MICHIGAN
Department of Education

School Improvement Plan

W-A-Y Academy - Chicago Site

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

WAY Academy is a personalized learning experience for all students, offering an innovative approach to education utilizing state of the art technology and project-based learning in alignment with state and national content standards. WAY is a 501(c)(3) non-profit Public Charity organization, facilitating learning experiences that encourage self-esteem, independence, and the development of 21st century skills guiding students to a college education and subsequent career paths. Currently, we service 12 sites with over 100 districts whose youth have access to re-engage in the learning process through one of our 11 regional locations in several cities, states, and countries. As required by Title I, a Comprehensive Needs Assessment (CNA) is done at least annually. School staff review student achievement data, perception data (students, parents and staff), demographic data, and school process data. Our team collected data from the following source

The comprehensive needs assessment is given at the beginning of the school year, end of the school year, when a new student begins at WAY West Academy, or as needed to address concerns with student reading and math abilities.
Administration mails out a flyer to inform the parents and students of when they will be taking the assessments.
Our teaching staff and selected members from administration proctor the assessments. Students take the assessment in groups of no more than 15 to a room. Some assessments are conducted by pencil and paper. However, most of the assessments are streamlined using technology. 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), PSAT-9, PSAT-10, and the SAT assessments (MME) NWEA and M-STEP
* 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 July 2017 to use data - driven results to plan for the upcoming school year.

Parent input was obtained through perception surveys taken in . 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 planning process. Monthly parent involvement meetings were held to provide parents with additional opportunities for participation. We developed a "Parent Pledge" night and hosted monthly "Parent Potluck" dinners to afford the parents an opportunity to voice their concerns and assist with developing the school improvement plan. In addition, this gave the parents an opportunity to socialize with one another and brainstorm for ideas to enhance our learning community.

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?

The staff reviewed the performance series math and reading scores in order to determine which students needed additional support from the specialists. We also looked at performance series scores to compare to previous years.

What was concluded:

Include the school's last 3 years of Adequate Yearly Progress (by subject, by subgroup, by aggregate):

Include the results of the State's Top to Bottom list for fall 2016 for the school:

Include information about the school's progress in meeting the NEW Proficiency Targets. Look at ALL content areas: ELA (Reading & Writing), Math, Science and Social Studies)

We will review the data from our feeder school to determine our students areas of need

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. 127 students were enrolled during the first year.

Enrollment increased to 171 students with the addition of 11th grade for the 2014-15 school year, which is the second year of the school. Of the original 127 students, 63, or 49% returned that year. The students were 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.

At the time of this report are school population was 142 students.

Surveys were administered to all students in the Winter of 2017. Approximately 65% of students responded to the Student Perception Survey.

We are currently re-writing the surveys and will be administering the new surveys to students, parents, community partners and other stakeholders in the Fall of 2017-Winter 2018.

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

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

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

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

Parents:

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

We made a concerted effort throughout several months to survey parents of non-adult students (17 or under). While we know that almost 123 students are under the age of 18, that does not mean we have 123 parents. In some cases, we have multiple siblings from one family, but this is not easily monitored as the students may have different last names or addresses. In other instances, students who are unrelated live together with an adult who is also unrelated. After a great deal of time and effort, we were able to obtain 33 responses to our parent survey, but we do not know what percentage of parents that actually represents.

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

Surveys were administered by requiring staff to call parents and sending students home with instructions for their parents to take the survey throughout several months of Spring 2017

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

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

At the time the School Improvement Plan was due, we had just received our M-Step Data. Therefore the M-Step data for 2016/2017 is not included in this needs assessment.

The PSAT was administered to 9 th and 10 th grade. The test is composed of reading, writing and math portions with science and social studies integrated very similar to the SAT, taken by 11th graders.

In 2016-2017, 52 9th graders were tested. Of the 52 6% met both benchmarks. No major gaps among subgroups were noted, but we found concerning gaps between males (10% met both)

and females (0% met both). This gap appears to stem primarily from the lack of female students

reaching the Math benchmark (0% of females), as the percentages for the English section are

within 3% of each other with 30% of males reaching the English benchmark, and 27% of females. It should be noted that there were twice as many male students (67%) who took the test compared to females (33%).

In 2016-2017, 14 10th graders were tested of which 13 completed the exam. Of the 13, 15% met both benchmarks. No major gaps among subgroups were noted.

SAT

In 2016-2017, 18 eleventh graders took the SAT. The state average was not yet available as this

was the first year Michigan provided SAT to all high school juniors. Using the scores College Board gauges as the benchmark for 11th grade

In 201602917, 4 twelfth graders took the SAT. Using the scores the College Board gauges as College Ready, 25% of twelfth graders scored as college ready.

There were no major gaps among subgroups.

