years: 2 teachers, or 14%

Information regarding the number of years of experience at WAY Academy of our teaching staff is summarized below:

Less than 1 year: 9 teachers, or 64%
1-2 years: 3 teachers, or 21%
more than 2 years: 2 teacher, or 14%

Information regarding the level of education of our teaching staff is summarized below:

Bachelors Degree: 9 teachers, or 64%
Masters Degree: 5 teachers, or 36%

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

WAY Academy has a comprehensive recruitment program that is used to attract highly qualified staff. WAY Academy participates in job fairs, advertises on websites, offers a user-friendly online application process, and networks with individual contacts. In addition to these

strategies, WAY Academy also encourages current staff members to make referrals.

Through each of these recruitment methods, WAY Academy advertises the non-traditional opportunities our school offers such as regularly working with small groups of students, mentoring a group of students, implementing Project Based Learning, using state-of-the-art technology, and working in a non-traditional, open environment. By advertising these qualities, we intend to attract high quality teachers who will flourish in a non-traditional setting.

WAY Academy Southwest also has teachers participate in the home visit model which allows teachers to interact with students in their home and feel more connected to their students and the community. Meaningful relationships with students and the community is often vocalized as a reason that teachers stay at WAY Academy Southwest.

WAY Academy's solid recruitment strategies and close monitoring result in 100% of our teachers being highly-qualified under No Child Left Behind, and at-risk students are receiving instruction from outstanding professionals.

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

District strategies to attract and retain highly qualified staff are similar to our individual school strategies.

At the district level, the WAY Academy district has a comprehensive recruitment program that is used to attract highly qualified staff. As a district, WAY Academy participates in job fairs, advertises on web sites, offers a user friendly online application process, and networks with individual contacts. WAY Academy's solid recruitment strategies and close monitoring result in 100% of our teachers being highly-qualified under No Child Left Behind, and at-risk students are receiving instruction from outstanding professionals.

In order to retain high quality teachers, the WAY Academy district administration monitor staff turnover rates and implement changes when needed. In the Winter of the 2013-14 school year, for example, salary and benefit structure for the teachers in the WAY Academy district was revisited to ensure that our teacher salary was competitive. In the Fall of 2013, teachers were working both online and onsite at the academies. In discussions with teachers, it was found that teachers were feeling as though they were stretched too thin between the two environments and were not feeling highly effective in either area. Based on these conversations, the teachers were moved to a fully onsite role that allowed them to focus on doing one job and doing it well. At the same time, an increase in salary and benefits was added to the position to ensure that teachers would stay with the program rather than leaving for another charter school that was offering a higher salary with a benefit package. The implementation of these changes has resulted in a decrease in the teacher turnover rate at the district level.

In order to retain high quality staff, WAY Academy offers competitive salary, leadership opportunities, autonomy, self-directed work, a culture of collaboration, cross-curricular projects, and 8 hours of collaboration per week.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

A primary reason for staff turnover was a major shift in the on-site work week. Prior to March 2014, teachers worked on-site for three days per week and off-site two days per week. As of March 2014, the scheduled changed to teaching five days per week. The new schedule will not change, therefore, we do not anticipate a high teacher turnover in the future.

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Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional development for WAY Academy Southwest (Vernor) is delivered at both at the building level and district level. Building level professional development is aligned to the comprehensive needs assessment and goals identified in the school improvement plan. Staff participate on the school improvement team and therefore play a very active role in determining professional development topics. District level professional development is determined by the needs of the entire district and is often aligned to the common needs of all buildings. Occasionally district PD is related to other topics, such as engaging the community as an authentic audience for projects.

Professional development topics focus primarily on improving our lowest performance areas of math and reading. Building-level PD directly supports the strategies we have elected to use in our core content areas, including:

- Reading across the curriculum
- Targeted reading interventions
- Project-based learning
- Differentiated instruction
- Targeted math interventions
- Technology integration
- Content area literacy

Professional development at WAY Academy Southwest (Vernor) will include the following:

Reading:

To address one of the lowest performance areas, reading professional development will cover Rreading strategies across the curriculum, differentiating instruction for lowest performing students and special education students and data driven dialogue to help staff effectively identify and monitor student reading progress. We will also participate in ongoing professional development to continue our Reading Apprenticeship and thinking map strategies across all content areas.

Math:

To address the second lowest performance area, math professional development will cover implementing effective math strategies to make math more meaningful and engaging, utilizing supplemental online math programs and creating rigorous math projects that integrate skill gap areas as identified on the NWEA MAP. In addition, staff will receive training on differentiating instruction for special education and lowest-performing students, and data driven dialogue to help staff effectively identify and monitor math progress for all students.

All subjects:

Professional development for all subjects may overlap with other training and includes unpacking the MME, Plan, Explore, ACT/SAT series and helping staff and students prep for these tests; utilizing Thinking Maps and Reading Apprenticeship strategies across all content areas; and Response to Intervention (RTI) training which assists staff in identifying, evaluating and monitoring student progress.

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subjects available, reading and writing across the curriculum, NextGen Science standards training for science content teachers and planning project-based learning for cross-curricular projects. Additional district professional development involves redesigning rubrics for project-based assessments for all content areas, utilizing Tuning Protocols as a process for collegial conversations and incorporating data from formative assessments in projects.

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

Staff at WAY Academy will engage in professional learning that is sustained and ongoing throughout the course of the school year. We have identified specific goals during our comprehensive needs assessment that will require a multi-year professional development plan to meet the needs of all learners. Professional learning will be an integral part of weekly staff meetings to ensure that learning extends beyond the training and is sustained and ongoing. A teacher will also be selected to be a champion for each major professional development area to ensure teachers have the support they need and the initiative remains a priority area. In addition, frequent observations will be conducted to monitor the implementation and progress of strategies and on-going and consistent feedback will be provided to staff by their peers and administrators. At the end of each school year, staff will participate in an extensive program evaluation to determine ongoing professional learning needs.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | Vernor 2015-16 PD Plan |

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the design of the schoolwide plan by soliciting their input through home visits, parent nights, school activities, field trips, annual parent surveys, and by participating in the monthly Title I school improvement team meetings. Also, adult students (18+) who often act as their own advocates at our school, will be invited to be involved with the schoolwide plan as well.

WAY Academy stresses the value of parental participation through offering opportunities for participation by holding monthly parent sessions where both students and their family members will be invited to engage in regular and meaningful communication about student academic growth and learning. Phone calls to parents as well as letters sent home with students will communicate the dates and content of the parent meetings. Our parent meetings will be held both during the day and after school to reach a greater parental population.

The topics for our school improvement involvement activities will be determined through the parent survey as well as concerns expressed during home visits and parent nights.

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

There are a variety of ways parents are involved in the implementation of the schoolwide plan, including:

- Parent input through direct contact from home visits, where they are introduced to the parent compact, receive training in the technology given to the student, and get updates on their child's progress.
- Parents can attend parent nights, where they are informed of the progress of their child, can conference with teachers and staff, and receive training in the technology. These nights sometimes host special events, such as student project display, or FAFSA (Free Application for Federal Student Aid) training, or college applications. They provide a training for parents to support their students academic achievements.
- Parents can participate in school activities, field trips and surveys to contribute to the school-wide plan. Here they can provide their input on the program implementation, volunteer for school events, and ultimately support their child through their academic endeavors.
- Parents ensure that their child regularly attends, on their scheduled days.
- Parents provide a home environment that allows their child to complete school work.
- They encourage their student to do their best work.
- They will ensure their child has the resources they need.
- They will regularly check their child's progress in the online environment.
- Parents will have ongoing communication with their child's teacher and team leader.

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

WAY Academy will involve parents in the evaluation of the school-wide plan. Parents will be involved in multiple ways including through regular, two-way and meaningful communication addressing the effectiveness of school programs and parent involvement activities. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to ensure

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maximum student achievement.

Parents will also be involved in the joint planning, development and evaluation of the district's Title I plan through surveys and representation on the school's improvement team. We will involve parents in an annual review of the Title I Program and use the results of the annual review to address any identified barriers to parental participation. We will involve parents in the development, implementation, and review of Parent-School compacts.

We build the schools' and parents' capacity for parent involvement by providing parents with information on state standards, assessments, requirements of Title I, and monitoring their child's progress. We will implement a two-way communication system with parents that provides information in parent friendly format that is translated as necessary.

We will host parent nights and conferences for parents to come to the building, receive training on the curriculum and state standards, technology used in our program, and the progress of their researcher. During these meetings Parents can review the school wide plan, Parent Involvement Plan and Parent Compact.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|-------------|---|
| | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes | will upload | WAY Academy Southwest Parent Involvement Plan |

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

- Section 1118(e)(1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress.

