



School Improvement Plan

W-A-Y Academy - Chicago Site

W-A-Y Academy

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	13
--------------------	----

Demographic Data	14
------------------------	----

Process Data	16
--------------------	----

Achievement/Outcome Data	18
--------------------------------	----

Perception Data	24
-----------------------	----

Summary	27
---------------	----

School Additional Requirements Diagnostic

Introduction 29
School Additional Requirements Diagnostic 30

Title I Schoolwide Diagnostic

Introduction 33
Component 1: Comprehensive Needs Assessment 34
Component 2: Schoolwide Reform Strategies 47
Component 3: Instruction by Highly Qualified Staff 54
Component 4: Strategies to Attract Highly Qualified Teachers 55
Component 5: High Quality and Ongoing Professional Development 57
Component 6: Strategies to Increase Parental Involvement 59
Component 7: Preschool Transition Strategies 64
Component 8: Teacher Participation in Making Assessment Decisions 65
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 66
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 69
Evaluation: 72

SW Plan 2015-2016

Overview 75
Goals Summary 76
 Goal 1: All students at WAY Academy West Campus will become proficient readers. 77
 Goal 2: All students at WAY Academy West Campus will become proficient in mathematics..... 80

Goal 3: All students at WAY Academy West Campus will become proficient writers.	82
Goal 4: All students at W-A-Y Academy will become proficient in science.	85
Goal 5: All students at WAY Academy West Campus will become proficient in social studies.	88
Activity Summary by Funding Source	92

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?

W-A-Y Academy West serves students in grades 7-12 and located in the Cody Rouge community. We are bordered on the East by the Southfield Freeway and on the West by the western city limits of Detroit, shared with Redford Township to the west. The population of Cody Rouge is 36,849 with 12,183 of those being 18 or younger.

The race and ethnicity breakdown for the W-A-Y Academy West mirrors that of the Cody Rouge area. 98% of students are African American, and 2% of students being Caucasian, and 1% other. The percentage of students who qualify for free and reduced lunch subsidies is 95%. Data provided by Data Driven Detroit places the Cody Rouge population 78.3 African American, 14.8 percent white, 2.0 percent Multiracial, and 4.3 percent Hispanic/Latino. The remaining 0.8 percent is comprised of Native Americans, Asians and Pacific Islanders and Other, non-specified races.

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.

Our District Mission: Changing lives by creating engaging and encouraging educational opportunities for all young people.

Our District Vision: WAY offers a personalized 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.

Our School Vision: WAY Academy West produces dynamic citizens who excel and leave an indelible mark in our global society.

W-A-Y Academy West targets students and others seeking innovative, effective educational options. The students who are targeted by the W-A-Y Academy West 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. 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 W-A-Y Academy Program are most likely living in Detroit and were formerly Detroit Public School students.

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.

2014-2015

Notable Achievements:

* Data for NWEA MAP indicated most students improved, surpassing projected growth targets.

* Middle and high school students had multiple opportunities to gain college exposure. Several students attended summer camps at Lake State Superior College. They were able to attend classes and stay in the dorms.

* Student responsibility and appropriate behaviors increased, which help strengthen the safe and peaceful learning environment.

Future Improvements:

A more defined and structured Positive Behavior and Incentive Systems

Increased proficiency levels across the board on standardized testing.

Increased reading levels school wide.

Increased parental and community involvement.

Additional Information

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

Instructional Philosophy and Focus:

The curriculum of the W-A-Y 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.

Project-based learning requires 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 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.

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 West SIT is composed of the Director, Board Member and an appropriately balanced number of teachers, education support employees, students, and parents.

The School conducts annual needs assessment survey 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, and 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 were shared and 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.
- 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.

- 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).

School Improvement Plan

W-A-Y Academy - Chicago Site

- 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 with any needed modifications.

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?

The WAY Academy West has not been in existence for three years. The inaugural year for the WAY Academy West was 2013-14.

Student Demographic Data

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

The WAY Academy West has not been in existence for three years. The inaugural year for the WAY Academy West was 2013-14.

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?

The WAY Academy West has not been in existence for three years. The inaugural year for the WAY Academy West was 2013-14.

Student Demographic Data

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

The WAY Academy West has not been in existence for three years. The inaugural year for WAY West was 2013-14.

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 WAY Academy West has a balance of novice and veteran teachers. The school leader has over fifteen of experience in education including experience as a classroom teacher, instructional coach, and administrator. Having this blend of new and experienced teachers adds to the richness of the educational environment at the academy. Teachers and school leaders collaborate to share ideas, techniques, and strategies for student success. The overall impact and outcome of this is that student achievement has increased due to the team approach taken by the staff at the WAY Academy West.

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 WAY Academy West has a balance of novice and veteran teachers. Having this blend of new and experienced teachers adds to the richness of the educational environment at the academy. Teachers and school leaders collaborate to share ideas, techniques, and strategies for student success. The overall impact and outcome of this is that student achievement has increased due to the team approach taken by the staff at the WAY Academy West.

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?

Student learning is negatively impacted whenever a teacher or the school leader is absent from school. Our low incidence of teacher or director absences has had a positive impact on student achievement, as our staff is available to work with the students on a regular basis. Staff members at the WAY Academy West are seldom absent during student contact time for either illness or professional learning. When staff are absent they collaborate with other staff members to ensure that student needs are being met. The additional supports provided by the online staff enhance this environment as well.

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?

Student learning is negatively impacted whenever their teacher or the school leader is absent from school. Our low incidence of teacher or director absences has had a positive impact on student achievement, as our staff is available to work with the students on a regular basis. Staff members at the WAY Academy West are seldom absent during student contact time for either illness or professional learning. When staff are absent they collaborate with other staff members to ensure that student needs are being met. The additional supports provided by the online staff enhance this environment as well.

Teacher/School Leader(s) Demographic Data

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

N/A

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?

In December 2014, the WAY Academy West staff completed the MDE Interim Self Assessment. The results of the self-assessment identified Standard 3 (Teaching and Assessing for Learning) as an area of strength.

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?

In December 2014, the WAY Academy West staff completed the MDE Interim Self Assessment. The results of the self-assessment identified Standard 4 (Resources and Support Systems) as an area of improvement.

12. How might these challenges impact student achievement?

Resources and Support Systems (Standard 4) was the lowest area identified in the interim self assessment. Based upon self-assessment data, staff felt there was an insufficient number of staff at WAY Academy West as well as insufficient material and fiscal resources. This shortage was due to the fact that student enrollment numbers fell below what was anticipated for Fall of the 2014-15 school year and as a result, the school budget was adjusted based upon student enrollment. Among the budget cuts were cuts in staffing and material resources. Staffing for the 2014-15 school year was still at a maximum of a 15:1 ratio. This ensured a low staff to student ratio to positively impact student achievement.

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.

Resources and Support Systems (Standard 4) was the lowest area identified in the interim self assessment. Based upon self-assessment data, staff felt there were an insufficient number of staff at WAY Academy West as well as insufficient material and fiscal resources. This was due to the fact that student enrollment numbers fell below what was anticipated for Fall of the 2014-15 school year and as a result the school budget was adjusted based upon student enrollment. Among the budget cuts were cuts in staffing and material resources. Staffing for the 2014-15 school year was still at a maximum of a 15:1 ratio. This ensured a low staff to student ratio to positively impact student achievement. There are no actions that could be incorporated into the School Improvement Plan to address this perceived challenge, as it is dependent upon student enrollment and budget.

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?

All students, including those with disabilities, have full access to all intervention programs and services. Each student with a disability has an IEP team that meets regularly to ensure all appropriate interventions and support services are in place for that student.

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

The WAY Academy West is a blended model. In the online portion of the model, highly qualified staff is available twenty four hours a day, seven days per week, 365 days per year for student collaboration and support. These opportunities are available for all students in all grades. The WAY Academy West currently serves students in grades 7-12.

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

Each and every student at the WAY Academy West engages in Extended Learning Opportunities. All students and parents are informed of extended learning opportunities during both initial and ongoing home visits and through regular meetings with their cohort teams. Additionally, each student has a mentor who communicates with them daily throughout the week to ensure they are utilizing the online learning supports as well as the supports found in the face-to-face learning lab.

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?

The Common Core State Standards and Michigan content expectations have been fully implemented at the WAY Academy West. The standards are used to guide project planning, to develop relevant projects, and to drive instructional strategies. Students demonstrate mastery of the standards through project based learning by creating learning artifacts. Standards based rubrics are used to evaluate all assignments.

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

On average, students at all grade levels improved in reading as measured by the NWEA MAP for 2014-15. The results from Fall to Spring indicate the following:

7th grade - 70% of students met or exceeded their growth goals and 80% of students exhibited growth.

8th grade - 65% of students met or exceeded their growth goals and 83% of students exhibited growth.

9th grade - 58% of students met or exceeded their growth goals and 65% of students exhibited growth.

10th grade - 72% of students met or exceeded their growth goals and 78% of students exhibited growth.

11th grade - 25% of students met or exceeded their growth goals and 38% of students exhibited growth.

12th grade - 43% of students met or exceeded their growth goals and 57% of students exhibited growth.

19b. Reading- Challenges

The WAY Academy West has not yet received results on the state standardized assessments in order to determine challenges based on this data. Achievement results from NWEA, MEAP, and MME show that student proficiency is low in all grade levels across all content areas. Based upon these results, we have identified goals and strategies to improve achievement for all students in these areas, with specific strategies for our target populations of special education and the bottom 30%. Based upon an item analysis of the NWEA, MEAP, and MME data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content standards/area for School Improvement Plan for WAY Academy West in English/Language arts are: Literature: Key Ideas and Details, Characterization, Inferences and Conclusion; Vocabulary Acquisition: Word Relationships; and Language: Parts of Speech, Grammar Writing: Pre-writing, Drafting, Revising.

19c. Reading- Trends

Students are showing positive growth trends in reading based on the NWEA MAP. The WAY Academy West has not yet received the results from the state standardized assessments for the 2014-15 school year.

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.

The challenges in reading will be addressed through the school wide implementation of reading apprenticeship, through the continuation of the literacy intervention specialist position, with the embedded use of Thinking Maps, and in the use of an RTI/MTSS process to identify specific student needs. Additionally, specific reading goals, strategies, and interventions are established in the School Improvement Plan.

20a. Writing- Strengths

On average, students at all grade levels improved in language usage (writing) as measured by the NWEA MAP for 2014-15. The results from Fall to Spring indicate the following:

7th grade - 60% of students met or exceeded their growth goals and 70% of students exhibited growth out of 10 students.

8th grade - 58% of students met or exceeded their growth goals and 67% of students exhibited growth out of 24 students.

9th grade - 42% of students met or exceeded their growth goals and 50% of students exhibited growth out of 26 students.

10th grade - 44% of students met or exceeded their growth goals and 61% of students exhibited growth out of 18 students.

11th grade - 38% of students met or exceeded their growth goals and 38% of students exhibited growth out of 8 students.

12th grade -29% of students met or exceeded their growth goals and 43% of students exhibited growth out of 7 students.

20b. Writing- Challenges

WAY Academy West has not yet received results on the state standardized assessments in order to determine challenges based on this data. Achievement results from NWEA, MEAP, and MME show that student proficiency is low in all grade levels across all content areas. Based upon these results, we have identified goals and strategies to improve achievement for all students in these areas, with specific strategies for our target populations of special education and the bottom 30%. Based upon an item analysis of the NWEA, MEAP, and MME data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content standards/area for English/Language arts are: Literature: Key Ideas and Details, Characterization, Inferences and conclusion; Vocabulary Acquisition: Word Relationships; and Language: Parts of Speech, Grammar Writing: Pre-writing, Drafting, Revising.