Performance Series:

This was the first year we administered the Performance Series test. In previous years we had used the NWEA/MAP test as our multipoint growth assessment. In previous years with NWEA/MAP students were tested in the Fall, Winter and Spring in addition to the state required testing. It was determined that this contributed to the student culture of negativity towards testing which led to students not taking the growth

based test seriously. This led to our test results being inconclusive and made reaching our growth goals which were based on the multipoint local assessment very difficult to reach. Due to these struggles, we changed the schedule of testing when we switched to the Performance series test in 2016/2017 by testing students with our local assessment in only the Fall and Spring. In addition we began to aggressively work at shifting the student culture and attitude towards testing. This year 2017/2018, we are continuing to improve the student culture and hope to show better results as well as be able to consider our assessment data valid.

In 2016/2017 47% of our students showed growth, our goal for 2017/2018 is to improve on this percentage by at least 25%.

CONCLUSIONS

CONCLUSIONS FROM DEMOGRAPHIC DATA:

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

CONCLUSIONS FROM PERCEPTION DATA:

--STUDENTS:

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

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

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

--STAFF:

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

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

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

--PARENTS:

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

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

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

CONCLUSIONS FROM PROGRAM / PROCESS DATA:

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

GENERAL CONCLUSIONS

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

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

Goal #1: READING

Measurable Objective 1: All students will demonstrate at least a 10% increase in reading proficiency by 06/30/2018 as measured by end of year Performance Series.

We have analyzed the scores of the Performance Series Reading Exam assess the needs of our students and identify target populations. Based on the Performance Series Reading Exam scores for Spring 2017, the ninth-graders will be focusing on improving skills with Informational Texts.

Tenth-graders will be focusing on improving skills with Informational Texts.

The eleventh-graders will be focusing on improving skills with Informational Text.

The target population will be to improve scores for the lowest 30% of students.

To reach our measurable objective for the reading goal, our strategy will be to implement reading across the curriculum, targeted reading interventions from reading specialist, project based learning, differentiated instruction, a book club and points earned in our PBIS system for submitting book reviews in our library system.

Goal #2: MATHEMATICS

Measurable Objective 1: All Students will demonstrate at lease a 10% increase in math proficiency by 06/30/2018 as measured by Performance Series end of year assessment.

We have analyzed the scores of the Performance Series Mathematics Exam to assess the needs of our students. Based on the Performance Series Mathematics Exam scores for Spring 2017, the ninth-graders will be focusing on improving skills in Geometry and Statistics and Probability. Tenth-graders will be focusing on improving skills in The Real and Complex Number System and Statistics and Probability. The eleventh graders will be focusing on improving skills in The Real and Complex Number System and Geometry. The target population will be to improve scores for the lowest 30% of students.

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

Goal #3: WRITING

Measurable Objective 1: All 11th/12th grade students will demonstrate at least a 10% increase in writing proficiency by 06/30/2018 as measured by SAT and the Academic Approach SAT pre-test.

We have analyzed the scores of the SAT to assess the needs of our students and identify target populations. Based on the SAT scores for 2016/2017, the eleventh-graders will be focusing on improving skills with Writing: Plan, Organize, Develop, Revise, Research. Based on the SAT, the target population will be to improve the scores of the lowest 30% of students.

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

Goal #4: SCIENCE

Measurable Objective 1: At least 50% of 7th and 11th grade students will demonstrate science proficiency by 06/30/2018 as measured by M-Step.

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

To reach our measurable objective for the science goal, our strategy will be to implement content area literacy, project based learning, and differentiated instruction. As well as increase Science instruction in lab, start a science club and increase efforts to find a Science expert for our on site location.

Goal #5: SOCIAL STUDIES

Measurable Objective 1: At least 50% of 8th and 11th grade students will demonstrate proficiency im social studies 06/30/2018 as measured M-step.

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

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

Goal #6: PARENT INVOLVEMENT

Measurable Objective 1: Collaborate to increase parent involvement by at least 10% by 06/01/2018 as measured by attendance at parent events and survey result participation.

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

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

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

To reach our reading goal, we have four strategies including 1) Reading across the curriculum, 2) Project based learning, 3) Differentiated Instruction, 4) Socratic Circles and Academic Conversations . For the reading across the curriculum strategy, experts from all content areas have and will continue to participate in Reading Apprenticeship professional development, and the Reading Apprenticeship vocabulary will be used across the curriculum. Our third key activity for reading across the curriculum will include literacy coaching for all experts, so that all students are practicing literacy skills and Reading Apprenticeship vocabulary in each subject area. For the project based learning strategy,

experts from all content areas will use a reading standards rubrics to grade projects, that will stress the importance of practicing literacy skills in the final product for all students and will develop a culture of achievement for improving literacy skills. Each project based learning experience will also emphasize the importance of building background knowledge through reading and writing to learn to demonstrate understanding. For the differentiated instruction strategy, experts across all content areas will use thinking maps from the Reading Apprenticeship program. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Experts also have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by providing a first hand learning experience. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. Our fourth strategy is the targeted reading interventions by the reading specialist, which will include multisyllabic decoding interventions, fluency instruction, and secondary diagnostics. This strategy will provide additional support for students who are at-risk with their reading and literacy skills. The reading specialist can also support students who are English-language learners or have special education needs. Special education students will also be given additional support by the special education teachers and the English language learners will also be supported by the ELL Intervention Specialist.