During the monthly parent night a variety of topics will be covered including: academic content standards, state and local assessments, and how to monitor their child's progress. Parents may also receive support during enrollment, initial induction, initial home visit, or in person in school at any time on these topics. Materials will be translated into Spanish and a staff member will be a translator as necessary.

Parents have access to state standards and their child's real-time progress through our online Parent Portal. Home visits and parent conferences will be held to further assist parents in monitoring and supporting their child's progress.

- Section 1118(e)(2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement.

During the monthly parent night a variety of topics will be covered including additional support their children may need at home. Our school has partnered with several local organizations to provide a variety of classes to parents and children on how to be more successful at home.

- Section 1118(e)(3) Shall, with the assistance of parents, educate staff in the value and utility of parents' contributions.

Staff shall receive training on effective ways to engage and communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school. Staff will collaborate with parents in creating the parent

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involvement plan. Training will include various information from the MDE Parent Engagement toolkit.

Staff are also trained on how to conduct effective online, phone, and face to face conversations with parents. Additionally, staff is trained in community outreach, encouraged to make community connections that include parents, local community members, students, and staff. Additional PD and staff meetings will be conducted, as necessary, on further outreach and connections.

- Section 1118(e)(4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children.

Parent involvement is integrated and coordinated with school programs including:

- Monthly parent meetings,
- Meetings held by community organizations such as the Detroit Parent Network, and SER Metro which provide training for parents on various topics including how to help your child succeed and planning for college

Parents are also welcomed in to the school to observe final project showcases, and view student demonstrations of learning.

- Section 1118(e)(5) Shall ensure that information is shared with parents in a language and format they can understand.

Parents shall be informed through a variety of methods including: Newsletter, Email, Online HERO system, home visits, parent conferences and/or phone calls.

Parents will receive information in multiple languages. In a largely bi-lingual Spanish area, communications will be provided to Spanish speaking individuals by Spanish speaking staff, and communications will be translated as needed.

- Section 1118(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.

Parents are provided with additional support and resources for supporting their child as requested. Parents are invited to communicate via email, phone call, home visits and in-person. Responses from staff will be provided within 24 hours.

- Section 1118(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

WAY Academy can help meet the needs of Migrant families, those with limited English proficiency, and parents with disabilities by offering multiple meeting times in a handicapped accessible building, making home visits, and creating personalized learning plans for students.

WAY Academy has staff members that can provide translation services for those with limited english proficiency as necessary. Materials will also be translated into the appropriate language as necessary.

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

An annual evaluation of the effectiveness of the school-wide plan, Parent Involvement Policy and parent involvement activities will be conducted through a written survey, a telephone survey or in person at school level meetings and/or during home visits. WAY Academy will track parent attendance, document and summarize the evaluation findings. This information will be used to improve the parent involvement

program.

The evaluation will determine whether:

- Parent participation has increased; and
- Barriers exist that hinder greater participation by parents.

Evaluation results (summary) will be reviewed by the program director, staff and school improvement team and shared with parents in the appropriate language. Feedback from parents and evaluation results will be used as part of the comprehensive needs assessment. The results, combined with other data (e.g. student achievement, demographics, etc.) will determine what parent involvement training and activities are revised and/or offered / embedded in the revised improvement plan.

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

WAY Academy will document and summarize the evaluation findings and determine how the information will be used to improve the parent involvement program. The evaluation will be used to:

- Determine what parents need, and base the monthly parent meetings around their needs
- Assist in modifying our school-wide program
- Inform the SIP team as they conduct the comprehensive needs assessment

The results, combined with other data (ie student achievement, demographics, etc.) will determine what parent involvement training and activities are revised/offered/embedded in the revised improvement plan.

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

The school-parent compact was created jointly with parents and school improvement team members. It was sent out to all parents, inviting them to comment on the Compact before its implementation. It is also discussed with parents during home visits. The compact will be revised annually and the results shared with all stakeholders.

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

N/A - WAY Academy serves students in the high school grades.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Upon registration of a new student, a home visit is scheduled. During the scheduled home visit, staff members meet with the parent(s)/ guardian(s) and the student to review the School-Parent Compact and discuss program expectations and strategies for supporting students at home and in school. A translator is provided for parents/students that require translation. Materials will also be printed in the appropriate

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language as necessary. After careful review, discussions, and understanding of the compact, parents, staff members, and students sign the documents and the parent/student keeps an original document of the School-Parent Compact.

The School-Parent compact will also be reviewed at all annual parent meetings and Parent-Teacher Conferences.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|----------------------------|
| | The School's School-Parent Compact is attached. | Yes | | WAY Academy Parent Compact |

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

During enrollment and induction into the school, students and parents are notified about our online HERO learning system where they can access real-time data about each student's academic progress and assessment results. This information is integral to student success and can help students grow academically. Staff share data verbally, graphically, and in written form translated in a language parents understand as needed. Due to the relationships we have with our parents, we are able to know which format will best meet their needs.

One of the most common ways we share this data is through the parent report. The parent report summarizes the results of their child's assessment and includes a graph of each assessment which presents the student's present score. We also review past scores for comparison. Parents receive a list of strategies that they can implement at home to help increase their child's achievement in each subject area.

Assessment results are shared with parents using friendly language and are translated for parents that have English as a second language. Also, the literacy and math specialist provide individual meetings to ensure that parents understand the student academic assessment results. Any parent with a disability or literacy issue is fully accommodated.

Our staff works with all parents to help them understand what their child is learning, how their work is assessed and how they as parents can be the most supportive to their child's learning. Parents are involved in the review of assessment data to make informed and consistent decisions to improve student learning. They work with teachers to create mutually agreed upon learning goals and have 24/7 access online to their child's current progress and achievement.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

WAY Academy does not have a preschool program as it serves students in grades 9 - 12.

WAY Academy is actively involved in recruiting new students for our 9 - 12th grade school by advertising our program through community events and online resources. When new students are enrolled at the school, they engage in an induction session that is designed to help students transition into the school and introduce them to the lab environment. Inductions are instructional sessions to teach the new students about our online HERO learning system. New students also receive a home visit from team leaders, where two staff members visit the home of a new student to meet with the student and their parent/guardian. During this visit, the students are provided with technology and Internet that will help them to work from home. This also includes a discussion about student engagement expectations for the program. After the induction phase, new students are paired with a mentor in the lab, who is responsible for serving as a resource to the student and create their personalized learning plan.

WAY Academy also helps students with their transition to college. Throughout the program, students are consistently introduced to college and career options that are aligned to their goals. This includes informational sessions and college field trips from their team leaders, mentors and other teachers in the lab.

When students get closer to graduation, they receive guided assistance with college applications from their mentors and team leaders. We host financial aid guidance for students and parents at our bi-annual FAFSA Night that is organized by teachers with the support of several community resources.

WAY Academy also assists older students as they transition from our program. Students who turn 20 years old or "age out" of the program before they reach graduation are recommended to the SER Metro program to earn a GED or engage in job training. Team leaders and mentors will identify students who are aging out of the program and hold a conference during a home visit that is focused on how to transition into another program.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide their input regarding school-based academic assessments during district and local professional developments and during weekly collaboration meetings with their teams. The assessments are reviewed so that strengths and weaknesses can be determined. The teachers have received training on Data Driven Dialogue. During data discussions, staff disaggregate student assessment data and discuss student outcomes regarding those assessments. This allows teachers to make appropriate content, instructional and assessment decisions. During collaboration meetings, teachers discuss changes in instruction, create projects, and determine appropriate assessments.

Teachers use the NWEA MAP results, ACT, MME, PLAN, and EXPLORE to make well-informed decisions. The reading and math specialists provide input by recommending and utilizing secondary diagnostic assessments for the lowest performing students in need of support services. School-based assessments are primarily done through formative assessments throughout the project-based learning model. Teachers create project assessments through checkpoints questions, check your learning activities, and artifacts produced during the project. Teachers work together to establish inter-rater reliability for grading of projects. Teachers also practice inter-rate reliability on a monthly basis by independently evaluating a piece of student work before collaboratively reviewing their evaluations to ensure consistency in scoring.

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

Teachers participate in collaboration time for eight hours per week. During this time, teachers analyze student artifacts from projects while simultaneously participating in inter-rater reliability for grading and awarding standards for projects.

Teachers disaggregate the data and discuss content, instructional delivery, and assessment. Specific intervention strategies are discussed for those students in need of strategic or intensive intervention at these meetings as well. Cross-curricular connections, scaffolds, and interventions are determined to assist in improving the academic achievement of all students. Over the past year, staff members have been trained and using the Data Driven Dialogue process, as well as other protocols for looking at student work.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

WAY Academy conducts a comprehensive review of assessment data from various sources to determine which students are mastering the State's academic achievement assessment standards. Staff have been trained in the use of Data Driven Dialogue strategies to help discuss and analyze data.