20c. Writing- Trends

Students are showing positive growth trends in writing based on the NWEA MAP. The WAY Academy West has not yet received the results from the state standardized assessments for the 2014-15 school year.

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.

The challenges in writing will be addressed through the school wide implementation of reading apprenticeship, through the continuation of the literacy intervention specialist position, with the embedded use of Thinking Maps, and in the use of an RTI/MTSS process to identify specific student needs. Specific writing goals, strategies, and interventions are established in the school improvement plan.

21a. Math- Strengths

On average, students at all grade levels improved in math as measured by the NWEA MAP for 2014-15. All grade levels have been identified as needing additional math support. The results from Fall to Spring indicate the following:

7th grade - 36% of students met or exceeded their growth goals and 82% of students exhibited growth.

8th grade - 30% of students met or exceeded their growth goals and 40% of students exhibited growth.

9th grade - 55% of students met or exceeded their growth goals and 55% of students exhibited growth.

School Improvement Plan

W-A-Y Academy - Chicago Site

10th grade - 67% of students met or exceeded their growth goals and 67% of students exhibited growth.

11th grade - 50% of students met or exceeded their growth goals and 63% of students exhibited growth.

12th grade - 100% of students met or exceeded their growth goals and 100% of students exhibited growth.

21b. Math- Challenges

The WAY Academy West has not yet received results on the state standardized assessments in order to determine challenges based on this data. Achievement results from NWEA, MEAP, and MME show that student proficiency is low in all grade levels across all content areas. Based upon these results, we have identified goals and strategies to improve achievement for all students in these areas, with specific strategies for our target populations of special education and the bottom 30%. Based upon an item analysis of the NWEA, MEAP, and MME data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content standards/area for math are: Algebraic Expressions, Data Analysis, Probability.

21c. Math- Trends

Students are showing positive growth in mathematics, however it remains the area of lowest growth as measured by the NWEA MAP.

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.

The challenges in math will be addressed through the school wide implementation of reading apprenticeship (to assist with story based problems), with the embedded use of Thinking Maps (for graphical representation), and in the use of an RTI/MTSS process to identify specific student needs. Additionally, specific math goals, strategies, and interventions are established in the school improvement plan.

22a. Science- Strengths

School Improvement Plan

W-A-Y Academy - Chicago Site

The WAY Academy West has not yet received the results of state standardized assessments from the 2014-15 school year. Classroom observations and assessments indicate that students have awareness of the scientific process and are able to show mastery of many science standards.

22b. Science- Challenges

The WAY Academy West has not yet received the results of state standardized assessments from the 2014-15 school year. Classroom observations and assessments indicate that students have awareness of the scientific process and are able to show mastery of many science standards, however many students struggle with comprehension of scientific writing and vocabulary.

22c. Science- Trends

The WAY Academy West has not yet received the results of state standardized assessments from the 2014-15 school year. For this reason, trend data is not able to be determined.

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.

The challenges in science will be addressed through the school wide implementation of reading apprenticeship, through the continuation of the literacy intervention specialist position, with the embedded use of Thinking Maps, with an increased focus on academic vocabulary, and in the use of an RTI/MTSS process to identify specific student needs. Additionally, specific science goals, strategies, and interventions are established in the School Improvement Plan.

23a. Social Studies- Strengths

The WAY Academy West has not yet received the results of state standardized assessments from the 2014-15 school year. Classroom observations and assessments indicate that students are able to show mastery of many social studies standards through project based learning artifacts.

23b. Social Studies- Challenges

The WAY Academy West has not yet received the results of state standardized assessments from the 2014-15 school year. Classroom observations and assessments indicate that many students struggle with comprehension of social studies writing and vocabulary.

23c. Social Studies- Trends

The WAY Academy West has not yet received the results of state standardized assessments from the 2014-15 school year. For this reason, trend data is not able to be determined.

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.

The challenges in social studies will be addressed through the school wide implementation of reading apprenticeship, through the continuation of the literacy intervention specialist position, with the embedded use of Thinking Maps, with an increased focus on academic vocabulary, and in the use of an RTI/MTSS process to identify specific student needs. Additionally, specific social studies goals, strategies, and interventions are established in the School Improvement Plan.

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?

In the survey conducted in 2014-15, students indicated the following areas of satisfaction: students stated that accomplishments are celebrated at school 2.9/5, feeling of safety at school 3.42/5, feeling respected at school 3.41/5, the school environment is orderly and supports learning 3.51/5, the school is clean and well maintained 3.17/5, the primary focus at school is on teaching and learning 3.67/5, staff members and students work together to improve the school 3.48/5, and the school provides a variety of ways for students to get involved 3.57/5.

24b. Student Perception Data

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

The areas that were the lowest level of satisfaction among students were accomplishments being celebrated and the school being clean and well maintained.

24c. Student Perception Data

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

WAY Academy West is taking action to celebrate student success by implementing celebrations, rewards, and assemblies.

25a. Parent/Guardian Perception Data

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

The areas that indicate the highest level of satisfaction among parents/guardians were teachers help my child set his/her academic goals 4.26/5, the school prepares the students to effectively use technology 4.47/5, and teachers have high expectations of themselves and the students at the school 4.42/5.

25b. Parent/Guardian Perception Data

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

The areas that were indicated as the overall lowest level of of satisfaction among parents/guardians were it is important to me that my child's work is displayed in the school 3.68/5 and my student's accomplishments are celebrated at school 3.58/5.

25c. Parent/Guardian Perception Data

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

The actions that will be taken to improve parent/guardian satisfaction are to celebrate accomplishments and to display student work in the school.

26a. Teacher/Staff Perception Data

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

The areas of perceived strength include: feeling safe at work, the the technology available is useful for teaching my students, 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?

The areas of perceived need for improvement include: exemplary student work that is valuable to current content is being clearly visible in my school, the environment at my school being orderly and supportive of learning, and my school providing a variety of ways for students to get involved.

26c. Teacher/Staff Perception Data

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

The actions that will be taken to improve teacher/staff satisfaction in the lowest areas are to display student work and to provide activities for students that are extracurricular.

27a. Stakeholder/Community Perception Data

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

Community members indicate that they are satisfied with how the WAY Academy West communicates student success and collaborates with

community partners.

27b. Stakeholder/Community Perception Data

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

n/a

27c. Stakeholder/Community Perception Data

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

n/a

Summary

28a. Summary

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

According to all of the data sets, the strengths of the WAY Academy West are in the implementation of the blended model of standards-focused, project-based learning. The personalized learning environment was cited by most stakeholders as a positive of the school. Additionally, all stakeholders identified the collaborative nature of the program as a strength. Data also shows that the WAY Academy West has developed a mutually respectful environment where students and parents feel as though they are a part of a positive learning community. The data shows one of the challenges for the WAY Academy West include having a number of students who enter the school with skill deficiencies from their prior educational experiences. In order to combat these deficiencies the WAY Academy West has developed an RTI/MTSS support structure to ensure that each and every young person has multiple levels of scaffolded supports available to them.

28b. Summary

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

The data shows that challenges for the WAY Academy West include having a number of students who enter the school with skill deficiencies from their prior educational experiences. These skill deficiencies negatively impact student achievement. In order to combat these deficiencies the WAY Academy West has developed an RTI/MTSS support structure to ensure that each and every young person has multiple levels of scaffolded supports available to them.

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?

Specific strategies in the content areas of reading, writing, math, science, and social studies have been developed to ensure that the WAY Academy West staff address the individual needs of students in order to increase student achievement. These strategies are embedded in the School Improvement Plan.

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	WAY Academy West does not have grades 1-5	

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	http://wayprogram.net/board/WAY_Academy_West_AER_1314_combined.pdf	AER

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All 8th grade EDPs are complete and on file in the student management system.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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	Bethany Rayl, Regional Executive 407 E. Fort Street, Detroit, MI 48226 810-210-1932	

School Improvement Plan

W-A-Y Academy - Chicago Site

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		parent involvement

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No	No	

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?

A Comprehensive Needs Assessment (CNA) is completed annually, as required by Title I. The school improvement team, along with other school staff, parents and stakeholders, met to review and identify trends in student achievement data, perception data (students, parents and staff), demographic 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

A summary of data was assembled and shared with the school improvement team which meets monthly throughout the course of the year. Improvement team meetings began in September, and the full complement of data was reviewed by April 2015.

Parent input was obtained through perception surveys taken in December 2014. Parent perception 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 - Results

WAY Academy West Campus is located in a building shared with various community organizations, and DPS schools affiliated with the Don Bosco organization.

WAY Academy West opened in the fall of 2013, serving students in grades 7-10. 135 students were enrolled during the first year. Enrollment increased to 169 students with the addition of 11th grade for the 2014-15 school year, which is the second year of the school. Of the original 135 students, 86, or 64% returned this year. Our students are composed of 16% seventh grade students, 14% eighth grade students, 38% ninth grade students, 21% tenth grade students, and 11% eleventh grade students. The increase in enrollment was due to our marketing efforts and word of mouth referrals.

The ethnic composition of WAY Academy West consists of 96% of students identifying themselves as African American, 1.2% are

School Improvement Plan

W-A-Y Academy - Chicago Site

Caucasian, 1.2% Latino, and .6% Indian. Of these students, 92.4% of our students have permanent addresses in Detroit, and 7.6% live in bordering cities. Currently 23.4% of our students receive special education services. Regular education students "age out" at 20; students with an IEP may remain in school up to age 26.

Due to our blended learning environment, middle school students report to school 5 days a week for 4 hours per day and high school students report 3 days a week for 4 hours per day. All students are expected to work at home for the remainder of the school day using the WAY program online HERO curriculum. We have morning and afternoon sessions; students are assigned to one cohort group. If they miss an assigned session, they have an opportunity to make it up on another day, which can be in the morning or afternoon. Flexibility in our program is embedded in the WAY Program philosophy. Student attendance is monitored on a daily basis by the students' mentors. Mentors that identify students who are not meeting the attendance requirements employ intervention strategies such as phone calls, e-mails, and/or parent-student conferences. Students may also be recommended to their team leader for a home visit and ultimately may be assigned to a "re-commitment" status in which the student's computer is reclaimed and the student is required to attend school daily.

DEMOGRAPHIC DATA - Conclusions

Based upon the results of the demographic data, WAY Academy West attracts a student population that is primarily African-American. It meets the needs of students seeking a non-traditional form of education in various grade levels. Our student population continues to grow; however, we would like to increase the number of returning students to at least 90%.

STUDENT ACHIEVEMENT DATA - Results

WAY Academy West analyzed all available student achievement data from 2013, our first year, and 2014-15, our current year. Our data includes NWEA MAP assessments three times a year in Language, Math and Reading, PLAN, EXPLORE and ACT assessments in English, Math, Reading and Science 5 times per year (includes pre- and post-tests, and 3 interim assessments), and the MEAP assessment administered once in Fall 2014. The MME was not administered in 2013 because there were no 11th grade students enrolled our first year.

NWEA MAP DATA - The data below reflects the schools mean (average) RIT score for the students tested and compares that with the NWEA RIT norm (national norm). The difference in these scores indicates that the school is performing significantly below national expectations. During the 2013-2014 school year, some data was not generated due to the insufficient number of students tested.