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

To reach our writing goal, we have four strategies including 1) Project based learning, 2) Differentiated Instruction 3) Technology integration and 4) Collins Writing System. For the project based learning strategy, experts across all content areas will use a writing rubric to grade projects, that will stress the importance of practicing writing skills in the final product for all students and will develop a culture of achievement for improving writing skills. Writing integration will use a series of writing modules in the project based learning experience to ensure all students are equipped to craft essays of various types in all content areas. Writing to Learn from the Reading Apprenticeship program will be integrated into all projects. For the differentiated instruction strategy, experts across all content areas will use thinking maps from the Reading Apprenticeship program. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Experts also have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by providing a first hand learning experience. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. For the third strategy of technology integration, students will practice twenty-first century writing skills by practicing keyboarding. They will be trained in Apple Office Suite for typing their final products for projects, and they will be trained in website creation to present their projects to an authentic audience.

To reach our science goal, we have three strategies including 1) Project based learning, 2) Differentiated Instruction, and 3) Content area literacy. For the project based learning strategy, science experts will use a science project rubric to grade projects, that will stress the importance of practicing science skills in the final product for all students and will develop a culture of achievement for improving science skills. Science experts will organize a project showcases to provide an authentic audience for science students and their final products. For the differentiated instruction strategy, science experts will have the opportunity to organize experiential learning field trips to enhance the project based learning experience within the community by providing a first hand learning experience. Science experts will also use science

laboratory resources to enhance the tactile learning experience for kinesthetic learners and develop scientific skills. For the third strategy, science teachers will aim to improve content area literacy. Literacy coaching will provide job embedded coaching and professional development to all science experts to integrate the Reading Apprenticeship approach in the lab environment. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. This will help target the students who need extra support.

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

Our parent involvement goal, addresses the needs of the whole school population by ensuring parents are involved in and support their child's academic progress. Parent support includes ensuring students work from home, attend as scheduled and communicate with the school on a regular basis. Students with parents who are involved in their academic lives tend to have more academic success, enjoy school more, are less likely to be involved in violent behavior are more likely to participate in extracurricular activities, are socially well-adjusted and are more likely to go on to post-secondary education. Increased parent involvement will also meet the needs of students who are disadvantaged by providing additional support to these parents through in school programming and providing community resources outside of school. 4) Academic Conversations have allowed us to see different perspectives, build ideas, and solve problems. Academic conversations push students to think and learn in lasting ways. 5) Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. 5)Socratic Circles a highly effective form of classroom discussion that positively impacts student learning. This form of discussion improves critical thinking skills and encourages all students to participate in mastering a topic. Learn how to shift students away from a debate mindset centered on winning to understanding alternative positions on an issue.

Component 2: Schoolwide Reform Strategies

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

PROJECT-BASED LEARNING

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

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

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

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

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

READING APPRENTICESHIP

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

THINKING MAPS

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

W-A-Y Academy, as a component of Response to Interventions (RTI), implements school wide Positive Behavioral Interventions andSupports (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. In addition an awards system is in place in which students earn "Brownie Points" for positive behaviors, which they can use to purchase goods donated in the "Brownie Points Store". 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.

DATA DRIVEN DIALOGUES

Through the use of data driven dialogues, teachers will assess student engagement, achievement, and progress, determine specific student needs, evaluate teaching strategies and formulate intervention plans. The data will be generated using assessment data from statewide tests (MAP, MME, etc.), and teacher/student/parent perception surveys. This data will allow teachers/administrators to determine/implement intervention strategies to better meet the needs of individual students.

Academic Conversations have allowed us to see different perspectives, build ideas, and solve problems. Academic conversations push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas.

Socratic Circles a highly effective form of classroom discussion that positively impacts student learning. This form of discussion improves critical thinking skills and encourages all students to participate in mastering a topic. Learn how to shift students away from a debate mindset centered on winning to understanding alternative positions on an issue.