Students who experience difficulty mastering content standards are identified through the Response to Intervention (RTI) process which is based on academic performance and assessment data. Students are identified as having difficulty when, after Tier 1 strategies and interventions have been implemented, they continue to score 2 or more grade levels below their actual grade level on assessments, fail to obtain proficient scores (1 or above) on attempted standards for each project they submit, and when they have qualifiable academic deficits observed and documented by instructional staff. RTI data is gathered over time. Teachers are encouraged to log any challenges observed by students either academically or behaviorally during their time with them.

Criteria for selection:

We currently utilize the M-STEP, NWEA MAP, the ACT, Explore, and Plan assessments. Students take the NWEA MAP test during the Fall, Winter and Spring to identify student proficiency levels in math, reading and language arts. The lowest 30% of students according to NWEA MAP reading and math are targeted for services by a literacy or math specialist. Literacy and math specialists administer secondary assessments to obtain more specific, individualized data and ensure targeted students are the one with the greatest need. Secondary diagnostics in reading include: Fluency, decoding, and comprehension, including an individual reading inventory. In math, students are tested in operations and algebraic thinking, number sense and computation. Based on assessment data, an individual plan with SMART goals is created for each student, addressing their areas of need.

In addition, students who experience difficulty mastering the State's academic achievement standards at a proficient or advanced level are identified using content area project rubrics. Because of the small-group setting that is afforded by the project-based learning model, teachers can individualize instruction for students based on their level of ability. Through ongoing observation of student skills, teachers can scaffold instructional material and readily address gaps in understanding or assign extra steps that need to be taken before reaching mastery of a standard.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Effective, additional assistance is provided for students having difficulty mastering the State's academic achievement standards at an advanced or proficient level. Interventions can vary greatly from student to student due to our development of individualized learning plans. However, the process begins the same for every student. All students receive quality instruction utilizing the strategies outlined in the plan. A project-based approach is implement which consists of high-interest projects and are scaffolded to meet the varying needs of each student. If

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a student is not interested in the projects presented, they have the opportunity to either select an alternate project or co-create projects with a certified teacher on staff.

Additional assistance is also provided through our tiered RTI Process. Through RTI we identify the need for more intense level of support through tier 2 or 3 interventions. An intervention's focus is determined by the specific areas of deficit identified through quarterly assessment data and teacher observations of student work. Students who have difficulty mastering the state standards receive interventions in their identified areas of weakness. This applies to all core content areas.

Tier 1

At Tier 1, students receive instruction and exposure to the strategies outlined in the plan. Teachers are trained to consider the interest and ability of the child in the creation of their projects. Differentiation is achieved through this knowledge and application. Since projects are self-paced, a learning opportunity can be extended over a longer duration. Pathways to final products can differ from student to student, and teachers provide students with the opportunity to show mastery of a concept in a manner suitable to their learning style and personal preference.

Tier 2

Students who have difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level will be identified by the content teachers and put into tiers, based on their level of achievement using data from NWEA/MAP administered in the fall, winter and spring. Immediately following testing, student assessment results will be analyzed by a data team as part of the Data Driven Dialogue process. Content teachers will scaffold instructional material to best serve the students in each tier. Timely identification of student needs will also occur through teacher observation and monitoring of project progress through the assessment of authentic projects. A student may be referred for additional assessments and support at any time.

Tier 2 interventions include, but are not limited to, smaller group instruction, visitation with the school social worker, working with a reading and/or math specialist, more one to one learning time, and adjusted schedule to include more time in school, as well as the opportunity to increase instructional time with attending Saturday sessions.

READING: Students who struggle with attaining state achievement standards at a proficient or advanced level in reading are given the opportunity to receive individualized and small group support and service with reading specialist. Reading interventions strategies include the use of supplemental reading programs, thinking maps, and utilizing the reading apprenticeship process.

Students receiving service from the reading specialist have access to the Reading Plus program. This provides students at different reading stages the opportunity to build their fluency and comprehension through engaging reading. For grades 9-12, reading specialist, math specialist and special education staff provide service when students are on campus through both pull out and push in interventions working with students on skills in identified areas of weakness. (at least 2-3 time per week).

WRITING: Students who have difficulty attaining state achievement standards at a proficient or advanced level in writing, are given an opportunity to participate in a writer's workshop with the reading specialist. Additional assistance also include reading apprenticeship strategies and thinking maps used for writing across the curriculum.

MATH: Students who struggle with attaining state achievement standards at a proficient or advanced level in math are given the opportunity to receive timely, individualized and small group support and services with a math specialist. The math Specialist utilizes supplemental,

online math programs like Think Through Math and the IXL program to help students work on basic skill development.

Think Through Math (TTM) is a web-based adaptive math intervention program. TTM assesses a student's abilities and builds a program of intervention around the identified patterns of weakness. Once a student has mastered a concept the program automatically starts them on the next set of concepts. Students use the program regularly over the course of the year to increase their growth in math.

IXL is a web based program that infuses games with math concepts to make practicing enjoyable, while building math skills. IXL can be accessed by students in school and from home, as an added extension of the learning process. Students are encouraged to practice consistently through various reward systems.

SCIENCE: The reading and math specialist are both available for project support in science, for students who are having difficulty attaining state standards in science at a level of proficient or advanced. Science projects are further scaffolded by Title 1 staff with specific reading strategies, such as use of text structures, structured notes, background building, skills development, and vocabulary development. Thinking maps and reading apprenticeship strategies are also utilized to help students with science.

SOCIAL STUDIES: The reading specialist is available for project support in social studies for students who are having difficulty attaining state standards in science at a level of proficient or advanced. Social studies projects are further scaffolded by Title 1 staff with specific reading strategies, such as use of text structures, structured notes, background building, skills development, and vocabulary development. Thinking maps and reading apprenticeship strategies are also utilized to help students with social studies.

Tier 3

Students with academic deficiencies at this tier are identified as the students who have not met any of the state's academic achievement standards and are not making progress with the strategies outlined in tier 2, over three testing cycles or three academic quarters.

Students at tier 3 may, with proper documentation, be referred for special education evaluation. If the student already has an IEP, it is necessary to provide them with highly individualized interventions and supports. The interventions at tier 3 are typically determined on a case-by-case basis. However, there are some common interventions that have been used at this tier. These include, but are not limited to: adjusting student's schedules by adding or subtracting time in school, increasing the time spent working independently with adult support, functional behavior assessments (FBAs) and behavior intervention plans (BIPs), progress reports (daily or weekly), additional tutoring, and mandatory social work/counseling sessions.

Tier 3 interventions may also include smaller group instruction, and upon check in to the lab, having the opportunity of working with a special education teacher or paraprofessional, visitation with the school social worker, working with a reading and/or math specialist, more one to one learning time, and adjusted schedule to include more days in school. (i.e attending 5 days rather than 3 days).

Teachers and support staff, including special education teachers and interventionists, reading and math specialists and social workers utilize progress monitoring strategies and anecdotal notes to collect data to track a student's progress toward their individual goals. Students will be reassessed using the secondary diagnostic tools utilized to identify areas of need both behaviorally and academically.

Special education resource assistance through individualized and small group assistance is offered to students who are identified, through formal evaluation, as having a qualifying disability. The student's IEP identifies specific areas of deficit and interventions that need to be implemented.

Our staff rely on the IEP as the first resource in implementing appropriate interventions for students. Individualized interventions outlined in the IEP vary from student to student. In the event an intervention outlined in the IEP is not proving effective, the IEP may be amended to include a different set of interventions, or new interventions may be added at the annual IEP meeting.

In addition to this support we also provide students with a variety of different supplemental resources for students to use to build their skills independently. These print and digital tools allow all students to practice skills more frequently.

Online staff are also available 24/7 to assist and support students with project completion. Students have access to the online learning environment 24 hours a day, 365 days per year with a community of highly qualified teaching staff to assist them. There is a team of WAY staff members who serve solely as online teachers and are available to students online to ensure that a student can communicate with a live person whenever they need assistance.

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

WAY Academy staff employ various strategies to differentiate instruction and meet the individual needs of students. Teachers implement a project-based learning approach which allows students to complete projects that encompass and earn them standards. Students are able to select from numerous projects available to meet each content standard and co-create projects based on their personal interests with teachers to earn required credit. This highly individualized process allows the teacher and student to build in appropriate individualized scaffolds at the onset of a project to build understanding within the project. Project-based learning encourages the use of multiple pathways. This provides students an opportunity to work together while using differentiated methods to acquire the concepts, and enriching the learning experience for everyone.