NWEA MAP - Math 7th Grade

Fall 2013	School Mean RIT 190.7	38 students took test	97% below grade level
Fall 2014	School Mean RIT 198.0	40 students took test	98% below grade level

The NWEA mean RIT (Rausch Unit) score for students in the fall is 225.6. The weakest area on the fall 2013 assessment was geometry, operations and algebraic thinking, with 95% of the students below the 21st percentile. In the fall of 2014, the weakest areas were geometry, statistics and probability and real and complex numbers.

NWEA MAP - Math 8th Grade

Fall 2013	*Due to statistically unreliable summary data for groups of less than 10 are not shown (NWEA Report)		
Fall 2014	School Mean RIT 204.2	13 students took test	98% below grade level

School Improvement Plan

W-A-Y Academy - Chicago Site

The NWEA mean RIT score for the fall 2014 was 230.2. Additionally, 100% of students are below grade level. The lowest performance areas were operations and algebraic thinking, statistics and probability.

NWEA MAP - Math 9th Grade

Fall 2013 School Mean RIT 202.5 65 students took test 89% below grade level

Fall 2014 School Mean RIT 208.0 70 students took test 95% below grade level

The NWEA RIT Norm for 9th grade students in the fall of 2013 is 233.8. The weakest area was geometry, with 90% of the students not proficient. In fall of 2014, the lowest performance areas were real and complex number systems, statistics and probability.

NWEA MAP - Math 10th Grade

Fall 2013 *Due to statistically unreliable summary data for groups of less than 10 are not shown (NWEA Report)

Fall 2014 School Mean RIT 209.6 24 students took test 91% below grade level

In fall of 2014, the weakest strand was geometry with 96% of students not proficient.

NWEA MAP - Math 11th Grade

Fall 2013 *No 11th grade students enrolled

Fall 2014 School Mean RIT 217.8 12 students took test 95% below grade level

In fall of 2014, the RIT Norm for 11th grade students in is 236. The weakest performance strand is statistics and probability.

NWEA MAP Reading 7th Grade

Fall 2013 School Mean RIT 186.2 36 students took test 98% below grade level

Fall 2014 School Mean RIT 192.3 39 students took test 93% below grade level

In 2013, the NWEA RIT Norm for 7th grade students in the fall is 225. Literature emerged as the weakest strand during both periods tested.

NWEA MAP Reading 8th Grade

Fall 2013 *Due to statistically unreliable summary data for groups of less than 10 are not shown (NWEA Report)

Fall 2014 School Mean RIT 198.3 7 students took test 85% below grade level

For the Fall of 2014, the RIT norm for an 8th grade student at the beginning of the school year is 219.3. The lowest performance area was literature and informational text.

NWEA MAP Reading 9th Grade

Fall 2013 School Mean RIT 199.8 66 students took test 82% below grade level

Fall 2014 School Mean RIT 202.2 68 students took test 81% below grade level

School Improvement Plan

W-A-Y Academy - Chicago Site

A ninth grade NWEA mean RIT score for the fall of 2013 is a 221.4, which is a difference of 21.6 RIT values. At this time, 82% of 9th grade students are reading below grade level. Literature was the weakest strand tested in reading for both periods.

NWEA MAP Reading 10th Grade

Fall 2013 *Due to statistically unreliable summary data for groups of less than 10 are not shown (NWEA Report)

Fall 2014 School Mean RIT 201.8 24 students took test 93% below grade level

For the Fall of 2014, Informational Text and Literature were the weakest performance areas.

NWEA MAP Reading 11th Grade

Fall 2013 *No 11th grade students enrolled

Fall 2014 School Mean RIT 209.2 13 students took test 77% below grade level

Informational text was the strand in which students performed the lowest in the fall of 2014.

NWEA MAP Language 7th Grade

Fall 2013 School Mean RIT 190.5 38 students took test 95% below grade level

Fall 2014 School Mean RIT 192.3 39 students took test 84% below grade level

In fall of 2013, the mean RIT score measures at a 3rd grade level. The tested students fell 24.3 points below grade level, which resulted in 95% of tested students not demonstrating proficiency in Language. The same test was administered in the fall of 2014, and 84% of students did not demonstrate proficiency, which was an increase of 11% from the previous test. Writing was the lowest performance area both years.

NWEA MAP Language 8th Grade

Fall 2013 *Due to statistically unreliable summary data for groups of less than 10 are not shown (NWEA Report)

Fall 2014 School Mean RIT 201.9 13 students took test 71% below grade level

In the Fall 2014, the 8th grade NWEA Norm RIT is 218.7, so the 8th graders are 17 RIT values below grade level. Students struggled with the Language strand: Understand, Edit for Grammar, Usage.

NWEA MAP Language 9th Grade

Fall 2013 School Mean RIT 204.3 69 students took test 77% below grade level

Fall 2014 School Mean RIT 206.7 69 students took test 82% below grade level

In both 2013 and 2014 the lowest performance area was Language strand: Understand, Edit for Grammar, Usage. In fall 2014, the norm for the students in 9th grade is 220.6. There was a 1.1% increase in the RIT values, but 82% of students were still not proficient in Language.

NWEA MAP Language 10th Grade

School Improvement Plan

W-A-Y Academy - Chicago Site

Fall 2013 *Due to statistically unreliable summary data for groups of less than 10 are not shown (NWEA Report)

Fall 2014 School Mean RIT 210.0 24 students took test 78% below grade level

Fall 2014, The mean score was 210.0, which is equivalent to a 5th grade level according to the NWEA norm RIT data. The students struggled with the Writing strand: Plan, Organize, Develop, Revise, Research.

NWEA MAP Language 11th Grade

Fall 2013 * No 11th grade students enrolled

Fall 2014 School Mean RIT 210.4 12 students took test 75% below grade level 11th Grade

Fall 2014, the 11th grade NWEA RIT Norm for the fall was 222.1. 75% of the students tested did not meet proficiency. The students struggled with Writing: Plan, Organize, Develop, Revise, Research.

MEAP 7th Grade 2013 - 2014

During the 2013-2014 school year, 20 7th grade students were tested in reading, writing and mathematics. Only 15% of students were proficient in reading. There was a strong gender gap. Of the 11 males that tested, 27.3% were proficient, and of the 9 females who tested, none were proficient. There was a small gap in race, but not enough to be statistically significant. There was no gap between our economically disadvantaged students and our total population.

Less than 10% of students were proficient in math. Due to the insufficient amount of data, no statistical analysis was generated.

None of our students were proficient in writing. 60% are partially proficient (level 3), and 40% were not proficient (level 4). There was a strong gender gap. Of the 11 males that tested, 36% were partially proficient at a level 3, and of the 9 females who tested, about 96% were partially proficient. There was no gap in race or economic status.

MEAP 8th Grade 2013 - 2014

During the 2013-2014 school year, 17 8th grade students were tested in reading, science and mathematics. Only 11.8% of students were proficient in reading. Although there were small gaps within subpopulations, none of them were significantly different (within 2%).

94.4% of students were not proficient in math (level 4); thus only 1 of the 18 students was partially proficient. Due to the insufficient amount of data, no more statistical analysis was generated.

Greater than 95% of students were not proficient in science (level 4). Due to the insufficient amount of data, no more statistical analysis was generated.

We did not have enough students with disabilities in 7th and 8th grade to generate data. Based on teacher observations, these students perform at a significantly lower level than our students without disabilities. These students will be included in our targeted population.

MEAP 9th Grade 2013 - 2014

School Improvement Plan

W-A-Y Academy - Chicago Site

During the 2013-2014 school year, 50 9th grade students were tested in social studies. None of our students were proficient. 14% were partially proficient (level 3), and 86% were not proficient (level 4). There was a small gap in gender. Of the 18 female students, 88.9% were not proficient, and of the 32 male students, 84.4% were not proficient. Thus, males in our school perform slightly higher than females in social studies. Eleven students were identified as students with disabilities. Of these 11 students, 90.9% (10 students) were not proficient, and 9.1% (1 student) was partially proficient.

2013-2014 MEAP Item Analysis

According to a MEAP item analysis, the following domains and standards were identified as the weakest areas:

7th Grade

Reading: comprehension, narrative text

Mathematics: rational number operations (addition and subtraction of integers and rational numbers, decimals and rates), representation of linear functions

Writing: grammar and usage, writing process

8th Grade

Reading: comprehension, narrative text

Mathematics: proportionality and similarity, compute statistics, represent and interpret data

Science: physical science (forces and motion, energy, properties of matter, changes in matter), organization of living things

9th Grade:

Social Studies: USHG ERA 4 - expand and reform, the world in spacial terms, trade, religion, empire

WAY Academy West receives funding from Michigan Future Schools. We provide them with additional testing data for the PLAN, EXPLORE and ACT. Students are given a Pre-test, three interim tests and the final post test. At this point, we have Interim 1 (October 2014) and 2 (January 2015) to compare (note: the pretest data is not comparative). All standard growths listed are greater than 10% in growth, and all standard drops are greater than a 5% drop.

EXPLORE - 9th Grade (77 students)

The composite score dropped from 34.54 to 33.8 with overall growth in English and science (6-10% growth), and drops in math and reading. The following subjects are listed with strengths and weaknesses.

English

Growth: word choice

Decline: topic development, purpose and form

Math

Growth: none

Decline: basic operations, probability, statistics and data analysis, properties of plane figures

Reading

Growth: none

School Improvement Plan

W-A-Y Academy - Chicago Site

Decline: main idea, author approach, generalizations and conclusions

Science

Growth: Interpretations of data

Decline: none

PLAN - 10th Grade (28 students)

The composite score increased from 30.35 to 32.90 with overall growths in English (6-10% growth), reading and science, and a drop in math. The following subjects are listed with strengths and weaknesses.

English

Growth: conventions of punctuation

Decline: none

Math

Growth: basic operations and applications, measurement

Decline: probability, statistics and data analysis, number concepts and properties

Reading

Growth: sequential, comparative, and cause and effect relationships, meaning of words

Decline: main idea, author approach, generalizations and conclusions

Science

Growth: science investigation

Decline: evaluation of models, inferences, and experimental results

ACT - 11th Grade (16 students)

The composite score increased from 13.57 to 13.8 with overall growths in math and science (6-10% growth), and a drops in English and reading. The following subjects are listed with strengths and weaknesses.

English

Growth: none

Decline: sentence structure and formation, conventions of usage, conventions of punctuation

Math

Growth: basic operations and applications

Decline: none

Reading

Growth: sequential, comparative, and cause and effect relationships

Decline: none

School Improvement Plan

W-A-Y Academy - Chicago Site

Science

Growth: interpretation of data

Decline: none

Target Populations: In general, we will consider our lowest 30% of all students, as well as students with disabilities, to be our target populations; these students will receive supplemental support and interventions as needed. We will also monitor any gaps that emerge between males and females and provide services as necessary when they occur.

STUDENT ACHIEVEMENT DATA - Conclusions

WAY Academy West's achievement results indicate that student proficiency is low in all grade levels across all content areas. There were small gaps among subgroups; however, based on teacher observation and feedback, we recognize that there are gaps between all students and Students with Disabilities (SWD). Based upon these results, we have identified goals and strategies to improve achievement for all students across all content areas, with specific strategies for our targeted populations of special education and the bottom 30%. We have identified content standards (see above) that have declined and will become priority areas as we select strategies and activities to close these gaps.

PERCEPTION DATA - Results

Staff Survey

All staff were surveyed for their perception of the Academy's performance to meet both their needs and our students' needs. The survey included professional development needs, instructional preparation, and perception of the academic environment. There are 16 statements which are rated 1-strongly disagree, 2-disagree, 3-somewhat agree, 4-agree, and 5-strongly agree.