PARENTAL INVOLVEMENT

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

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

QUALITY OF INSTRUCTION

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

PROJECT BASED LEARNING (PBL)

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

READING APPRENTICESHIP

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

THINKING MAPS

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

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

DATA DRIVEN DIALOGUE

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

QUANTITY OF INSTRUCTION RESPONSE TO INTERVENTION (RTI)

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

INCREASED INSTRUCTIONAL TIME

Students who need increased instructional time will have the opportunity to attend lab 5 days a week, instead of the 3 day schedule that most

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

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

All of the research-based reform strategies are aligned with the findings of the comprehensive needs assessment. During our assessment, we identified our focus areas and target populations and strategies to meet the needs of these learners.

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

PROJECT-BASED LEARNING

W-A-Y Academy uses the Project-Based Learning (PBL) model for learning, as a primary strategy, with all students and with our targeted students. PBL is an innovative approach to teaching, in which students explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the subjects they're studying. PBL addresses the needs ofthe target populations by allowing students voice and choice in choosing which real-world problems they would like to investigate. This strategy increases growth and achievement scores in the following subject areas:

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

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

Writing - PBL encourages research and reflection, which affords students the opportunity to write in every subject area. Students are

encouraged to write regularly, and through the revision process their writing skills are refined. 'READING APPRENTICESHIP

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

GRAPHIC ORGANIZERS/THINKING MAPS

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

W-A-Y Academy, as a component of RTI, implements school wide Positive Behavior Interventions and Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, the cafeteria, and restrooms). PBIS will help the students in our target population by providing them with clear and concise positive behavior expectations. These expectations will allow our students to know what behaviors are expected of them to achieve success. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth.

RESPONSE TO INTERVENTION (RTI)

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

DATA DRIVEN DIALOGUE

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

PARENTAL INVOLVEMENT

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

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

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

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

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

*SPECIAL EDUCATION

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

*INCREASED INSTRUCTIONAL TIME

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

*REPONSE TO INTERVENTION (RTI)

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

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and

communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth.

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

o determine if the needs of students are being met, WAY Academy utilizes the Performance Series assessment, which is taken twice a year, for all students and an RTI process/program. Our RTI program will use two diagnostics assessments for Tier 2 and Tier 3 students to determine the supplemental interventions needed and progress in each of the content areas. The decision that a student will no longer need supplemental interventions, will be based on students' individual development. Therefore if a student meets either of the two following diagnostics for the supplemental intervention needs, they will no longer receive targeted RTI services.

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

Diagnostic II: Performance Series Testing RIT Scores Student intervention needs are determined by their RIT Score performances on the Performance Series test. To determine if a student no longer needs supplemental interventions, RTI staff will review student growth via their Performance Series RIT Scores. The students that demonstrate beginning-of-the-year to end-of-the-year growth in their RIT Scores on the Performance Series mathematics, language and reading assessments above RTI service requirements, will be taken off the targeted RTI services list.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of 5 teachers who were on staff September 2016, 2 or 40% returned this year.

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

Our Director has over 10 years of experience. 3 teachers have under 3 years, 3 teachers have over 20 years.

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

WAY Academy has a comprehensive recruitment program that is used to attract highly qualified staff. WAY Academy participates in job fairs, advertises on websites, offers a user-friendly online application process, and networks with individual contacts. In addition to these strategies, WAY Academy also encourages current staff members to make referrals.
Through each of these recruitment methods, WAY Academy advertises the non-traditional opportunities our school offers such as regularly working with small groups of students, mentoring a group of students, implementing Project Based Learning, using state-of-the-art technology, and working in a non-traditional, open environment. By advertising these qualities, we intend to attract high-quality teachers who will flourish in a non-traditional setting.
WAY Academy also has teachers participate in the home visit model which allows teachers to interact with students in their home and feel more connected to their students and the community. Developing a meaningful relationship with students is often vocalized as a reason that teachers stay at WAY Academy. Additionally, WAY Academy rewards teachers' longevity with a paid stipend opportunities.
WAY Academy \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 websites, 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.

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?

Initiatives are being implemented in attempt to lower the turnover rate of highly qualified teachers includes a health savings plan that began the 2016-2017 school year. Additionally, WAY Academy rewards teachers' longevity with a paid stipend/bonus.

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 is delivered at both the district and building level. The building level professional development is provided once per month at the building site and is based on the building's comprehensive needs assessment (CNA). The district level professional development is also provided once per month in collaboration with other WAY Academy schools.

School level staff members determine the needs for building level professional development based on the areas of need identified in the comprehensive needs assessment and the school improvement plan. District level professional development is determined by the needs of the entire network of schools and is generally aligned to the common needs of all buildings. One example of these common needs is training on common core state standards and mapping the curriculum to these standards. Occasionally, targeted building level professional development is related to other timely topics, such as engaging the community as an authentic audience for projects. Examples of building level professional development topics include:

- PBL
- Cross-Curriculum Instruction
- Data-driven dialogue
- School Improvement Plan
- Differentiated instruction
- Culturally Responsive Instruction
- Socratic Circles
- Teaching Students in Poverty
- Restorative Practice
- Academic Conversations

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		WAY Academy West 2017/18 PD Plan

Component 6:   Strategies to Increase Parental Involvement

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

A survey is conducted asking parents questions about student support and the quality of instructional services offered at WAY Academy. Input from parents is also included from parent conferences and home visits. One parent representative serves on and informs the School Improvement Team. This parent is an integral part of the design team.