Teachers are differentiating instruction in the classroom by including instructional scaffolds to projects and backwards mapping higher level courses to identify the skills needed to complete certain aspects of projects. The small-group setting inherent to the project-based learning environment affords the opportunity for teachers to individualize instruction as needed.

Once they are enrolled in the program, students have access to the online learning environment 24 hours a day, 365 days per year with a community of highly qualified staff to assist them. There is a team of WAY staff members who serve solely as online teachers and are available to students online 24 hours a day to ensure that a student can communicate with a live person whenever they need assistance. Additionally, researchers (students) may receive one-on-one instructional support as needed in the learning lab. Every student is provided with a team leader that acts as a direct support to the researcher. Students are also followed closely within the learning system to ensure that social or academic interventions are timely. Detailed reports from mentors and team leaders are submitted weekly for review by the program director.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

WAY Academy receives the following resources to support the school-wide program:

Federal--Title I Part A, Title II Part A, school nutrition

State--per pupil allowance (state aide)/general fund, 31-a (at risk) funding, TRIG grant, Robotics grant

Local--Southwest Solutions (Social Service Agency)

The funding sources are integrated and aligned to the schoolwide goals in the following ways:

All Title I, Part A, Title II, Part A, and 31-a (at risk) funding for WAY Academy are used to fund staff, supplies, and technology to achieve the school wide goals in reading, writing, math, science, and social studies. Title I, Part A funds are used to staff one full time literacy specialist to work with targeted Title 1 students one-on-one and in small groups to improve literacy skills in English, science, and social studies and one full time math intervention specialist to work with targeted Title 1 students one-on-one and in small groups to improve math skills. Section 31-a funds support our mentorship program. Title I Part A funds are also used for parent involvement activities, to support our goal in increasing parent involvement.

Title I, Part A funds are also utilized for literacy support materials, math support materials, an iPad learning lab with literacy and math apps, and a macbook learning lab with additional math and literacy support programs. Title II, Part A funding is used for ongoing, job-embedded staff training on Reading Apprenticeship, Thinking Maps, and Data Driven Dialogue training for all certified staff from the K-12 Teachers' Alliance.

All 31a (at risk) State funding is used to provide students with a mentor to act as a personalized learning coach to ensure that each student is making satisfactory academic progress and provide supports and interventions when needed. Mentors act as an educational advocate for students to help personalize learning for each and every student.

Trig Grant funds - Trig grant funds are used to offset high speed internet costs for the building.

Robotics grant - Grant funds are available to pay for registrations, trainings and associated costs for the WAY Academy of Detroit robotics team.

Per pupil allocation (state aide)/general fund covers all operational and instructional (including curriculum and assessment) components. The following areas are covered by per pupil state aid allocations:

--General instruction - all general education staff salaries and benefits; team leader salaries and benefits

--Mileage - mileage reimbursement for home visits completed by staff members

--Support services - one half time administrative assistant and one custodian

--Instructional services - special education services above those reimbursed by Act 18 or IDEA funds

--General administration - one full time director (principal)

--Building costs - monthly rent and utilities; printing expenses; teaching supplies

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- Professional services - access fees to the WAY Program curriculum, including access to all online expert staff for academic support and evaluation
- Technology - desktops or laptops for 1:1 initiative
- Internet Access - building internet costs as well as internet access fees for students in their homes.

School nutrition funds are used to provide school breakfast and lunch to free and reduced eligible students.

Local Resources

- SER Metro provides youth programming, career exploration, ESL classes and GED preparation
- Michigan Works! collaborates with WAY to provide career advising for students and parents
- Dentists-R-Us collaborates with the school to provide free dental cleanings for parents and students.
- Southwest Solutions is a social service agency that provides wraparound services including counseling for students and families

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment - State per pupil allocations (general funds) will be used to fund staff who will, in turn, compile and analyze the data for the academy's comprehensive needs analysis. Since the WAY Academy has a small staff (one director, three team leaders, and nine teachers) all staff members will act as members of the planning team along with parents, community members, and local business representatives. Each teacher acts as a member of a cohort of one team leader and three teachers that oversee one hundred and twenty students. In this cohort model, the team analyzes all data for the cohort, develops individualized intervention plans for each student, and helps to ensure that all learning needs of every student are met. The data analysis completed by each cohort, in turn, informs the overall comprehensive needs analysis for the academy.
2. Schoolwide Reform Strategies - State per pupil allocations (general funds) will be used to implement the year round, blended program for the WAY Academy. General funds are also used to allow cohorts to implement daily and weekly collaboration time to analyze student data, review scientifically-based research, develop and implement effective interventions, and participate in job-embedded action research to ensure student learning needs are being met. Title I Part A funds provide highly qualified intervention and support services teachers (reading and math interventionists). Section 31a funds support our student mentorship program.
3. Instruction by Highly Qualified Teachers - State per pupil allocations (general funds) are used to hire and train highly qualified teachers for the Academy. General funds are also used to fund administrators who observe and evaluate all highly qualified teachers. Additionally, general funds are used to provide daily collaboration time for all teachers, with a minimum of eight hours of collaboration time weekly for all certified teachers. Intervention and support staff are funded by Title I Part A; Section 31a allows us to provide a mentoring program.
4. Strategies to Attract Highly Qualified Teachers - State per pupil allocations (general funds) are used to allow administrators to use a portion of their time to review applications, interview staff members, attend job fairs, and hire highly qualified teachers. Highly qualified teachers are retained by providing an environment that encourages and values teacher input, has ongoing, job-embedded professional development opportunities, daily collaboration and planning time, leadership opportunities.
5. High Quality and Ongoing Professional Development - Both Title II, Part A funds and a portion of general fund allocations are used to implement ongoing, job embedded, high quality professional development aligned to the school improvement plan for all certified staff members.

6. Strategies to Increase Parental Involvement - A portion of Title I, Part A funds will be used to implement monthly parent workshops. These workshops will include literacy materials and training, standards-based reporting, and the use of the student management system to track their student's progress.

7. Preschool Transitions - WAY Academy does not have a preschool nor elementary program. The general fund, as well as Title I part A funds, allow us to provide a new student induction program, a student mentoring program, and field trips and training for seniors who are preparing for college.

8. Teachers Included in Decisions Regarding Assessment - General funds will be used to allow teachers to create performance assessments for onsite projects, to meet and review student data, to examine student work to determine the effectiveness of rubrics and projects, and to analyze data. Title II, Part A funds will be used to train teachers on Data Driven Dialogue.

9. Timely and Additional Assistance to Students Experiencing Difficulty Mastering State Standards - Title I, Part A and Section 31A funds will be used to fund intervention specialists in both literacy and math in order to provide individualized and small group interventions, as well as giving each student a teacher-mentor. General funds will be used to implement a year round, standards-focused, project-based curriculum that includes real world connected projects and allows students to master content at an individualized pace.

10. Coordination of Federal, State, and Local Services and Programs - General funds will be used to document the effectiveness of all Federal, State, and local services and programs.

Evaluation - General funds will be used to allow us to conduct an annual evaluation of the school improvement plan.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The WAY Academy does not receive funding for violence prevention programs, housing programs, Head Start, adult education, vocational and technical education, nor job training. The WAY Academy does receive funding for the school nutrition program, which has been used to allow all students at the WAY Academy to eat both breakfast and lunch free of charge.

Evaluation:

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

The director (principal) and staff meet annually to evaluate the effectiveness of the school-wide plan (Goals, Objectives, Strategies, Activities). Various data points are collected and compared to determine trends including achievement data and parent, researcher (student) and staff perception surveys. During this time, staff also participates in an in-depth data dig to review researcher (student) achievement data to determine if individual researcher and school-wide goals have been met. During the course of the year, the SIP team conducts periodic alignment checks of teaching and learning activities to further monitor program progress and effectiveness. Assessment data and teacher observations are used to identify any areas that may need revision due to misalignment with the school-wide plan.

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

WAY administrators, staff and board members all review several data points to evaluate the implementation of the school-wide program. The NWEA MAP formative assessment is given three times a year to measure student achievement from test to test and from year to year. In addition, eleventh grade students are administered the M-STEP and ACT and Work Keys assessments. For all grades, classroom assessments also include, but are not limited to, projects, and authentic demonstrations of learning. Assessments created by the teachers are given throughout the project/course to assess essential learning skills, and adjust instruction as needed. Progress towards school-wide goals as well as performance on each assessment are used to analyze how different classes, sub-groups identified in the school-wide plan, and individual students are performing relative to baseline scores, as well as national norms. Weekly collaboration meetings are used for discussing data and student progress. The plan will be revised as necessary based upon the results of the evaluation to ensure continuous improvement of all students at WAY Academy.