The survey was administered to all staff in the Winter of 2015, with 91% of teaching/administrative staff responding to the Staff Perception Survey. The following are the questions asked in the survey, followed by the average scale rating:

--I feel safe at school: 3.82

--The environment at my school is orderly and supports learning: 2.55

--The school in which I work is clean and well-maintained: 3.45

--In my school, the primary focus is on teaching and learning: 3.18

--Staff members and students work together to improve our school: 3.18

--My school provides a variety of ways for students to get involved: 2.36

--Students are challenged to do their best at school: 2.82

--I help every student achieve state and local standards: 3.64

--The technology available is useful for teaching my students: 3.91

--I regularly communicate with parents about their child's progress: 3.64

--I know how to support students who are struggling with the content: 4.27

--Exemplary student work that is valuable to current content is clearly visible in my school: 2.55

--Teachers have high expectations of themselves and the students at my school: 3.36

--Do you feel you have the support you need in order to differentiate curriculum for each student: 2.64

--Do you regularly do cross-curricular planning: average of: 3.00

--Has your director been available and helpful to you when you need assistance: average of: 3.55

School Improvement Plan

W-A-Y Academy - Chicago Site

Student Survey

Surveys were administered to all students.

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

- My accomplishments are celebrated at my school: Average of 2.9
- I feel safe at school: of Average of 3.42
- I feel respected at my school: Average of 3.41
- My school environment is orderly and supports learning: Average of 3.51
- The school I attend is clean and well maintained: Average of 3.17
- In my school, the primary focus is on teaching and learning: Average of 3.67
- Staff members and students work together to improve our school: Average of 3.48
- My school provides a variety ways for students to get involved: Average 3.57

Parent Survey

Parents involvement has been a key challenge. Many of children come from single family homes where parents care for more than 2 children and work full time jobs. Transportation also poses a challenge for many parents.

- My child feels safe at school: 4.05
- My student's accomplishments are celebrated at school: 3.58
- The environment at my child's school is orderly and supports learning: 3.95
- My child's school is clean and well maintained: 4.21
- At my child's school, the primary focus is teaching and learning: 4.05
- Staff members and students work together to improve my child's school: 4.26
- My child's school provides a variety of ways for students to get involved: 3.95
- My child is challenged to do his/her best at school: 4.21
- Teachers help my child set his/her academic goals. 4.26-
- The teachers at my child's school help him/her achieve their academic goals: 4.42
- My child's school prepares them to effectively use technology: 4.47
- Teachers regularly communicate with me about my child's progress. 3.47
- The teachers know when my child is struggling with the content. 4.26
- It is important to me that my child's work is displayed in the school. 3.68
- Teachers have high expectations of themselves and the students at my child's school. 4.42

PERCEPTION DATA - Conclusions

Staff Data - Conclusions

Our areas of perceived strength include: feeling safe at work, the technology available is useful for teaching my students, and knowing how to support students who are struggling with the content.

School Improvement Plan

W-A-Y Academy - Chicago Site

Our areas of perceived need for improvement include: exemplary student work that is valuable to current content is being clearly visible in my school, the environment at my school being orderly and supportive of learning, and my school providing a variety of ways for students to get involved.

Student Data - Conclusions

Our areas of perceived need for improvement include: celebrating accomplishments, improved facilities, and increased levels of respect from staff.

Our areas of perceived need for improvement include: schools focus on teaching and learning, and a variety of way to get involved.

Parent Data - Conclusions

Our areas of perceived need for improvement include: regularly communication about their child's progress, and increased displays of student work.

Our areas of perceived strength include: a high level of satisfaction with staff teaching ability, challenging students academically, by setting academic goals and achieving them, and providing excellent opportunities for students to build their technology skills.

We have concluded it would be beneficial to take a more active role in inviting parents and other stakeholders to be a part of dialogue and discussions we have regarding School Improvement. We can also encourage stakeholders to attend school board meeting and a parent is being added to the school board. We can be more diligent in communicating with stakeholders through newsletters, teacher communication both digitally and by phone. The District is looking to purchase a digitally communication system for regular parent communication. Our district can continue to hold Strategic Planning meetings with the public to allow suggestions for the effective use of financial resources. It is also important that we encourage staff to promote positive experiences regarding the schools and involve parents as much as possible.

PROGRAM/PROCESS DATA - Results

WAY Academy West was self-assessed using AdvancED's Self Assessment tool. Our staff evaluated indicators within each standard on a one to four scale; one representing indicators that need the most improvement and four representing our strongest indicators.

Based on this Interim Self Assessment, our strongest standard is Standard 4: Resources and Support Systems (average 3.14). Our area for growth is Standard 1: Purpose and Direction (average 2.33).

Standard 1: Purpose and Direction

Based on indicator 1.1 (level 2), we need to focus on engaging in systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. This is evident through survey results and examples of communications to stakeholders about the school purpose.

Based on indicator 1.3 (level 2), the school's leadership needs to focus on implementing a continuous improvement process that provides clear direction for improving conditions that support student learning. This is evident through survey results, agendas from continuous improvement meetings.

School Improvement Plan

W-A-Y Academy - Chicago Site

We will continue to provide professional development to our staff to maintain and communicate our school's purpose and improvement processes that support student learning.

Standard 4: Resources and Support Systems

Based on indicator 4.5 (level 2), improvements need to be made on technology infrastructure to support the school's teaching, learning, and operational needs. This is indicated through policies relative to technology use.

The staff have evaluated our school at a level 4 for indicators 4.1 and 4.3. Through documentation of our highly qualified staff, assessments of staffing needs and our two-year school budget, WAY Academy West has demonstrated that they have a highly qualified professional staff that are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. WAY is compliant with local and state inspection requirements and provides a safe, clean and healthy environment for all students and staff. We will continue to provide professional development to improve on the schools resources and services that support WAY's purpose and direction to ensure success for all students.

PROGRAM/PROCESS DATA - Conclusions

The Interim Self Assessment indicates our strength is Standard 4: Resources and Support Systems (average 3.14). Our area for growth is Standard 1: Purpose and Direction (average 2.33). Our goal will be to continually maintain and improve these ratings.

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.

Our school goals include the following:

1) All students at WAY Academy West Campus will become proficient readers;

Our team analyzed the scores from the NWEA MAP Reading Assessment, MEAP and the PLAN, EXPLORE and ACT Reading Exams to assess the needs of our target populations and to identify gaps for all students. Based on this information, students across all grade levels will be focusing on improving skills with writing research papers, Informational and Narrative Texts and Vocabulary Acquisition and Usage. In addition, our goal is 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.

2) All students at WAY Academy West Campus will become proficient in mathematics;

We analyzed the scores of the NWEA MAP Mathematics Assessment, PLAN, EXPLORE and ACT and MEAP Assessment to determine the needs of all of our students. Based on this information, we will focus on improving skills in Geometry and Statistics and Probability, Operations and Algebraic Thinking, and Real and Complex Number Systems. In addition, our goal 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 interventions from the math specialist, project

based learning, and differentiated instruction.

3) All students at WAY Academy West Campus will become proficient writers;

We analyzed the scores of the NWEA MAP Language Exam and MME Writing Exam to identify the needs of all our students and identify target populations. Based on this data, we will be focusing on improving skills with Language: Understand, Edit for Grammar, Usage, and Writing: Plan, Organize, Develop, Revise, Research. Our goal is to also improve the scores of the lowest 30% of students.

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

4) All students at WAY Academy West Campus will become proficient in science;

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, our goal will be to improve the scores of all students with an emphasis on 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.

5) All students at WAY Academy West Campus will become proficient in social studies.

We have analyzed the scores for the 9th grade MEAP 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 for all students.

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

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?

Our goals developed through the comprehensive needs assessment progress will meet the needs of all students. Reading comprehension affects reading and writing across the curriculum. The vocabulary utilized in science and mathematics is especially important for students to understand in order to comprehend, interpret, and analyze the presented data. By providing students with the tools to decode the meaning of subject matter terminology, it creates opportunities for students who struggle to succeed. Since the majority of students are below grade level in reading, it makes sense then that by focusing on increasing reading comprehension that all subject areas will increase.

As such, Title 1 Intervention Specialists will meet with students who are in the bottom one-third of MAP test scores. They will meet with the identified students on a regularly scheduled basis ranging from once to twice a week depending on need. Specialists will use manipulatives, graphic organizers, and collaborative learning to increase reading proficiency. These skills will transfer over into the identified subject matters as addressed in the school goals. Once students have shown improvement, whether through improved test scores, increased proficiency as displayed in project based learning, or through the Title 1 Intervention Specialists' observations, students may meet less often on a weekly basis. If students show great gains in more than one assessment area, as aforementioned, then students will no longer receive the Title 1 Intervention.

School Improvement Plan

W-A-Y Academy - Chicago Site

Our goals will address the needs of all students by meeting the students where they are and providing scaffolding supports throughout the learning process to support students and increase their learning potential across all content areas.

Our goals will address the needs of our target populations and students with disabilities by providing in-depth support, based on the needs of the individual student, to raise assessment scores and student achievement.

Component 2: Schoolwide Reform Strategies

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

WAY Academy West (along with WAY Academy Southwest - Vernor) implements the following district-wide strategies that 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 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. 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.

VISUAL TOOLS (THINKING MAPS)

All W-A-Y academy instructional staff utilize visual tools (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 DIALOGUE

Through the use of data dialogues, teachers will assess student engagement/achievement/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.

TECHNOLOGY ACCESS

WAY Academy West is a year-round program that requires students to attend classes all year. The program has a minimum attendance requirement of 3 days per week for high school students and 5 days per week for middle school students each attending 4 hours each day for a total of 15 or 20 hours a week respectively. Students are also required to complete weekly program requirements at home to meet the minimum requirements of 5 learning projects, earning .125 credits per week and logging into HERO, WAY's online learning environment everyday. Students work in school and at home for a 50/50 blend with the support and access to technology and internet access provided by WAY.

PARENT 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. Our parental involvement efforts include regular contact between teachers and parents to discuss student progress and school programs and increased parental contact for those students who are not meeting the minimum expectations. We also have monthly parent meetings to train parents on such topics as ACT preparedness, College readiness, understanding common core state standards as well as other ways they can support their child's learning.

INCREASED INSTRUCTIONAL TIME

All students at WAY Academy have an extended calendar with a total of 214 school days. In addition to this, students who need additional instructional time have the opportunity to attend lab 5 days a week as opposed to the 3 day schedule most students follow. The lab is also open on Saturdays and staffed with content area experts to offer additional support for all students. WAY Academy also offers online teaching staff 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 teachers and learning resources at any time to reach the state's standards.

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

Each of the strategies listed in question 1 (Project-based learning, reading apprenticeship, thinking maps, PBIS, RTI and data driven dialogue) will increase the quality of our instruction.

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 social studies, science and math.

VISUAL TOOLS - THINKING MAPS

W-A-Y Academy utilizes a common bank of graphic organizers, and 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 and organizers 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.

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.

QUANTITY OF INSTRUCTION

The opportunity exists to increase the quantity of 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. The lab is open on Saturdays for students who would like even more instruction and support than what is available Monday through Friday. In addition, there are also experts on-line and available for student assistance 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.

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 a 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 a 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.

DATA DRIVEN DIALOGUE

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

Teachers have the discretion to recommend a variety of strategies that will increase instructional time.