At WAY Academy, we routinely conduct home visits with parents. They are initially conducted upon the enrollment of a student. Once a student starts attending, we conduct home visits on an as-needed basis.

At the initial home visit, the technology is set up. This includes a desktop computer, primarily for student use. If needed, we provide an Internet card, which provides Internet access. The computer allows our students to complete approximately 50% of their work on-line. This includes a minimum of 5 Project Based Learning projects, as well as communicating with their mentor daily.

Parent access is also granted. Parents are able to log into HERO, our school's student database and curriculum, to track their child's progress.

We inquire as to what extra support their student may need, and advise them of the supports available (Title 1 Interventions, additional time on-site, etc.) at WAY Academy.

Parents are made aware that we welcome their input at all times and invite their participation in our educational program. Finally, we have a parent coordinator that sets up informational meetings with the parents at least five times a year.

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

Parents are involved in the ongoing review of implementation data to ensure the program is effective.

Through the initial home visit, parents are provided information as to how to access their student's records and activities. Parents are encouraged to monitor their student's progress and completion of projects. They are advised to contact a staff member if they have questions or concerns. A parent coordinator organizes at least five parent events during the school year, which are designed to target parental input.

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

Parents will be invited to be part of the school improvement team when we conduct our annual evaluation. Parents are surveyed to determine the effectiveness of parental involvement activities. Parents are also encouraged to provide feedback to teachers and administrators at annual conferences. WAY Academy provides parents of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children. Follow up surveys and in home visits also offer parents the opportunity to be involved in the evaluation of the school wide plan. A Parent Coordinator will organize 4-5 events during the school year, designed to target parental input.

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		Parent Involvement

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 school wide 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		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:-

Parent workshops are held by grade level to explain to students and parents about PSAT/SAT 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?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide their 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 Performance Series testing. Teachers are provided 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 Performance Series data and SAT/PSAT 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, Performance Series, the SAT, PSAT 9 and PSAT 10 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 Performance Series, 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 encouraged to attend 5 days a week for additional support. All students may attend 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 teacher/mentor, 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 IXL Math and other math games are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Math. IXL 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.

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

--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/ Semantic Webs 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.

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

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--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. Theseworkshops 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

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 Performance Series, 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 Performance Series, 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.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was created by the School Improvement Team. The team met weekly to review all student data including standardized assessment scores; student, parent, and staff survey data; student work samples; behavior data; and other applicable data.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

A comprehensive review of student assessment data including the MEAP, the NWEA MAP, the Explore, the Plan, and classroom performance on individualized standards mastery is used to identify students who are failing or most at risk of failing to meet the state core curriculum standards.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Criteria for student needs identification include:

1. Performing at the proficient or advanced level on the MEAP assessment (7th, 8th, and 9th grades)
2. Performing at or above college readiness benchmarks on the Plan, Explore, and ACT (8th, 9th, 10th, 11th grades)
3. Individualized performance in meeting or exceeding growth targets on the NWEA MAP (7th, 8th, 9th, 10th, 11th, and 12th grades)
4. Individualized mastery of the Common Core State Standards and Michigan High School Content Expectations (7th, 8th, 9th, 10th, 11th, and 12th grades)

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

WAY Academy West Campus uses Title I, Part A funding to staff one literacy intervention specialist and one math intervention specialist to provide timely, supplemental assistance to students in reading, writing, and math. Funds are also used to purchase materials to increase literacy and math skills.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Both the literacy and math intervention specialists are members of the school improvement team and are involved in the SIP planning process.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Reading Apprenticeship, Thinking Maps, and Data Driven Dialogue.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

All certified staff will be trained in and implement reading apprenticeship, the use of Thinking Maps in all content areas, and using the Data Driven Dialogue model to review data for improving instruction.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The math and literacy intervention specialists work with identified students on a one-to-one or small group basis to build foundational skills that allow students to unlock content area mastery. The interventions used are individualized to the learner level to ensure that each and every student is able to fully access the project based learning curriculum provided by WAY.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Because we are a 24/7/365 blended learning model, students are able to access the curriculum at all times. Students work with intervention specialists during a portion of their onsite time but are still able to fully participate in all project workshops and collaboration times.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The math and literacy intervention specialists meet with the regular education teachers on a weekly basis to collaborate and ensure that all services are coordinated. During scheduled collaboration times, the intervention specialists share with a cohort team the specific interventions that are being deployed for each individual student. The cohort teachers share what projects the students are working on, the targeted standards, and areas of intervention needs that have been observed.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

n/a

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		WAY Academy Paraprofessional Assurance