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

At the end of each assessment period, the SIP team and staff will review and analyze the data to determine how different classes, sub-groups identified in the school-wide plan, and individual students are performing relative to baseline scores, as well as national norms. Data will be utilized to determine the effectiveness of the school-wide plan (goals, objectives, strategies and activities) to ensure continuous improvement for students who are furthest from achieving the standards.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The director and staff will utilize the MDE Evaluation Tool with all stakeholders to aid in revising the school-wide plan to ensure continuous improvement of all students. The Evaluation Tool will be utilized during the course of the year to determine if mid-year changes are necessary and at the end of the year in preparation for the new school year.

School Improvement Plan

W-A-Y Academy - Vernor Site

The entire plan will be reviewed during regularly scheduled collaboration meetings, as we examine new data, including perception, demographic, program/process and student achievement. Goals, objectives, strategies and activities will be adjusted in accordance with newly identified needs.

SW Plan 2015-2016

Overview

Plan Name

SW Plan 2015-2016

Plan Description

2015-2016

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 | Reading | Objectives: 1 Strategies: 4 Activities: 12 | Academic | \$1 |
| 2 | Math | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$3 |
| 3 | Writing | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$300 |
| 4 | Science | Objectives: 1 Strategies: 3 Activities: 7 | Academic | \$16501 |
| 5 | Social Studies | Objectives: 1 Strategies: 3 Activities: 7 | Academic | \$15000 |
| 6 | Parent Involvement | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | \$0 |

Goal 1: Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 10% in Reading by 06/30/2016 as measured by NWEA/MAP end of year normed mean grade level RIT standard score .

Strategy 1:

Reading Across the Curriculum - W-A-Y Academy will offer specific training and ongoing job embedded professional development to all instructional staff in the area of reading across the curriculum, including the implementation of content area literacy strategies.

Research Cited: Riddle-Buly, M., Coskie, T., Robinson, L., & Egawa, K. (2006). Literacy coaching: Coming out of the corner. *Voices from the Middle*, 13(4), 24-28.

Lester, J.H. (2002). Secondary instruction: Does literacy fit in? *The High School Journal*, 83(3), 10-16.

O'Brien, D.G., Steward R.A. & Moje, E. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly*, 30(3), 442-463.

Lattimer, H. (2010). Reading for learning: Using discipline-based texts to build content knowledge. Urbana: NCTE.

Walker, K. (n.d.).

Research brief: Literacy across the high school curriculum. The Principals' Partnership, sponsored by Union Pacific Foundation. November 16, 2006, from

<http://principalspartnership.com/literacyacross.pdf>.

Tier: Tier 1

| Activity - Reading Apprenticeship Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teacher's will have professional development and training on the Reader's Apprenticeship program | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | Title I Part A | Reading Specialist, School Site Director |

| Activity - Literacy Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Job embedded professional development, coaching and mentoring by certified reading/literacy specialist provided to fully implement Reading Apprenticeship training, specifically in the areas of Before, During and After reading strategies across all content areas. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | School Site Director, Reading Specialist |

| Activity - Reading Apprenticeship Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

W-A-Y Academy - Vernor Site

| | | | | | | | | |
|--|-----------------------|--------|---------------|------------|------------|-----|---------------------|--|
| All instructional staff will receive professional development, and ongoing job embedded coaching, mentoring and monitoring in the vocabulary strategies outlined in the Reading Apprenticeship program, specifically, identifying key vocabulary word lists for each content area, and implementing the 6 step process for directly teaching vocabulary as outlined in Reading Apprenticeship. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | School Site director, Reading Specialist |
|--|-----------------------|--------|---------------|------------|------------|-----|---------------------|--|

Strategy 2:

Targeted Reading Interventions from Reading Specialist - A reading specialist will implement targeted interventions for the students with the lowest performance in Reading. These interventions will be individualized and carried out in regular small group and individual teaching sessions in the areas of fluency, decoding, and/or comprehension.

Research Cited: Bacevich, A. & Salinger, T. (2006). Lessons and recommendations from the Alabama Reading Initiative: Sustaining focus on secondary reading. New York, NY: Carnegie Corporation.

Berninger, V.W., Abbott, R.D., Billingsley, F., & Nagy, W. (2001). Processes underlying timing and fluency of reading: Efficiency, automaticity, coordination, and morphological awareness. In M.Wolf (Ed.), Time, Fluency, and Dyslexia. Timonium, MD: York Press.

International Reading Association. (2006). Standards for middle and high school literacy coaches. Newark, DE: Author.

Grant, P. (2004). From struggle to success: One high school's journey to literacy achievement. Naperville, IL: Learning point Associates.

Kemp, C. (2005). A comprehensive approach to adolescent literacy. Principal Leadership, 5(6), 22-27.

Tier: Tier 2

| Activity - Multisyllabic Decoding Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Reading Specialist will utilize the REWARDS program as an intensive intervention for students needing multisyllabic decoding strategies and support. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Reading Specialist |

| Activity - Fluency Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Reading Specialist will utilize Read Naturally fluency program with targeted students to improve rate, as measured by Hasbrouk and Tindal fluency norms, as well as expression and phrasing. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Reading Specialist |

School Improvement Plan

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| Activity - Secondary Diagnostics | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Students are referred to the Reading Specialist using preliminary data based on NWEA/MAP scores. Reading Specialist will utilize a variety of specialized assessments, including but not limited to TOWRE for decoding, IRI (individual reading inventory) for comprehension, as well as fluency measures to confirm the eligibility of students for tier 2 intervention services, and target areas of need. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Reading Specialist |

Strategy 3:

Project Based Learning - W-A-Y Academy is a project based learning school. While implementing project based learning, we will continue to develop in-depth multi-step in-lab projects that cover ELA standards in multiple subject areas.

Research Cited: Hmelo-Silver, Cindy E. (2004). "Problem-Based Learning: What and How Do Students Learn?". Educational Psychology Review 16 (3): 235.

Barrett, Terry (2010). "The problembased learning process as finding and being in flow". Innovations in Education and Teaching International 47 (2): 165.

Yew, Elaine H. J.; Schmidt, Henk G. (2011). "What students learn in problem-based learning: A process analysis". Instructional Science 40 (2): 371–95.

Tier: Tier 1

| Activity - Reading Standards Rubric | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Redesign the Reading portion of the ELA scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the CCSS and understanding the use of the rubric. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director, Reading Specialist, Experts |

| Activity - Building Background Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| All content area experts will focus on building background knowledge for our students, within the entry event section of the project based learning planning template. | Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director, Reading Specialist, Math Specialist, Experts |

| Activity - Writing to Learn | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

W-A-Y Academy - Vernor Site

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|---|--------------------|--------|-----------|------------|------------|-----|---------------------|--|
| Teachers will provide students with opportunities to reflect on projects with Writing to Learn activities at the culmination of projects to promote deeper thinking, and self evaluation, within the reflection section of the project planning template. | Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director & Experts |
|---|--------------------|--------|-----------|------------|------------|-----|---------------------|--|

Strategy 4:

Differentiated Instruction - Experts will provide differentiated instruction to all students at WAY through personalized learning plans, student interest surveys, and small group instruction.

Research Cited: Hume, K. (2008). Start where they are: Differentiating for success with the young adolescent. Toronto: Pearson Education Canada.

Strickland, C. A. (2007). Tools for high quality differentiated instruction. Virginia: Association for Supervision and Curriculum Development.

Tomlinson, C.A. & McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design. Virginia: ASCD

Lawrence-Brown, D (2004). "Differentiated Instruction: Inclusive Strategies For Standards- Based Learning That Benefit The Whole Class". American Secondary Education 32 (3): 34–62.

Tomlinson, Carol (2001). How to Differentiate Instruction in Mixed-Ability Differentiated Instructions provides access for all students to the general education curriculum. The method of assessment may look different for each child, however the skill or concepts taught will be the same. Classrooms (2 ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------------------|
| Staff will be given on going professional development throughout the year on utilizing thinking maps effectively in their lessons. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Literacy Specialist |

| Activity - Experiential Learning Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|------------------------|
| The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips. | Field Trip | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Other | Site Director, Experts |

| Activity - Data Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Director, Reading Specialist, Experts |

Goal 2: Math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of at least 10% in Mathematics by 06/30/2016 as measured by NWEA/MAP end of year normed mean grade level RIT standard score ..

Strategy 1:

Targeted Math Interventions by Math Specialist - A math specialist will implement targeted interventions for the students with the lowest performance in Math. These interventions will be individualized and carried out in regular small group and individual teaching sessions in the areas of fact fluency, operations and number sense, algebraic thinking, and/or measurement and data.