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

Each of the research-based reform strategies that were selected are aligned with the findings of the comprehensive needs assessment. Through the process of conducting the comprehensive needs assessment we identified our focus areas, targeted populations including students with disabilities, and selected appropriate strategies that will address each of the needs identified.

STRATEGIES FOR ALL STUDENTS

- Extended Learning Opportunities
- Project-Based Learning
- Reading Apprenticeship
- Visual Tools
- Reading Across the Curriculum
- Writing Across the Curriculum
- Modeling

STRATEGIES FOR TARGETED STUDENTS

- Differentiated Instruction
- Manipulatives
- Extended Learning Opportunities
- Project-Based Learning
- Reading Apprenticeship
- Visual Tools
- Reading Across the Curriculum
- Writing Across the Curriculum
- Modeling

Given that our students are at-risk and show the greatest weakness in the areas of mathematics and reading, the identified strategies will meet the needs of our students by addressing the key skills needed to succeed. Those key skills include being able to increase reading comprehension, interpret meaning from data, and demonstrate and apply the learning in a real-world application.

The strategies that were selected based on previously identified subject strands of mathematics and reading include the following:

- Extended Learning Opportunities
- Project-Based Learning
- Visual Tools

School Improvement Plan

W-A-Y Academy - Chicago Site

- Reading Across the Curriculum
- Reading Plus (reading specialist only)
- Differentiated Instruction
- Modeling
- Manipulatives

All general education teachers, as well as the Title I mathematics and reading Intervention Specialists, will utilize the above strategies. Mathematic manipulatives will vary. For instance, students will engage in hands-on activities ranging from basic operations to geometric shapes and measurements. Reading manipulatives will vary as well. For instance, students will engage in hands-on activities ranging from laminated sets of prefix, root and suffix kits to problem solving puzzles.

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.

Students who are performing in the lowest 30% based on the NWEA MAP scores and secondary diagnostic assessments will be pulled to receive interventions and support from a Math or Literacy Specialist. The interventions will provide students with instructional support utilizing various techniques and resources to meet their individual needs particularly in math and reading.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention ("RTI") is a multi-tier process which takes an in-depth look at each students' performance and integrates interventions or supplemental aids into the learning process as needed. Staff complete a tier analysis to determine whether or not the student's needs require supplements beyond grade level adaptations. The RTI team discusses specific student issues and develops interventions to be monitored over a 9-12 week timeframe.

The RTI staff will develop individualized S.M.A.R.T (Specific, Measurable, Attainable, Realistic and Time-Related) goals to assess student's improvement in specific areas of need. As each student progresses to meet their individualized S.M.A.R.T goal(s) students will progress off the targeted RTI services list and back into the general education population process.

EXTENDED LEARNING OPPORTUNITIES

All students who require (or request) additional support are permitted to have increased instructional time and support. High school students who normally participate in on-site instruction 3 days per week can attend 5 days per week, in addition to their off-site instruction. We also have experts (teachers) available for on-line support in all content areas 24/7 for all students.

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

WAY Academy West utilizes various metrics to determine if the needs of all students are being met as well as to determine if Tier 2 and Tier 3 support is effective.

The NWEA MAP assessment is administered three times a year to monitor student growth and determine if they are meeting grade level expectations. Students performing below grade level expectations continue to receive additional support as necessary.

The staff also engage in data driven dialogue on a weekly basis to review and analyze achievement data, credit attainment and attendance to further determine necessary supports needed and if the needs of all students are being met. Experts also assess informally in the lab to determine if students understand the material presented. In addition, the Math and Literacy Specialist may also conduct additional diagnostic assessments based on their content area.

If students are not making adequate progress, then further interventions will be needed. Parent/student/teacher conferences will be conducted to discuss the challenges and develop an academic success plan. By including the parent in the discussion, the home life environment can be taken into consideration as to what advantages and disadvantages are present. The academic success plan will identify clear expectations of goals students need to reach. Then, students will be held accountable to their academic success plan with the support of both parents and teachers. This intervention will be measured by informal and formal assessments of observation and increased mastery in schoolwork. The criteria that is used to determine if the strategies are helping the students are credit attainment in the lab and at home, MAP scores, M-Step data, and informal assessment in the lab.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	We currently do not have instructional paraprofessionals at WAY Academy West. If we have instructional paraprofessionals in the future, we will ensure that they meet all NCLB guidelines for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All teachers at WAY Academy West meet the NCLB guidelines for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

WAY Academy - Chicago is in its second year of operation. We had 10 certified staff members, including our administrator, during our first year.

Of the 10 staff members, 7 (70%) returned the second year. Of the three that did not return, one teacher went back to school, one left for another opportunity, and one left to be closer to home.

This year, two new positions were added: a reading specialist and an academic support specialist, bringing our total to 12 certified staff.

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

Years of Experience | Number of Teachers

1 year:	2 teachers
2 years:	4 teachers
3 years:	1 teacher
4-8 years:	0 teachers
9 years:	2 teachers
10 years:	1 teacher
11+ years:	2 teachers

6 out of our 12 staff members have a masters degree or higher.

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

WAY Academy West 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 to attract staff. In addition to these strategies, WAY Academy also encourages current staff members to refer potential colleagues that would be a great fit for our program.

Through recruitment opportunities and the interview process, WAY Academy highlights 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 learning environment. By advertising these qualities, we intend to attract high quality teachers who will flourish in a non-traditional setting.

feel more connected to their students and the community. Meaningful relationships with students and the community are often expressed by staff as reasons they stay at WAY Academy West.

A strong component of teacher retention is also the work environment. Teachers experience an atmosphere of mutual respect. Teachers have unrestricted access to building leadership. Leadership is open and flexible to addressing the needs, ideas, and concerns of teachers.

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, salary and benefits were restructured to ensure that teachers would stay with the program rather than leaving for another charter school that was offering a higher salary or benefits. 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?

We do not consider our turnover rate to be high. Some of our turnover is due to the change in the teaching schedule. During our first year, teachers worked on-site 3 days per week and off-site (from home) 2 days per week. This year, all teachers work on-site 5 days per week. Since this change was not compatible with some teachers' lifestyle, some turnover naturally occurred.

We do not anticipate high teacher turnover in the future.

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 Chicago is delivered at two levels, both at the building level and district level along with other WAY Academy schools. Building level professional development is determined by the building staff and is aligned to the comprehensive needs assessment and goals identified as part of the school improvement plan. 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 PD is related to other topics, not related to the comprehensive needs assessment, such as engaging the community as an authentic audience for projects.

The building PD is based on the Comprehensive Needs Assessment and will cover topics to support our lowest performance areas of math and reading. Building-level PD directly supports the strategies we have selected to use in our core content areas, including:

- Differentiated instruction
- Document-based questions
- Data-driven dialogue
- Title I Literacy and Math Intervention Support
- Project-based learning
- Reading Apprenticeship
- Use of graphic organizers

Professional development will include the following:

Math:

To address the lowest performance area, math professional development will cover utilizing effective math strategies to engage students, utilizing supplemental online math programs and creating rigorous math projects that integrate skills identified on state and NWEA MAP assessments. In addition, staff will receive training on incorporating math strategies in science projects, differentiating instruction for special education and lowest-performing students, and data driven dialogue to help staff effectively have conversations around the identification and monitoring of math progress for all students.

Reading:

To address another low performance area, reading professional development will cover literacy coaching which includes reading and writing across the curriculum, differentiating instruction to meet the needs of all students and data driven dialogue to help staff effectively have conversations around the identification and monitoring of reading progress for all students. WAY Academy Flint staff will also participate in ongoing professional development to continue the successful Reading Apprenticeship and Thinking Maps strategies.

All subjects:

Professional development for all subjects may overlap with other training and includes project-based learning for all subjects, unpacking all assessments including the MME, Plan, Explore, ACT, NWEA MAP, and M-Step and helping staff and students prep for these tests; utilizing Thinking Maps and Reading Apprenticeship strategies across all content areas; and Response to Intervention training which assists staff in identifying, evaluating and monitoring student progress. Staff will also continue to receive training on integrating technology to support

School Improvement Plan

W-A-Y Academy - Chicago Site

student learning.

District PD is based on the needs of both the district and all buildings. Professional development will include Common Core standards for all 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 will engage in ongoing, sustained professional development throughout the course of the year. Our year long PD calendar was created by the staff based on achievement data and staffing needs, and is aligned with the strategies and activities in our goals. We have established a leadership team which will ensure feedback is collected following each PD. The team will also create a classroom walk-through tool to ensure staff are implementing best practices and strategies learned from each PD to assist in coaching staff. In addition, staff meetings will be used to further discuss and share progress towards PD goals. At the conclusion of each school year, the entire staff will engage in a multi-day PD that reviews and evaluates achievement data, staffing needs and data from various other sources to create a PD calendar for the following school year.

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

Parent input in the design of the schoolwide plan was obtained through home visits, parent nights, parent surveys, school newsletters, phone calls, and representation on the school improvement team meetings. Parents also collaborate with the staff at WAY Academy through a variety of methods.

Team leaders and lab experts frequently conduct home visits to ensure the success of the students. During home visits, the team leaders and experts are able to communicate with the parents of the student. Academics as well as school improvement are discussed during the visit with the student and the parent.

Parent nights are hosted at the school and parents are invited to come to the school and meet with the staff. Parents are encouraged to participate in the night to discuss school topics and student performance. Parent surveys allow for parents to provide input on the school and give feedback to the staff and the school.

Parents were invited and attended several School Improvement Team meetings. Parents, students, and siblings of students provided input in the SIP. The SIP team, parents, students, and siblings of students gave feedback on parent involvement in the school and participated in surveys.

The parent feedback from the phone calls, home visits, SIP meetings, and parent surveys provided valuable information for the staff at WAY. Future programs and activities for the parents and students will be determined based on the input.

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

Parents are involved in the implementation of the schoolwide plan in the following ways:

- Parents receive ongoing communication with the school through school newsletters, email, online HERO system, home visits, and or phone calls.
- Parents are invited to attend the monthly SIP meetings to review data and collaborate with staff, board members, and students.
- During home visits parents are introduced to the School-Parent Compact, informed about their child's progress, and receive training on the technology given to the student and effective strategies for assisting them at home.
- Parents have access to student's progress through our HERO learning system at all times.
- Parents are asked to volunteer to help out on projects, chaperone field trips, and to share their expertise at the school.
- Parents are invited to participate in surveys to provide input on school programs and initiatives.

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

Parents will be involved in the evaluation of the schoolwide plan at WAY Academy West each year as part of our annual evaluation.

Throughout the year, there are various opportunities for parents to be involved in the design, implementation and evaluation of the
SY 2015-2016

School Improvement Plan

W-A-Y Academy - Chicago Site

schoolwide program plan. Parents have the chance to comment on the completed plan through email, phone or during face-to-face meetings.

Parents will also participate in the evaluation of the schoolwide plan by attending Title I parent meetings to be informed about Title I requirements and their right to be involved. Parents are encouraged to attend the School Improvement Team meetings and provide feedback and input throughout the school year.

In addition, an annual parent survey will be administered to all parents to get feedback on the effectiveness of the schoolwide plan. The parent survey will provide information to the staff at WAY to better meet the needs of students and to identify barriers to parental involvement.

Evaluation of the school-wide plan will be shared with all parents and translated to the appropriate language/s as necessary.

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	We have a Title I Parent Involvement Policy which meets all requirements of ESEA Section 1118 (c) through (f); the Policy is provided to all parents.	WAY Academy West 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.

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 nights a variety of topics will be covered, including home support their children may need. Our school has partnered with Don Bosco Hall to provide a variety of classes to parents and children on how to be more successful at home.