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		WAY Academy Teacher Assurances

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All certified staff will receive ongoing, job-embedded professional development in Reading Apprenticeship, the use of Thinking Maps in all content areas, and Data Driven Dialogue to inform instruction.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

n/a

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Calendar is complete and attached.	West School Calendar

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Two parent representatives sit on and inform the School Improvement team. These parents are an intregal part of the design team for the Title I, Part A program plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are involved in the ongoing review of implementation data to ensure the program is effective. Parents also attend monthly parent workshops to learn literacy and math skills activities to use with their children.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are surveyed about the program plan. Staff members also engage in individualized conversations with parents about the targeted assistance program plan to garner feedback related to their students' experiences with the program.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Monthly Title I parent workshops are held to train parents in understanding the Common Core State Standards and Michigan Content Standards; to assist parents in developing literacy activities to do with their children; to help parents work with their children on mathematics skills; and to allow parents to be an active participants in their child's learning.

5. Describe how the parent involvement activities are evaluated.

Parents are surveyed to determine effectiveness of parental involvement activities.

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

A committee of staff and parents work together to develop and modify the parent compact. The components identify how the parents, entire school staff, students, and Title I interventionists will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's standards. The compact is discussed annually to reevaluate efficiency during home visits.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Attached	WAY Academy Student Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

WAY staff will discuss achievement progress with parents in an ongoing basis in the following ways in their home language:

* Real Time Updates in HERO

* Home visits

* Individual parent conferences in the school

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached	Parental Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

n/a

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

WAY Academy West Campus receives the following resources:

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

State--per pupil allowance (state aide)/general fund, 31-a (at risk) funding, school nutrition

The funding sources are integrated and aligned to the 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 staff, supplies, and technology to achieve goals in reading, writing, math, science, and social studies.

Title I, Part A funds are used to staff one full time literacy specialist to work with targeted Title 1 students one-on-one and in small groups to improve literacy skills in English, science, and social studies and one full time math intervention specialist to work with targeted Title 1 students one-on-one and in small groups to improve math skills. 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.

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.

Per pupil allocation (state aide)/general fund covers all operational and instructional (including curriculum and assessment) components.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

During our annual evaluation of our Title 1 program we analyze our student data to determine what interventions are making the biggest impact on student learning and what may need to be monitored or changed. Evaluation is done during grade level meetings, staff meetings and Planning Team/Title I meetings, which include all stakeholders. The Data Driven Dialogue protocol is used on a weekly basis by cohort level teams to analyze data to inform ongoing instructional practices.

We also evaluate each student's project completion and standard mastery data to determine if they need continued additional interventions or can continue to make growth without additional interventions. This ensures that students are receiving the specific interventions that they need.

The evaluation of the effectiveness of the Title I program, with input from staff, parents, and students, will lead to revision of the plan when necessary. The MDE Program Evaluation Tool is used to help administrators and the school improvement leadership team monitor and evaluate the impact on student achievement.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

We will combine data from different assessments (including the NWEA Measures of Academic Progress, the MEAP, the MME, and all other applicable assessments) to evaluate the ongoing success of the students who have been targeted for services. The level of progress will be used to determine the outcomes of the services that are being provided and revisions will be made based on those conclusions.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have been trained to use the Data Driven Dialogue protocol to identify students who need timely, additional intervention support.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Staff, students, and parents are surveyed annually to evaluate the implementation of the Targeted Assistance program.

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

Data from the subgroup of targeted assistance students is disaggregated and analyzed from the MEAP, MME, ACT Plan and Explore, and NWEA MAP to evaluate the effectiveness of the Title I intervention program. The Data Driven Dialogue protocol is used to drive the conversation and analysis.

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

Data from the subgroup of targeted assistance students is disaggregated and analyzed from the MEAP, MME, ACT Plan and Explore, and NWEA MAP to evaluate the effectiveness of the Title I intervention program. The Data Driven Dialogue protocol is used to drive the conversation and analysis. In addition to this protocol, data on students who are furthest from achieving the standards is reviewed by the cohort collaboration teams and interventionists to create action plans and to ensure program effectiveness.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Cohort teams meet weekly to collaborate on data and to revise the plan when needed based on the ongoing review of all data sources. The school participates in the continuous improvement cycle outlined by AdvancED.

WAY Academy West School Improvment Plan 2017/2018

Overview

Plan Name

WAY Academy West School Improvment Plan 2017/2018

Plan Description

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	$88027
3	All students at WAY Academy West Campus will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$9637
4	All students at W-A-Y Academy will become proficient in science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$10042
5	All students at WAY Academy West Campus will become proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$10042
6	Increase parent involvement at WAY Academy.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1450

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:

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.