Research Cited: Understanding RTI in Mathematics: Proven Methods and Applications

Gersten, Russell, Ed.; Newman-Gonchar, Rebecca, Ed. – Brookes Publishing Company, 2011

Hardly Rocket Science: Collaboration with Math and Science Teachers Doesn't Need to Be Complicated

Minkel, Walter – School Library Journal, 2004

Tier: Tier 2

| Activity - Math Computation Fluency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|----------------------|
| Math Specialist will provide intensive intervention for students needing computation, number sense and fact fluency strategies and support. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 07/28/2016 | \$1 | Title I Part A | Math Specialist |
| Activity - Secondary Diagnostics | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students are referred to a Math Specialist using preliminary data based on NWEA/MAP scores. Math Specialist will utilize a variety of secondary assessments to confirm the eligibility of students for tier 2 intervention services, and target areas of need. | Academic Support Program | Tier 2 | Getting Ready | 06/01/2015 | 06/30/2016 | \$0 | Title I Schoolwide | Math Interventionist |
| Activity - Think Through Math Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Math Specialist will work with targeted group with Think Through Math as way to improve Math proficiency | Direct Instruction | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Math Specialist |

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Strategy 2:

Project Based Learning - W-A-Y Academy is a project based learning school. We focus on implementation of projects that are cross curricular, standards based and engaging to young people. To continue our goal of implementing project based learning we will continue to develop in-depth multi-step online projects. Many projects are cross-curricular. We will also continue implementation of in-lab projects that cover standards in multiple subject areas and are engaging to students.

Research Cited: Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26(3, 4), 369–398.

Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239–258.

Tier: Tier 1

| Activity - Math Scoring Rubric | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Create a CCSS aligned project scoring rubric that includes benchmark proficiency levels and sample skills and problems. | Curriculum Development | Tier 1 | Getting Ready | 06/01/2015 | 06/30/2016 | \$0 | General Fund | Director, Math Experts and Math Specialist |
| Activity - Math Journals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Math and Literacy Specialist will provide job embedded professional development in the use math journals during the entry event of reflection section to review and discuss student thinking to dig deeper into the math concepts needed to complete the projects. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | General Fund | Math Experts, Math Specialist, Reading Specialist |

Strategy 3:

Differentiated Instruction - Experts will provide differentiated instruction to all students at WAY through personalized learning plans, student interest surveys, and small group instruction.

Research Cited: Lawrence-Brown, D (2004). "Differentiated Instruction: Inclusive Strategies For Standards- Based Learning That Benefit The Whole Class". *American Secondary Education* 32 (3): 34–62.

Tomlinson, C (2000). *How to Differentiate Instruction in Mixed-Ability Classrooms*, ASCD.

Becker, J. "Classroom Coaching: An Emergent Method of Professional Development."

"A Quantitative Investigation of the Activity and Impact of Elementary Mathematics Coaches." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, 2007.

Tier: Tier 1

School Improvement Plan

W-A-Y Academy - Vernor Site

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects throughout the year. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | Title II Part A | Director, Math Specialist, Experts |
| Activity - Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Math coach will provide embedded professional development and assist experts in differentiated instruction in regard to thinking maps, planning meaningful and relevant field trip opportunities, and literacy specialist will provide coaching and job embedded professional development in all Reading Apprenticeship program components that relate to content area literacy in math. | Professional Learning | Tier 1 | Evaluate | 06/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Math Specialist, Reading Specialist, Experts |
| Activity - Math Manipulatives | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Math experts will be provided with a range of hands on math manipulatives for use in differentiating small group instruction within in their projects. Math Specialist will provide ongoing embedded professional development and support int heir use as needed throughout the year. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Director, Math Specilaist, Math Experts |
| Activity - Data Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 06/01/2015 | 06/30/2016 | \$0 | General Fund | Director, Math Specialist, Experts |

Goal 3: Writing

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Writing by 06/30/2016 as measured by MME writing scores..

Strategy 1:

Technology Integration - At W-A-Y Academy technology is integrated in to writing instruction. This will be implemented through a variety of skills, including: keyboarding training, word processing training, and integrating digital/online tools to compliment writing instruction.

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Research Cited: A Study of the Impact of a School-Based, Job-Embedded Professional Development Program on Elementary and Middle School Teacher Efficacy for Technology Integration

Skoretz, Yvonne M. – ProQuest LLC, 2011

Enhancement of Integration of Technology into the Curriculum

Reel, Tejinder

Ontario Action Researcher, v10 n2 2009

Impacts of Online Technology Use in Second Language Writing: A Review of the Literature

Lin, Show Mei; Griffith, Priscilla – Reading Improvement, 2014

Tier: Tier 1

| Activity - Keyboarding | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Experts in ELA will begin integrating an online based keyboard program to increase students ability to type the various papers required in final project products across the curriculum. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Site Director, ELA experts |
| Activity - Apple Office Suite training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will receive professional development in the use of Apple Office suite including but not limited to Keynote, Numbers, Pages, iMovie, Garage Band, iPhoto specifically as they relate to project development, integration, and final products. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Central office staff, Site Director, Experts |
| Activity - Website Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will receive training in website creation to utilize in the integration of project .based learning final products. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Central Office Staff, Site Director, Experts |

Strategy 2:

PBL - W-A-Y Academy is a project based learning school. While implementing project based learning, we will continue to develop cross curricular projects that cover ELA standards and consistently integrating and supporting students in writing across the curriculum.

Research Cited: Problem-Based Learning

Allen, Deborah E.; Donham, Richard S.; Bernhardt, Stephen A. – New Directions for Teaching and Learning, 2011

Literacy Learning within Community Action Projects for Social Change

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Wright, Dana E.; Mahiri, Jabari – Journal of Adolescent & Adult Literacy, 2012

Collaborative Writing among Second Language Learners in Academic Web-Based Projects

Kessler, Greg; Bikowski, Dawn; Boggs, Jordan – Language Learning & Technology, 2012

Tier: Tier 1

| Activity - Writing Rubric | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Develop a CCSS aligned writing scoring rubric that includes benchmark proficiency levels and anchor papers for Argument, Narrative and Expository writing samples. All staff will receive ongoing professional development in the area of inter-rater reliability using the rubric. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Site Director, Reading Specialist, ELA experts |
| Activity - Writing Integration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Reading Specialist will provide professional development and coaching to all ELA staff on Ralph Fletcher "Qualities of Writing" series of writing modules to integrate into project based learning to ensure all students are equipped to craft essays of various types in all content areas. | Materials | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$300 | General Fund | Site Director, Reading Specialist, ELA experts |
| Activity - Writing to Learn | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Reading Specialist will provide instructional coaching and support to experts in all content areas in regard to integrating Writing to Learn strategies into projects including those highlighted in Reading Apprenticeship and the Ralph Fletcher Qualities of Writing Series. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Site Director, Reading Specialist, Content Experts |

Strategy 3:

Differentiation - At W-A-Y Academy writing instruction will include individualized differentiation. Differentiation will be accomplished through thinking maps, data dialogues, and field trips. These strategies will allow all students to improve their writing proficiency, closing the gap between the writing that high school students do and the writing that colleges expect.

Research Cited: Kaiser, Eileen. "Contextualized Support for Urban Teachers Implementing Writer's Workshop". Critical Questions in Education, v4 n3 p213-224 Sum 2013

Estrada, Brittany; Warren, Susan. "Increasing the Writing Performance of Urban Seniors Placed At-Risk through Goal-Setting in a Culturally Responsive and Creativity-

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Centered Classroom". Journal of Urban Learning, Teaching, and Research, v10 p50-63 2014

Waddell, Andy. "Writing about Writing: The Challenge of Helping Students "Get It Down on Paper"". American Educator, v38 n2 p33-37 Sum 2014

Tier: Tier 1

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Staff will explore the 8 thinking maps and determine how they can use them not only to attack text, but also use them as a tool for organizing writing. Staff will be asked to become familiar with each thinking map and examples of their use as related to reading and then writing about reading. Staff will then implement these thinking maps as scaffolds for writing during lab activities (lessons) with ongoing job embedded instructional coaching support from Reading Specialist. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Site Director, Reading Specialist, Experts |
| Activity - Data Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will receive professional development on the collection and use of anchor papers, as well as holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Site Director, Reading Specialist, Experts |
| Activity - Experiential Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | General Fund | Site Director, ELA Experts |

Goal 4: Science

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Science by 06/30/2016 as measured by M-STEP .

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Strategy 1:

Content Area Literacy - Reading Specialist will offer ongoing job embedded professional development to all instructional staff in content area literacy strategies.