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

--Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school. Staff will assist in the annual review and update of the parent involvement plan. All staff will review and comment on the plan upon its completion so all may have input.

--Staff are 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, students, and staff.

--Additional PD and staff meetings will be done, as necessary, on further outreach and connections.

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 with school programs, such as monthly parent meetings, Detroit parent network visits, and our parent outreach.

--Parents can participate in student projects, and observe the classroom.

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

--WAY Academy - West has partnered with Don Bosco Hall, a local community center, to coordinate classes, parent meetings, neighborhood safety, wraparound services and education for parents and students.

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

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

--All parent communication is provided in a parent-friendly format, with educational terms explained.

--Parents have the option to receive information in multiple languages.

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

--Parents are invited to make comments, and request services 24/7. There are always open lines of communication through email, phone call, home visits. Responses will be provided within 24 hours.

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

--WAY can help meet the needs of migratory families, and parents with disabilities, by offering multiple meeting times, home visits, personalized meeting times available, as well as offering the support of the Mentor and Team leader to that researcher and family.

--WAY has staff members that can provide translation services for those with limited English proficiency as necessary.

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

The parent involvement component of the schoolwide plan will be evaluated annually through surveys or in person via home visits or during school meetings. Attendance records will be kept to evaluate parent participation and involvement in all activities. The information from surveys will be used to improve parent involvement at WAY Academy West. The data will be reviewed by the staff and parents to determine necessary improvements to increase involvement and remove barriers that impede parental involvement.

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

The results of the evaluation will be used to improve the schoolwide program in the following ways:

- Feedback from parents will be utilized to determine what training or additional programs may be necessary
- Data will be used as part of the comprehensive needs assessment
- Parents will be invited to attend the School Improvement Team meetings to provide additional input

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

The school-parent compact was developed by the school improvement team and parents. Parents were invited to attend the monthly School Improvement meetings and provide input. The compact was also sent out to all parents for their recommendation before the final copy was created.

The compact is reviewed annually and clearly defines how parents will work collaboratively with the staff and school to improve student achievement and meet state standards.

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

WAY Academy West currently serves students in the middle and 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)?

The school-parent compact is shared with students during their initial induction at WAY Academy West. Following induction, a home visit will occur for the compact to be reviewed by staff and parents. This compact is revisited throughout the year as a measure to hold all parties accountable for their role in student success.

The school-parent compact is also shared at our annual parent meeting.

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.

WAY Academy West provides and discusses individual student academic assessment results in an on-going basis and in a parent friendly format that is translated as necessary. Assessment results are provided in the following ways:

School Improvement Plan

W-A-Y Academy - Chicago Site

- Parent workshops are held by grade level to explain to students and parents about Plan / Explore / Pre-ACT scores. Parents are given the students' results and referred to additional outside resources to help students increase scores as necessary
- Parent letters are sent home to explain the scores to parents in parent-friendly language
- Individual home visits occur to share results with parents
- Parents have access to our online HERO learning system to access their child's real-time data
- Parent conferences are held at school

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 West currently does not have a preschool or elementary program.

However, strategies are employed to help 6th or 8th grade students transition into our program as well as to help 12th grade students transition to college.

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?

NA

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 suggested input on school-based academic assessments including comprehensive rubrics for assessing and grading student project submissions, during district and building professional developments and during daily collaboration meetings with their team of colleagues.

All teachers disaggregate student assessment data and discuss student outcomes regarding those assessments. This allows teachers to make appropriate content, instructional and assessment decisions. Through this analysis of student achievement data teachers develop both formative and summative assessments in each module and final product, respectively. Each teacher-developed assessment is aligned to evaluate student proficiency in aligned standards. During collaboration meetings, teachers discuss changes in instruction, create projects, and a plan to execute the projects.

School-based assessments are primarily done through formative assessments throughout the project-based learning model. These moments are during checkpoints, check your learnings, and artifacts produced during the project. Teachers will monitor project rubric ratings and credits earned through project-based learning.

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

To improve the academic achievement of all students, teacher instruction is informed through regular review of multiple observations of available student achievement data. The observed student achievement data is available informally, to teachers, as student responses to formative and summative assessments; and formally in school-wide assessment results including the NWEA MAP testing and the Plan and Explore tests.

Teachers are provided with eight hours per week of collaboration time. During this time, teachers analyze student responses to teacher-developed formative and summative assessments provided in their projects. These assessments then provide teachers with information to adjust their instruction as students continue through their projects. Students' success at achieving proficiency levels in the standards' expectations in the projects are based on district wide rubrics for awarding proficiency levels for each standard.

In addition teachers work through a data cycle using Data Driven Dialogue to analyze NWEA MAP data and Plan and Explore test data. This allows teachers to identify standards, skills and/or strands in individual content areas to target in their lesson planning, with the purpose to develop appropriate scaffolds and interventions that address the students' needs during project implementation.

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.

On-going Data Driven Dialogue training has occurred to help staff analyze data. The protocol is utilized to identify students who need timely, additional intervention support. Data Driven Dialogue is a process to help structure and facilitate collaborative inquiry with and about data. This protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understanding of both problems and possible solution.

A comprehensive review of student assessment data from the MEAP, NWEA MAP, the Explore, Plan, and ACT are conducted. Classroom performance on specific standards along with the aforementioned assessments are used to identify students who are not meeting grade level expectations or most at risk of failing to meet the state core curriculum standards. The data review process involves analysis of current and previous test scores, teacher recommendations, attendance, student schedule (a.m. or p.m.), and initial assessments made by intervention staff. Teachers are also encouraged to recommend students they think will benefit from additional intervention based on observation and performance in the classroom. Once recommended, the students will be assessed by the interventionists to determine if further services are necessary.

Students take the NWEA MAP test upon entry into the program in the Fall, Winter and Spring to identify student ability levels in math, reading, and language arts. The lowest 30% of students according to NWEA MAP reading and math are targeted for intervention services by a reading and math specialist. Reading and math specialists administer secondary assessments to obtain more specific, individualized data and ensure targeted students are the ones 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. Once a student has reached the target proficiency score, he or she is then removed from the target list to make room for any other students who may be struggling with the content.

Staff members also regularly evaluate each student's standards' mastery data and project completion using content area rubrics to determine if they need additional support. This ensures that students are receiving the specific interventions that they need.

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?

Additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement standards. Students work directly with the Title I Literacy or Math Intervention Specialist to identify skills that need improvement and focus on developing mastering of those skills.

Students are allowed to stay for extra class sessions or add additional days to their weekly attendance schedule if they are struggling with credit attainment or projects. Targeted students are required to attend 5 days a week for additional support. All students may attend

School Improvement Plan

W-A-Y Academy - Chicago Site

additional hour/days with administrative approval. During that time, they work with an expert and focus on core subject areas that they are in need of mastering.

Student progress is monitored weekly by their teacher/mentor and team leader. Each student has a dashboard in HERO that clearly outlines their project completion and credit attainment for the last seven day period. If a student is not meeting weekly goals, the team leader and student collaborate to create a comprehensive learning plan that identifies areas for improvement across all content areas.

Students who continue to experience difficulty are referred to the additional staff available (Special Ed, Literacy / Math Intervention, Social Worker) for further evaluation and support.

READING: Students that are identified as needing additional assistance in reading work one-on-one with the reading specialist at least twice a week for 45-60 minutes. During individual interventions the reading specialist uses a research based reading program and strategies, and academic games. Thinking Maps and Reading Apprenticeship strategies are also used by our reading specialist as an additional support in improving student achievement.

WRITING: Writing is incorporated into our ELA program. The reading specialist provides individualized and small group supports and services for students who have difficulties attaining state achievement standards at a proficient or advanced level in writing. Thinking Maps and Reading Apprenticeship strategies are used by our specialist as an additional support in improving student achievement. Teacher-created writing projects provide additional strategies.

MATH: Students that are identified as needing additional assistance in math work one-on-one with the math specialist at least twice a week for 45-60 minutes. Individualized and small group supports and scaffolding using Think Through Math and other math games are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Math. Think Through Math is a supplemental program that meets the students where they are and scaffolds math skills toward grade level proficiency. Thinking Maps and Reading Apprenticeship strategies are used by our math instructors as additional support in improving student achievement.

SCIENCE: Students who struggle in science are identified through teacher observations and submissions of student work. Students are given multiple opportunities to re-do work to earn credit. Additional one-on-one and/or small group help is available from the science teacher and reading specialist. Strategies used to improve student achievement include the use of manipulatives, experiments, close reading, text tagging, and Thinking Maps.

SOCIAL STUDIES: Students who struggle in social studies are identified through teacher observations and submissions of student work. Students are given multiple opportunities to re-do work to earn credit. Additional one-on-one and/or small group help is available from the social studies teacher and reading specialist. Strategies used to improve student achievement include the use of Thinking Maps and Reading Apprenticeship strategies to improve student achievement.

The Title I Literacy or Math Intervention Specialists identify the greatest areas of need for the identified students and develop a plan of action to implement supports to improve the student's skills. The Title I Specialists work one-on-one with students to improve reading, writing and math skills. Additional supports for these students include the following strategies:

--Reading Apprenticeship: Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project-based learning environment. This is a cross-curricular strategy that supports English, math, science and social

studies.

--Project-based Learning: Students have the opportunity to resubmit any project upon completion to show their further mastery of the content standards. Students have the capability to show their mastery of standards through projects of their choice such as essays, Powerpoint presentations, or collaborative assignments. This is a cross-curricular strategy that supports English, math, science and social studies.

--Graphic organizers/Thinking Maps provide a user-friendly format to assist our students in guiding and organizing their thinking, enabling the writer to translate those thoughts into an organized written format. Graphic organizers visually represent the thinking needed to compose a written task, as well as to organize and remember information. This is a cross-curricular strategy that supports English, math, science and social studies.

--Technology access at school and home: While at school students have access to desktop computers, laptops, the HERO learning system (WAY Program's on-line curriculum and student database) and other forms of assistive technology to meet the individual needs of students. Students are provided technology and Internet connectivity (if needed) at home to access the program's online curriculum as well as access to certified teachers from all content areas 24 hours per day. This is a cross-curricular strategy that supports English, math, science and social studies.

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

Researchers (students) at WAY Academy participate in a blending learning environment. The high school students attend lab 3 days a week and the middle school students attend 5 days a week for four hours each day. The other half of the day the students are expected to work from home on projects.

When students are present in lab they work with an expert (teacher) who provides scaffolds for learning. The expert is able to scaffold existing projects in the HERO database to meet the needs of the students. (HERO is not an acronym; we use the term because that is what we want our students to be: a hero.) The expert is able to adjust the reading level of text, incorporate graphic organizers, change the level of questioning, and modify the expected outcome for the final product. In addition, experts differentiate lessons by providing small group instruction, extended time for assignments, and giving students choice in the project to demonstrate mastery of specific standards. These modifications and adjustments can be made in all content areas: reading, math, writing, science and social studies.

When students work from home on the HERO projects there are many resources available to the students. Projects in HERO can be read aloud to meet the needs of students struggling with the text. Students are able to access the scaffolded expert-created HERO projects from home. In addition, online content-area experts are available 24 hours a day to answer questions and provide scaffolds and feedback for the students.

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:

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

--State--per pupil allowance (state aid)/general fund, 31-a (at risk) funding, Trig grant

--Local--Bike Von, a local organization that donates a bike; the Don Bosco Community Center (parent, student, wraparound services)

These 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 is used to fund supplemental staff, supplies, and technology to achieve the school wide goals in reading, writing, math, science, and social studies, as well as parent involvement activities.