Category:

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

Activity - Reading Apprenticeship: Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close reading questions will be used before, during, and after reading through complex text. Students will use the questions to help focus on ideas that contradict, repeat, and/or encourage the student to wonder why the ideas form the way they do.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	$0	General Fund	All certified teachers

Strategy 2:

VISUAL TOOLS - Since the human brain is wired to rapidly make sense of and remember visual input, well-designed visual aids are used to aid in student learning.

Visualizations in the form of diagrams, charts, drawings, pictures, and a variety of other ways can help students understand complex information. As such, a well-designed visual image can yield a much more powerful and memorable learning experience than a mere verbal or textual description.

Category:

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

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:

Extended Learning Opportunities - All students who wish to increase their opportunities at school will be able to engage in this option.

Category:

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 - Extended Lab Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ll students who wish to increase their opportunities to succeed academically will be assigned extra time in the lab/classroom. This will allow students to interact with teachers and other students to gain a higher comprehension on the subject matter.	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 - Reaching Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

If a student receives a P (possible) for a grade on a project, then the student will follow the instructional steps given to try to gain the necessary knowledge needed to show mastery. This may involve working in a group, revisiting scaffolding activities, or receiving one-on-one explicit instruction from the teacher. Submitted work may earn a possible, 1, 2, or 3. A possible rating means that a student has not shown proficiency yet. A one rating means the student uses the skill/knowledge on a basic level. A two rating means the student applies the skill/knowledge to solve problems. Finally, a three rating means the student applies the skill/knowledge to solve problems in a real-world setting.	Teacher Collaboration, Academic Support Program	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.

Category:

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 Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Mathematics by 08/31/2017 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.

Category: Mathematics

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

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

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.

Category: 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
All certified math teachers will implement project based learning in math.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$7000	Title II Part A	All certified math 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

Category: Mathematics

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 | 09/06/2016 | 08/31/2017 | $9637 | Title II Part A | Demeatrice Brooks, Director of WEST Academy, Superintendent- Jennifer Hernandez, 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 Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Writing by 08/31/2017 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.

Category: English/Language Arts

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 Lan- guage 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	09/06/2016	08/31/2017	$0	General Fund	Demeatrice Brooks, Director Jennifer Hernandez, 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	09/06/2016	08/31/2017	$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.

Category: English/Language Arts

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 Lan- guage 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	09/06/2016	08/31/2017	$0	General Fund	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	09/06/2016	08/31/2017	$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.

Category: English/Language Arts

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	09/06/2016	08/31/2017	$9637	Title II Part A	Demeatrice, Director Jennifer Hernandez, 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	09/06/2016	08/31/2017	$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 Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Science by 08/31/2017 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.

Category: Science

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

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	$405	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
ll certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$0	General Fund	All certified teachers

Strategy 2:

Document-Based Questions - hinking 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.

Category: Science

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

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	09/06/2016	08/31/2017	$0	General Fund	Demeatrice Brooks, Director Jennifer Hernandez, 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.

Category: Science

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	09/06/2016	08/31/2017	$9637	Title II Part A	Demeatrice Brooks, Director Jennifer Hernandez, 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	09/06/2016	08/31/2017	$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 Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Social Studies by 08/31/2017 as measured by 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

Category: Social Studies

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	09/06/2016	08/31/2017	$405	Title II Part A	Demeatrice Brooks, Director Jennifer Hernandez, 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	09/06/2016	08/31/2017	$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.

Category: Social Studies

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	09/06/2016	08/31/2017	$0	General Fund	Demeatrice Brooks, Director Jennifer Hernandez, 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.

Category:

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 | 09/06/2016 | 08/31/2017 | $9637 | Title II Part A | Demeatrice Brooks, Director Jennifer Hernandez, 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	09/06/2016	08/31/2017	$0	General Fund	All staff members

Goal 6: Increase parent involvement at WAY Academy.

Measurable Objective 1:

collaborate to increase parent attendance and participation in schoolwide activities by at least 50% by 08/31/2017 as measured by parent attendance at school activities and parent surveys.

Strategy 1:

Parent Engagement Program - The Parent Engagement Program (PEP) will provide monthly academic and social opportunities between parents, students, and staff.