Research Cited: Teachers' Enactment of Content Literacy Strategies in Secondary Science and Mathematics Classes

Adams, Anne E.; Pegg, Jerine

Journal of Adolescent & Adult Literacy, v56 n2 p151-161 Oct 2012

Past and Future Directions in Content Area Literacies

Bean, Tom; O'Brien, David

Journal of Adolescent & Adult Literacy, v56 n4 p275-278 Dec 2012-Jan 2013

Tier: Tier 1

| Activity - Literacy Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Reading Specialist will provide job embedded coaching and professional development to all science experts to integrate the Reading Apprenticeship approach in the lab environment. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1500 | Title II Part A | Site Director, Reading Specialist, Science experts |
| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$15000 | Title II Part A | Site Director, Reading Specialist, Science Experts |
| Activity - Data Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | General Fund | Site Director, Reading Specialist, Math Specialist, Science Experts |

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Strategy 2:

Project-Based Learning - W-A-Y Academy is a project based learning school. We focus on implementation of projects that are cross curricular, standards based and engaging to young people. To continue our goal of implementing project based learning we will continue to develop in-depth multi-step online projects. Many projects are cross-curricular and cover language arts standards. We will also continue implementation of in-lab projects that cover standards in multiple subject areas and are engaging to students.

Research Cited: Vega, Vanessa. "Project-Based Learning Research: Annotated Bibliography." Edutopia. Edutopia, 3 Dec. 2012. Web. 25 June 2013.

Technology Integration Applied to Project-Based Learning in Science

ChanLin, Lih-Juan

Innovations in Education and Teaching International, v45 n1 p55-65 Feb 2008

Tier: Tier 1

| Activity - Science Project Rubric | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director & Experts |

| Activity - Project Showcase | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director & Experts |

Strategy 3:

Differentiated Instruction - Experts will provide differentiated instruction to all students at WAY through personalized learning plans, student interest surveys, and small group instruction.

Research Cited: Putting Differentiation into Practice in Secondary Science Lessons.

Piggott, Andy

School Science Review, v83 n305 p65-71 Jun 2002

Tier: Tier 1

| Activity - Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|------------|--------|-----------|------------|------------|-----|---------------------|--|
| The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips. | Field Trip | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Site Director, Assistant Director, Science Experts |
|--|------------|--------|-----------|------------|------------|-----|---------------------|--|

| Activity - Science Laboratory Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------------|------------|------------|-------------------|---------------------|---------------------------------------|
| Students will gain exposure to hands-on science experiments and activities integrated into their projects with the use of science laboratory items and resources. Science experts will increase the opportunities provided to students in making deeper connections through authentic real world experiences. | Materials | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director, Experts |

Goal 5: Social Studies

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Social Studies by 06/30/2016 as measured by MME .

Strategy 1:

Content Area Literacy - Reading Specialist will offer ongoing job embedded professional development to all instructional staff in content area literacy strategies.

Individuals interact with differing texts differently and being literate means very different things depending on the context and content areas. Providing teacher with strategies that best meet the needs of students in their content areas will allow them better help their students to become literate across the content areas.

Research Cited: Bean, Tom and O'Brien, David. "Past and Future Directions in Content Area Literacies". Journal of Adolescent and Adult Literacy. v56 n4 p275-278 Dec 2012-Jan 2013

Collin, Ross. "A Bernsteinian Analysis of Content Area Literacy." Journal of Literacy Research, v46 n3 p306-329 Sep 2014

Gillis, Victoria. "Disciplinary Literacy: 'Adapt' Not Adopt". Journal of Adolescent & Adult Literacy, v57 n8 p614-623 May 2014

Tier: Tier 1

| Activity - Literacy Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|-----------------------|--------|-----------|------------|------------|---------|-----------------|---|
| Reading Specialist will provide job embedded coaching and professional development to all Social Studies experts to integrate the Reading Apprenticeship approach in the lab environment. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$15000 | Title II Part A | Site Director, Reading Specialist, Social Studies Experts |
|---|-----------------------|--------|-----------|------------|------------|---------|-----------------|---|

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Site Director, Reading Specialist, Social Studies Experts |

| Activity - Data Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Teacher Collaboration | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Other | Site Director, Reading Specialist, Social Studies Experts |

Strategy 2:

Project-Based Learning - W-A-Y Academy is a project based learning school. We focus on implementation of projects that are cross curricular, standards based and engaging to young people. To continue our goal of implementing project based learning we will continue to develop in-depth multi-step online projects. Many projects are cross-curricular and cover Language Arts standards in addition to Social Studies standards. We will also continue implementation of in-lab projects that cover standards in multiple subject areas and are engaging to students.

Research Cited: Vega, Vanessa. "Project-Based Learning Research: Annotated Bibliography." Edutopia. Edutopia, 3 Dec. 2012. Web. 25 June 2013.

A Study on the Efficacy of Project-Based Learning Approach on Social Studies Education: Conceptual Achievement and Academic Motivation

Ilter, Ilhan – Educational Research and Reviews, 2014

A Meta-Analytic and Qualitative Review of Online versus Face-to-Face Problem-Based Learning

Jurewitsch, Brian – Journal of Distance Education, 2012

Tier: Tier 1

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| Activity - Project Rubric | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director & Experts |

| Activity - Project Showcase | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability | Curriculum Development | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Director, Assistant Director & Experts |

Strategy 3:

Differentiated Instruction - Experts will provide differentiated instruction to all students at WAY through personalized learning plans, student interest surveys, and small group instruction.

Research Cited: Nunley, K. (2006). Differentiating the high school classroom: Solution strategies for 18 common obstacles. Thousand Oaks, CA: Corbin.

Ellis, E., Gable, R. A., Gregg, M., & Rock, M. L. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31-47

Tier: Tier 1

| Activity - Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips directly related to project objectives. | Field Trip | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | No Funding Required | Site Director, Assistant Director, Experts |

| Activity - Social Studies Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students will gain exposure to hands on social studies activities integrated into their projects with the use of social studies resources including but not limited to maps, globes, text items. Social Studies experts will increase the opportunities provided to students in making deeper connections through authentic learning experiences. Social Studies experts will gain this knowledge from continuing professional development through Wayne RESA and other educational consulting firms. | Materials | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Other | Site Director, Assistant Director, Experts |

Goal 6: Parent Involvement

Measurable Objective 1:

collaborate to increase parent involvement by at least 10% by 03/01/2016 as measured by attendance at parent events and survey result participation.

Strategy 1:

Use Technology - Technology will be used in a variety of ways:

- Allow parents to log in to HERO environment to track researcher progress.
- Communicate via email and messages to parents.
- Send out newsletters and information to parents digitally.

Research Cited: Olmstead, Christine. "Using Technology to Increase Parent Involvement in Schools." TechTrends 57.6 (2013): 28-37. Web.

Tier: Tier 1

| Activity - Newsletter | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Send out monthly newsletter. | Parent Involvement | Tier 1 | Implement | 03/01/2015 | 03/01/2016 | \$0 | No Funding Required | Director, Assistant Director, Team Leader, Expert |

Strategy 2:

Community - Reach out to the community in a variety of ways, including community events, showcases, bring in community speakers.

Research Cited: Sink, Robert Corey. Exploring a High School Community Relations and Parent Involvement Program. 2010. ProQuest LLC, Ed.D. Dissertation, Lindenwood University.