Title I, Part A funds are used to staff one full time literacy specialist to work with targeted 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 students one-on-one and in small groups to improve math skills. Title I, Part A funds are also utilized for literacy and math support materials.

Title II, Part A funding is used for staff training on Reading Apprenticeship, Thinking Maps, and Data Driven Dialogue training for all certified staff from K-12 Teachers' Alliance.

IDEA - Federal funding used to support special education services.

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.

Per pupil allocation (state aid)/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

--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

School Improvement Plan

W-A-Y Academy - Chicago Site

--Internet Access - building Internet costs as well as Internet access fees for students in their homes

--School nutrition funds are used to provide free school breakfast and lunch to all students

Local Resources

WAY Academy is located in the Don Bosco Community Center that houses several community organizations that work with our students.

The center also attracts additional organizations to the building which provide ample opportunities for the school to seek enrichment opportunities for our students. Our students have worked closely with Developing Kids, the Youth Assistance Program (YAP), and the Milestone agencies. Bike Von is a local program that donates several bikes each year, which are given to students through incentive programs, raffles, rewards, etc.

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, 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 consisting 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. IDEA funds support our special education services.

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. IDEA funds provide special education instruction to students who qualify.

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, professional development opportunities, 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

School Improvement Plan

W-A-Y Academy - Chicago Site

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 coordination and 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.

WAY Academy West 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) checking for consistency and fidelity of implementation. Data points are collected and evaluated to measure the school's attainment of the established goals within the plan. Data is gathered from parents, staff, and researchers (students) that target the implementation and impact of the plan. Classroom walk through, observations, lesson plan monitoring, test scores, and surveys are the primary vehicles for data attainment.

During this time, staff also participate in an in-depth data dig to review researcher (student) achievement data to determine if individual researcher and school-wide goals have been met or progress made. The SIP team will conduct alignment checks based on teaching and learning activities to further monitor program progress and effectiveness. If the SIP team determines a strategy may not be effective or misaligned with the school-wide plan, the team will gather and further review assessment data and observations related to the strategy. If the strategy is determined to be ineffective the team will research best practices to determine what is needed.

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 the NWEA MAP, ACT, Plan, Explore, and State of Michigan common assessments, to evaluate the results of the school-wide program. For all grades, classroom assessments include, but are not limited to, projects, and authentic demonstrations of learning. Assessments created by the teachers are given throughout courses to assess essential learning skills, and adjust instruction as needed. We also review all new data as it is collected: demographic, perception, and program/process data, in addition to student achievement data.

Progress towards school-wide goals as well as performance on each assessment are used to evaluate 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. All teachers will evaluate assessments data schoolwide and for specific content areas. The assessment data will be shared with students and they will be taught how to evaluate their academic strengths, weaknesses and understand their growth targets.

The schoolwide plan will be revised as necessary based upon the results of evaluations 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.

We look to see if students who are furthest from achieving state standards are making at least one or more year of growth in a given school year. This is especially true for students who exhibit the largest gaps as compared to all students. We track student growth using the NWEA MAP, which is taken three times in a school year. We update a spreadsheet to track growth from test cycle to test cycle. We will make instructional decisions/adjustments based how students are progressing at various points in the school year. Given this information we can

make academic adjustments to our instructional programs.

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?

Our School Improvement Team will be reconvened annually in the spring to review all new data and assess the effectiveness of our strategies. The Team will utilize the new Program Evaluation Tool provided by Advanc-ed. Ongoing revisions are applied continually as the plan is implemented throughout the school year. The data collected is used to formulate necessary adjustments to the plan. Annually, the activities that support the yearly goals are evaluated and revised.

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	All students at WAY Academy West Campus will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$103390
2	All students at WAY Academy West Campus will become proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$78890
3	All students at WAY Academy West Campus will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$32000
4	All students at W-A-Y Academy will become proficient in science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$22500
5	All students at WAY Academy West Campus will become proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$22500

Goal 1: All students at WAY Academy West Campus will become proficient readers.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth and Eleventh grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of at least 10% in Reading by 08/31/2016 as measured by the RIT score on the NWEA MAP assessment. .

Strategy 1:

Differentiated Instruction - Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment.

Use data to differentiate instruction

Research Cited: Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008). The Enhanced Reading Opportunities Study: Early impact and implementation findings (NCEE report no. 2008-4015). Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

Cziko, C. (1998). Reading happens in your mind, not in your mouth: Teaching and learning academic literacy in an urban high school. *California English*, 3.(4).

Donohue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy*, 47(1), 24–37.

Tier: Tier 1

Activity - Professional Development in Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/29/2015	\$17000	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

School Improvement Plan

W-A-Y Academy - Chicago Site

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	General Fund	All certified teachers

Strategy 2:

Document-Based Questions - Thinking Maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning. Each Thinking Map is designed to answer guiding questions that are related to a specific thought process. Teaching everyone in your learning community to "ask and answer questions" (one of the elements of the Common Core Standards) is critical to mastering the cognitive demands of the Common Core and State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready. NEED TO ADD HOW THE DBQ WILL BE USED IN ALL CONTENT AREAS AND WHAT KINDS OF DOCUMENTS WILL BE USED.

Research Cited: Utilizing Thinking Maps® to Promote Reading Comprehension and Motivation to Read in Urban Elementary School Males by Patricia A. Edwards, Doctoral Candidate, Oakland University, Rochester, Michigan, 2011.

The Effect of Thinking Maps on Students' Higher Order Thinking Skills by Laura A. Weis California State University, Northridge, 2011

An Examination of Student Performance after Two Years of Thinking Maps® Implementation in Three Tennessee Schools by Katharine Mabie Hickie, May 2006

Integrating Content and Process

Chapter 6: Maps for the Road to Reading Comprehension: Bridging Reading Text Structures to Writing Prompts by Thomasina DePinto Piercy, Ph.D. and David Hyerle, Ed.D.

www.dbqproject.com

Tier: Tier 1

Activity - Professional Development in Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will receive initial and ongoing, job-embedded training on the implementation of Thinking Maps.	Professional Learning	Tier 1	Getting Ready	09/08/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

School Improvement Plan

W-A-Y Academy - Chicago Site

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	General Fund	All certified teachers

Strategy 3:

Data Driven Dialogue - Data Driven Dialogue helps to structure and facilitate collaborative inquiry with and about data. This protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions. Participants will increase their confidence and skill in facilitating data-driven dialogue by applying these tools and techniques.

Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (with Bruce Wellman, MiraVia, LLC)

Mentoring Matters: A Practical Guide to Learning-focused Relationships (with Bruce Wellman, MiraVia LLC)

Pathways to Understanding; Patterns & Practices in the Learning-Focused Classroom (with Bruce Wellman, MiraVia LLC)

How to Talk So Teachers Listen (with Bruce Wellman, Educational Leadership)

More Than 100 Ways to Learner-centered Literacy (Corwin Press)

Shifting Rules, Shifting Roles: Transforming the Work Environment to Support Learning; Organizational Learning: The Essential Journey (with Arthur Costa and Bruce Wellman)

Tier: Tier 1

Activity - Professional Development in Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

School Improvement Plan

W-A-Y Academy - Chicago Site

Activity - Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Teacher Collaboration	Tier 1	Implement	08/25/2014	08/28/2015	\$0	General Fund	All staff members

Strategy 4:

Title I Literacy Intervention Specialist - The Title I Literacy Intervention Specialist will work with targeted students who are the lowest performing in reading/Language Arts. These interventions will be individualized and carried out in small group or individual teaching sessions.

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.

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. Riddle-Buly, M., Coskie, T., Robinson, L

Tier: Tier 2

Activity - Title I Literacy Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Literacy Intervention Specialist will work with targeted Title I students in order to increase proficiency in reading across all content areas.	Direct Instruction	Tier 2	Implement	09/08/2014	08/28/2015	\$71390	Title I Part A	Title I Intervention Specialist

Goal 2: All students at WAY Academy West Campus will become proficient in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Mathematics by 08/31/2016 as measured by the RIT score on the NWEA MAP assessment..

Strategy 1:

Title I Math Intervention Specialist - The Title I Math Intervention Specialist will work with targeted students who are the lowest performing in math. These interventions will be individualized and carried out in small groups or individual teaching sessions.

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

School Improvement Plan

W-A-Y Academy - Chicago Site

“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.

Neufeld, B., and D. Roper. “Coaching: A Strategy for Developing Instructional Capacity.” The Annenberg Institute and the Aspen Institute Program on Education.

Tier: Tier 2

Activity - Title I Math Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Math Intervention Specialist will work with targeted Title I students in order to increase proficiency in math.	Direct Instruction	Tier 2	Implement	09/02/2014	08/28/2015	\$71390	Title I Part A	Title I Math Intervention Specialist

Strategy 2:

Project Based Learning - Certified math teachers will be trained in the development and implementation of project based learning in mathematics.

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

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.

Cognition and Technology Group at Vanderbilt. (1992). The Jasper Series as an example of anchored instruction: Theory, program description, and assessment data. *Educational Psychologist*, 27(3), 291–315.

Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., & Soloway, E. (1997). Enacting project-based science: Challenges for practice and policy. *Elementary School Journal*, 97(4) 341–358.

Thomas, J. W. (2000). A review of research on project-based learning. San Rafael, CA: Autodesk Foundation.

Tier: Tier 1

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

W-A-Y Academy - Chicago Site

All certified math teachers will implement project based learning in math.	Direct Instruction	Tier 1	Implement	09/02/2014	08/28/2015	\$0	General Fund	All certified math teachers.
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Strategy 3:

Data Driven Dialogue - Data Driven Dialogue helps to structure and facilitate collaborative inquiry with and about data. This protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions.

Participants will increase their confidence and skill in facilitating data-driven dialogue by applying these tools and techniques

Research Cited: Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (with Bruce Wellman, MiraVia, LLC)

Mentoring Matters: A Practical Guide to Learning-focused Relationships (with Bruce Wellman, MiraVia LLC)

Pathways to Understanding; Patterns & Practices in the Learning-Focused Classroom (with Bruce Wellman, MiraVia LLC)

How to Talk So Teachers Listen (with Bruce Wellman, Educational Leadership)

More Than 100 Ways to Learner-centered Literacy (Corwin Press)

Shifting Rules, Shifting Roles: Transforming the Work Environment to Support Learning; Organizational Learning: The Essential Journey (with Arthur Costa and Bruce Wellman)

Tier: Tier 1

Activity - Professional Development in Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	General Fund	All staff members

Goal 3: All students at WAY Academy West Campus will become proficient writers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Writing by 08/31/2016 as measured by RIT score on the NWEA MAP assesment.

Strategy 1:

Reading Apprenticeship - Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment.

Research Cited: Durukan, E. (2011). Effects of Cooperative Integrated Reading and Composition (CIRC) technique on reading-writing skills. Educational Research and Reviews, 6(1), 102–109.

Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008). The Enhanced Reading Opportunities Study: Early impact and implementation findings (NCEE report no. 2008-4015).

WestEd. (2004). 2001–2004: Increasing student achievement through school-wide Reading Apprenticeship. San Francisco, CA: Author.

Mehdian, N. (2009). Teacher’s role in the Reading Apprenticeship framework: Aid by the side or sage by the stage. English Language Teaching, 2(1), 3–12.