The PEP will include activities such as:

- Student project night

- Student led parent conference

- WAY Family Day (Welcome back to school event)

- Parent nights

Category: Career and College Ready

Research Cited: Michigan Department of Education - What Research Says About Parent Involvement in Children's Education

Tier: Tier 1

Activity - Student Led Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents are invited to student led conferences with the parent and the teacher. The student explains to the parent what is going well in the the classroom and areas that need improvement. The teacher is present for support and to answer any questions the parent has about the school or curriculum. | Parent Involvement | Tier 1 | Getting Ready | 09/06/2016 | 08/31/2017 | $250 | Title I Schoolwide | Teachers, staff members, director |

Activity - Student Project Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to see student work displayed. Students will plan the night for the parents and the staff. The staff will be present at the parent night to facilitate, but the students will lead the night.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	08/31/2017	$200	General Fund	Teachers, staff, director

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent nights will include: Family Game Night, Literacy Night, WAY Welcome Back Night	Parent Involvement	Tier 1	Getting Ready	09/06/2016	08/31/2017	$1000	General Fund	Teachers, staff, director

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

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	09/06/2016	08/31/2017	$9637	Demeatrice Brooks, Director Jennifer Hernandez, Superintendent Consultants from K12 Teachers Alliance
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 Data Driven Dialogue	Ongoing, job-embedded training for all staff members in Data Driven Dialogue.	Professional Learning	Tier 1	Getting Ready	09/06/2016	08/31/2017	$9637	Demeatrice Brooks, Director Jennifer Hernandez, 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	09/06/2016	08/31/2017	$9637	Demeatrice Brooks, Director of WEST Academy, Superintendent-Jennifer Hernandez, Consultants from K12 Teachers Alliance
Project Based Learning	All certified math teachers will implement project based learning in math.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$7000	All certified math teachers.
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	09/06/2016	08/31/2017	$405	Demeatrice Brooks, Director Jennifer Hernandez, 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	$405	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
Extended Lab Schedule	ll students who wish to increase their opportunities to succeed academically will be assigned extra time in the lab/classroom. This will allow students to interact with teachers and other students to gain a higher comprehension on the subject matter.	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	09/06/2016	08/31/2017	$9637	Demeatrice , Director Jennifer Hernandez, Superintendent Consultants from K12 Teachers Alliance

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/06/2016	08/31/2017	$0	Demeatrice Brooks, Director Jennifer Hernandez, Superintendent, Consultants from K12 Teachers Alliance

Student Project Night	Parents will be invited to the school to see student work displayed. Students will plan the night for the parents and the staff. The staff will be present at the parent night to facilitate, but the students will lead the night.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	08/31/2017	$200	Teachers, staff, director
Reaching Mastery	If a student receives a P (possible) for a grade on a project, then the student will follow the instructional steps given to try to gain the necessary knowledge needed to show mastery. This may involve working in a group, revisiting scaffolding activities, or receiving one-on-one explicit instruction from the teacher. Submitted work may earn a possible, 1, 2, or 3. A possible rating means that a student has not shown proficiency yet. A one rating means the student uses the skill/knowledge on a basic level. A two rating means the student applies the skill/knowledge to solve problems. Finally, a three rating means the student applies the skill/knowledge to solve problems in a real-world setting.	Teacher Collaboration, Academic Support Program	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	09/06/2016	08/31/2017	$0	All staff members
Reading Apprenticeship	Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$0	All certified teachers
Reading Apprenticeship	Teachers in all content areas will implement Reading Apprenticeship strategies in project design.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$0	All certified teachers
Thinking Maps	All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$0	All certified teachers
Parent Night	Parent nights will include: Family Game Night, Literacy Night, WAY Welcome Back Night	Parent Involvement	Tier 1	Getting Ready	09/06/2016	08/31/2017	$1000	Teachers, staff, director
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
Reading Apprenticeship	ll certified staff members will have initial and ongoing, job embedded training on Reading Apprenticeship.	Direct Instruction	Tier 1	Implement	09/06/2016	08/31/2017	$0	All certified teachers

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	09/06/2016	08/31/2017	$0	Madeline Black, Director Bethany Rayl, Superintendent , Consultants from K12 Teachers Alliance
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: Close Reading	Close reading questions will be used before, during, and after reading through complex text. Students will use the questions to help focus on ideas that contradict, repeat, and/or encourage the student to wonder why the ideas form the way they do.	Direct Instruction	Tier 1	Implement	10/06/2014	08/28/2015	$0	All certified teachers
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	09/06/2016	08/31/2017	$0	Demeatrice Brooks, Director Jennifer Hernandez, Superintendent Consultants from K12 Teachers Alliance
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	09/06/2016	08/31/2017	$0	All staff members
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	09/06/2016	08/31/2017	$0	Demeatrice Brooks, Director Jennifer Hernandez, Superintendent Consultants from K12 Teachers Alliance
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	09/06/2016	08/31/2017	$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

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Led Conferences	Parents are invited to student led conferences with the parent and the teacher. The student explains to the parent what is going well in the the classroom and areas that need improvement. The teacher is present for support and to answer any questions the parent has about the school or curriculum.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	08/31/2017	$250	Teachers, staff members, director