Tier: Tier 1

| Activity - Partner with the Community | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

School Improvement Plan

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|---|--------------------|--------|---------------|------------|------------|-----|---------------------|---|
| We will, as a school, set up partnerships with surrounding community members and organizations. | Parent Involvement | Tier 1 | Getting Ready | 04/30/2015 | 04/30/2016 | \$0 | No Funding Required | A community engagement team will be set up. Lab experts through the projects they create. |
|---|--------------------|--------|---------------|------------|------------|-----|---------------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|---|
| Literacy Coaching | Reading Specialist will provide job embedded coaching and professional development to all science experts to integrate the Reading Apprenticeship approach in the lab environment. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1500 | Site Director, Reading Specialist, Science experts |
| Thinking Maps | Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects throughout the year. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | Director, Math Specialist, Experts |
| Thinking Maps | Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$15000 | Site Director, Reading Specialist, Science Experts |
| Literacy Coaching | Reading Specialist will provide job embedded coaching and professional development to all Social Studies experts to integrate the Reading Apprenticeship approach in the lab environment. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$15000 | Site Director, Reading Specialist, Social Studies Experts |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|---------------|------------|------------|-------------------|--|
| Reading Apprenticeship Professional Development | Teacher's will have professional development and training on the Reader's Apprenticeship program | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | Reading Specialist, School Site Director |
| Math Computation Fluency | Math Specialist will provide intensive intervention for students needing computation, number sense and fact fluency strategies and support. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 07/28/2016 | \$1 | Math Specialist |

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Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|--|--------------------------|--------|---------------|------------|------------|-------------------|----------------------|
| Secondary Diagnostics | Students are referred to a Math Specialist using preliminary data based on NWEA/MAP scores. Math Specialist will utilize a variety of secondary assessments to confirm the eligibility of students for tier 2 intervention services, and target areas of need. | Academic Support Program | Tier 2 | Getting Ready | 06/01/2015 | 06/30/2016 | \$0 | Math Interventionist |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|---|
| Experiential Learning Field Trips | The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips. | Field Trip | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Experts |
| Social Studies Resources | Students will gain exposure to hands on social studies activities integrated into their projects with the use of social studies resources including but not limited to maps, globes, text items. Social Studies experts will increase the opportunities provided to students in making deeper connections through authentic learning experiences. Social Studies experts will gain this knowledge from continuing professional development through Wayne RESA and other educational consulting firms. | Materials | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Assistant Director, Experts |
| Data Dialogues | Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Teacher Collaboration | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Reading Specialist, Social Studies Experts |

General Fund

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| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|-----------------------|--------|---------------|------------|------------|-------------------|---|
| Data Dialogues | Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 06/01/2015 | 06/30/2016 | \$0 | Director, Math Specialist, Experts |
| Experiential Field Trips | The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, ELA Experts |
| Data Dialogues | Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Director, Reading Specialist, Experts |
| Writing Integration | Reading Specialist will provide professional development and coaching to all ELA staff on Ralph Fletcher "Qualities of Writing" series of writing modules to integrate into project based learning to ensure all students are equipped to craft essays of various types in all content areas. | Materials | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$300 | Site Director, Reading Specialist, ELA experts |
| Math Journals | Math and Literacy Specialist will provide job embedded professional development in the use math journals during the entry event of reflection section to review and discuss student thinking to dig deeper into the math concepts needed to complete the projects. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | Math Experts, Math Specialist, Reading Specialist |
| Writing Rubric | Develop a CCSS aligned writing scoring rubric that includes benchmark proficiency levels and anchor papers for Argument, Narrative and Expository writing samples. All staff will receive ongoing professional development in the area of inter-rater reliability using the rubric. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Reading Specialist, ELA experts |
| Math Manipulatives | Math experts will be provided with a range of hands on math manipulatives for use in differentiating small group instruction within in their projects. Math Specialist will provide ongoing embedded professional development and support into their use as needed throughout the year. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Director, Math Specialist, Math Experts |

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|---------------------|--|------------------------|--------|---------------|------------|------------|-----|---|
| Data Dialogues | Staff will receive professional development on the collection and use of anchor papers, as well as holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Reading Specialist, Experts |
| Math Scoring Rubric | Create a CCSS aligned project scoring rubric that includes benchmark proficiency levels and sample skills and problems. | Curriculum Development | Tier 1 | Getting Ready | 06/01/2015 | 06/30/2016 | \$0 | Director, Math Experts and Math Specialist |
| Data Dialogues | Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$1 | Site Director, Reading Specialist, Math Specialist, Science Experts |
| Writing to Learn | Reading Specialist will provide instructional coaching and support to experts in all content areas in regard to integrating Writing to Learn strategies into projects including those highlighted in Reading Apprenticeship and the Ralph Fletcher Qualities of Writing Series. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Reading Specialist, Content Experts |
| Thinking Maps | Staff will explore the 8 thinking maps and determine how they can use them not only to attack text, but also use them as a tool for organizing writing. Staff will be asked to become familiar with each thinking map and examples of their use as related to reading and then writing about reading. Staff will then implement these thinking maps as scaffolds for writing during lab activities (lessons) with ongoing job embedded instructional coaching support from Reading Specialist. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Reading Specialist, Experts |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|
| Think Through Math Strategy | Math Specialist will work with targeted group with Think Through Math as way to improve Math proficiency | Direct Instruction | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Math Specialist |
| Multisyllabic Decoding Intervention | Reading Specialist will utilize the REWARDS program as an intensive intervention for students needing multisyllabic decoding strategies and support. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Reading Specialist |

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|-----------------------------------|--|--------------------------|--------|---------------|------------|------------|-----|--|
| Apple Office Suite training | Staff will receive professional development in the use of Apple Office suite including but not limited to Keynote, Numbers, Pages, iMovie, Garage Band, iPhoto specifically as they relate to project development, integration, and final products. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Central office staff, Site Director, Experts |
| Reading Apprenticeship Vocabulary | All instructional staff will receive professional development, and ongoing job embedded coaching, mentoring and monitoring in the vocabulary strategies outlined in the Reading Apprenticeship program, specifically, identifying key vocabulary word lists for each content area, and implementing the 6 step process for directly teaching vocabulary as outlined in Reading Apprenticeship. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | School Site director, Reading Specialist |
| Keyboarding | Experts in ELA will begin integrating an online based keyboard program to increase students ability to type the various papers required in final project products across the curriculum. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Site Director, ELA experts |
| Building Background Knowledge | All content area experts will focus on building background knowledge for our students, within the entry event section of the project based learning planning template. | Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director, Reading Specialist, Math Specialist, Experts |
| Secondary Diagnostics | Students are referred to the Reading Specialist using preliminary data based on NWEA/MAP scores. Reading Specialist will utilize a variety of specialized assessments, including but not limited to TOWRE for decoding, IRI (individual reading inventory) for comprehension, as well as fluency measures to confirm the eligibility of students for tier 2 intervention services, and target areas of need. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Reading Specialist |
| Project Showcase | Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director & Experts |
| Science Laboratory Resources | Students will gain exposure to hands-on science experiments and activities integrated into their projects with the use of science laboratory items and resources. Science experts will increase the opportunities provided to students in making deeper connections through authentic real world experiences. | Materials | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director, Experts |

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|----------------------------|--|-----------------------|--------|---------------|------------|------------|-----|---|
| Website Creation | Staff will receive training in website creation to utilize in the integration of project .based learning final products. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Central Office Staff, Site Director, Experts |
| Newsletter | Send out monthly newsletter. | Parent Involvement | Tier 1 | Implement | 03/01/2015 | 03/01/2016 | \$0 | Director, Assistant Director, Team Leader, Expert |
| Instructional Coaching | Math coach will provide embedded professional development and assist experts in differentiated instruction in regard to thinking maps, planning meaningful and relevant field trip opportunities, and literacy specialist will provide coaching and job embedded professional development in all Reading Apprenticeship program components that relate to content area literacy in math. | Professional Learning | Tier 1 | Evaluate | 06/01/2015 | 06/30/2016 | \$0 | Director, Math Specialist, Reading Specialist, Experts |
| Partner with the Community | We will, as a school, set up partnerships with surrounding community members and organizations. | Parent Involvement | Tier 1 | Getting Ready | 04/30/2015 | 04/30/2016 | \$0 | A community engagement team will be set up. Lab experts through the projects they create. |
| Thinking Maps | Staff will be given on going professional development throughout the year on utilizing thinking maps effectively in their lessons. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Director, Literacy Specialist |
| Project Rubric | Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director & Experts |
| Literacy Coaching | Job embedded professional development, coaching and mentoring by certified reading/literacy specialist provided to fully implement Reading Apprenticeship training, specifically in the areas of Before, During and After reading strategies across all content areas. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | School Site Director, Reading Specialist |
| Writing to Learn | Teachers will provide students with opportunities to reflect on projects with Writing to Learn activities at the culmination of projects to promote deeper thinking, and self evaluation, within the reflection section of the project planning template. | Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director & Experts |

School Improvement Plan

W-A-Y Academy - Vernor Site

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|--------------------------|---|--------------------------|--------|---------------|------------|------------|-----|---|
| Thinking Maps | Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects. | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Reading Specialist, Social Studies Experts |
| Field Trips | The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips. | Field Trip | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Assistant Director, Science Experts |
| Science Project Rubric | Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director & Experts |
| Reading Standards Rubric | Redesign the Reading portion of the ELA scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the CCSS and understanding the use of the rubric. | Professional Learning | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director, Reading Specialist, Experts |
| Field Trips | The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips directly related to project objectives. | Field Trip | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Site Director, Assistant Director, Experts |
| Project Showcase | Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability | Curriculum Development | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Director, Assistant Director & Experts |
| Fluency Instruction | Reading Specialist will utilize Read Naturally fluency program with targeted students to improve rate, as measured by Hasbrouk and Tindal fluency norms, as well as expression and phrasing. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | \$0 | Reading Specialist |