Tier: Tier 1

Activity - Professional Development in Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/29/2015	\$17000	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent, Consultants from K12 Teachers Alliance

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/29/2015	\$0	General Fund	All certified teachers

Strategy 2:

Thinking Maps - Thinking Maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning. Each Thinking Map is designed to answer guiding questions that are related to a specific thought process. Teaching everyone in your learning community to "ask and answer questions" (one of the elements of the Common Core Standards) is critical to mastering the cognitive demands of the Common Core and State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready.

Research Cited: Donohue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy*, 47(1), 24–37.

WestEd. (2004). 2001–2004: Reading Apprenticeship classroom study linking professional development for teachers to outcomes for students in diverse subject-area classrooms. San Francisco, CA: Author.

Mehdian, N. (2009). Teacher’s role in the Reading Apprenticeship framework: Aid by the side or sage by the stage. *English Language Teaching*, 2(1), 3–12.

Tier: Tier 1

Activity - Professional Development in Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will receive initial and ongoing, job-embedded training on the implementation of Thinking Maps.	Professional Learning	Tier 1	Getting Ready	09/08/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent, Consultants from K12 Teachers Alliance

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	General Fund	All certified teachers

Strategy 3:

Data Driven Dialogue - Data Driven Dialogue helps to structure and facilitate collaborative inquiry with and about data. This protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions.

Participants will increase their confidence and skill in facilitating data-driven dialogue by applying these tools and techniques.

Research Cited: Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (with Bruce Wellman, MiraVia, LLC)

School Improvement Plan

W-A-Y Academy - Chicago Site

Mentoring Matters: A Practical Guide to Learning-focused Relationships (with Bruce Wellman, MiraVia LLC)

Pathways to Understanding; Patterns & Practices in the Learning-Focused Classroom (with Bruce Wellman, MiraVia LLC)

How to Talk So Teachers Listen (with Bruce Wellman, Educational Leadership)

More Than 100 Ways to Learner-centered Literacy (Corwin Press)

Shifting Rules, Shifting Roles: Transforming the Work Environment to Support Learning; Organizational Learning: The Essential Journey (with Arthur Costa and Bruce Wellman)

Tier: Tier 1

Activity - Professional Development in Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	General Fund	All staff members

Goal 4: All students at W-A-Y Academy will become proficient in science.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Science by 08/31/2016 as measured by the MDE Summative Assessment.

Strategy 1:

Differentiated Instruction - Reading Apprenticeship - Reading apprenticeship will increase student proficiency in science by unlocking the ability to navigate informational text. Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment.

Research Cited: Litman, C., & Greenleaf, C. (2008). *Traveling together over difficult ground: Negotiating success with a profoundly inexperienced reader in an*

SY 2015-2016

School Improvement Plan

W-A-Y Academy - Chicago Site

introduction to chemistry class. In K. Hinchman & H. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy* (pp. 262–275). New York: Guilford Press.

Greenleaf, C., Hanson, T., Herman, J., Litman, C., Madden, S., Rosen, R., et al. (2009). *Integrating literacy and science instruction in high school biology: Impact on teacher practice, student engagement, and student achievement*. Arlington, VA: National Science Foundation.

Tier: Tier 1

Activity - Professional Development in Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/29/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Direct Instruction	Tier 1	Implement	10/06/2014	06/29/2015	\$0	General Fund	All certified teachers

Strategy 2:

Document-Based Questions - Thinking Maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning. Each Thinking Map is designed to answer guiding questions that are related to a specific thought process. Teaching everyone in your learning community to "ask and answer questions" (one of the elements of the Common Core Standards) is critical to mastering the cognitive demands of the Common Core and State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready.

Research Cited: *Bifocal Assessment in the Cognitive Age: Thinking Maps for Assessing Content Learning and Cognitive Processes*

by David Hyerle, Ed.D. and Kimberly Williams, Ph.D.

The New Hampshire Journal of Education (Plymouth State University and ASCD), 2009

Thinking Maps in Action

Bob Burden and Judy Silver

Teaching, Thinking & Creativity, Spring 2006

School Improvement Plan

W-A-Y Academy - Chicago Site

Visual Tools for Transforming Information Into Knowledge

David Hyerle, Author

Arthur L. Costa, Prologue

Robert J. Marzano, Foreward

Corwin Press, 2009, Second Edition

Tier: Tier 1

Activity - Professional Development in Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will receive initial and ongoing, job-embedded training on the implementation of Thinking Maps.	Professional Learning	Tier 1	Getting Ready	09/08/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	General Fund	All certified teachers

Strategy 3:

Data Driven Dialogue - Data Driven Dialogue helps to structure and facilitate collaborative inquiry with and about data. This protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions.

Participants will increase their confidence and skill in facilitating data-driven dialogue by applying these tools and techniques.

Research Cited: Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (with Bruce Wellman, MiraVia, LLC)

Mentoring Matters: A Practical Guide to Learning-focused Relationships (with Bruce Wellman, MiraVia LLC)

Pathways to Understanding; Patterns & Practices in the Learning-Focused Classroom (with Bruce Wellman, MiraVia LLC)

How to Talk So Teachers Listen (with Bruce Wellman, Educational Leadership)

School Improvement Plan

W-A-Y Academy - Chicago Site

More Than 100 Ways to Learner-centered Literacy (Corwin Press)

Shifting Rules, Shifting Roles: Transforming the Work Environment to Support Learning; Organizational Learning: The Essential Journey (with Arthur Costa and Bruce Wellman)

Tier: Tier 1

Activity - Professional Development in Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	General Fund	All staff members

Goal 5: All students at WAY Academy West Campus will become proficient in social studies.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of at least 10% in Social Studies by 08/31/2016 as measured by the summative MDE assessment.

Strategy 1:

Differentiated Instruction - Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment. NEED TO EXPLAIN HOW DIFFERENTIATED INSTRUCTION WILL HELP

Research Cited: HIGH SCHOOL U.S. HISTORY AND BIOLOGY

A Study of the Efficacy of Reading Apprenticeship Professional Development for High School History and Science Teaching

INSTITUTE OF EDUCATION SCIENCES, U.S. DEPT. OF EDUCATION • 2006–2010

Lee, C.D., Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. New York, NY: Carnegie Corporation of New York.

Cziko, C. (1998). Reading happens in your mind, not in your mouth: Teaching and learning academic literacy in an urban high school. California English, 3.(4).

Donohue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. Journal of Adolescent & Adult Literacy, 47(1), 24–37

Tier: Tier 1

Activity - Professional Development in Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	General Fund	All certified teachers

Strategy 2:

Document-Based Questions - Thinking Maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning. Each Thinking Map is designed to answer guiding questions that are related to a specific thought process. Teaching everyone in your learning community to "ask and answer questions" (one of the elements of the Common Core Standards) is critical to mastering the cognitive demands of the Common Core and State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready. NEED TO EXPLAIN HOW DOCUMENT-BASED QUESTIONS WILL HELP.

Research Cited: Gallavan, N. P., Kottler, E. (2007). Eight Types of Graphic Organizers for Empowering Social Studies Students and Teacher. The Social Studies, MJ(07), 117-128.

The Effect of Thinking Maps on Students' Higher Order Thinking Skills by Laura A. Weis California State University, Northridge, 2011.

An Examination of Student Performance after Two Years of Thinking Maps® Implementation in Three Tennessee Schools by Katharine Mabie Hickie, May 2006
Tier: Tier 1

Activity - Professional Development in Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will receive initial and ongoing, job-embedded training on the implementation of Thinking Maps.	Professional Learning	Tier 1	Getting Ready	09/08/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	General Fund	All certified teachers

Strategy 3:

Data Driven Dialogue - Data Driven Dialogue helps to structure and facilitate collaborative inquiry with and about data. This protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions.

Participants will increase their confidence and skill in facilitating data-driven dialogue by applying these tools and techniques.

Research Cited: Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (with Bruce Wellman, MiraVia, LLC)

Mentoring Matters: A Practical Guide to Learning-focused Relationships (with Bruce Wellman, MiraVia LLC)

Pathways to Understanding; Patterns & Practices in the Learning-Focused Classroom (with Bruce Wellman, MiraVia LLC)

How to Talk So Teachers Listen (with Bruce Wellman, Educational Leadership)

More Than 100 Ways to Learner-centered Literacy (Corwin Press)

Shifting Rules, Shifting Roles: Transforming the Work Environment to Support Learning; Organizational Learning: The Essential Journey (with Arthur Costa and Bruce Wellman)

Tier: Tier 1

Activity - Professional Development in Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

W-A-Y Academy - Chicago Site

Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Title II Part A	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
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Activity - Data Driven Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	General Fund	All staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Math Intervention Specialist	Title I Math Intervention Specialist will work with targeted Title I students in order to increase proficiency in math.	Direct Instruction	Tier 2	Implement	09/02/2014	08/28/2015	\$71390	Title I Math Intervention Specialist
Title I Literacy Intervention Specialist	Title I Literacy Intervention Specialist will work with targeted Title I students in order to increase proficiency in reading across all content areas.	Direct Instruction	Tier 2	Implement	09/08/2014	08/28/2015	\$71390	Title I Intervention Specialist

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	All certified teachers
Reading Apprenticeship	Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	All certified teachers
Data Driven Dialogue	All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	All staff members
Data Driven Dialogue	All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	All staff members
Thinking Maps	All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	All certified teachers
Data Driven Dialogue	All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Teacher Collaboration	Tier 1	Implement	08/25/2014	08/28/2015	\$0	All staff members
Data Driven Dialogue	All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	All staff members

School Improvement Plan

W-A-Y Academy - Chicago Site

Reading Apprenticeship	Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/29/2015	\$0	All certified teachers
Reading Apprenticeship	All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Direct Instruction	Tier 1	Implement	10/06/2014	06/29/2015	\$0	All certified teachers
Data Driven Dialogue	All staff will collaborate in cohort teams to ensure student success using the Data Driven Dialogue protocol. Data will be used to drive instruction and curriculum development.	Direct Instruction	Tier 1	Implement	08/25/2014	08/28/2015	\$0	All staff members
Project Based Learning	All certified math teachers will implement project based learning in math.	Direct Instruction	Tier 1	Implement	09/02/2014	08/28/2015	\$0	All certified math teachers.
Thinking Maps	All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	All certified teachers
Reading Apprenticeship	Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	All certified teachers
Thinking Maps	All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	\$0	All certified teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Data Driven Dialogue	Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
Professional Development in Data Driven Dialogue	Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

School Improvement Plan

W-A-Y Academy - Chicago Site

Professional Development in Data Driven Dialogue	Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
Professional Development in Reading Apprenticeship	All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/29/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
Professional Development in Data Driven Dialogue	Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
Professional Development in Data Driven Dialogue	Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

School Improvement Plan

W-A-Y Academy - Chicago Site

Professional Development in Thinking Maps	All certified staff will receive initial and ongoing, job-embedded training on the implementation of Thinking Maps.	Professional Learning	Tier 1	Getting Ready	09/08/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
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Professional Development in Reading Apprenticeship	All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/29/2015	\$17000	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance

School Improvement Plan

W-A-Y Academy - Chicago Site

Professional Development in Thinking Maps	All certified staff will receive initial and ongoing, job-embedded training on the implementation of Thinking Maps.	Professional Learning	Tier 1	Getting Ready	09/08/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance
Professional Development in Reading Apprenticeship	All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/29/2015	\$17000	Madeline Black, Director Bethany Rayl, Superintendent, Consultants from K12 Teachers Alliance
Professional Development in Reading Apprenticeship	All certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/28/2015	\$7500	Madeline Black, Director Bethany Rayl, Superintendent Consultants from K12 Teachers Alliance