School Improvement Plan

W-A-Y Academy - Vernor Site

W-A-Y Academy

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Introduction

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

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	Goals and Plans in Assist were reviewed and updated as needed.	

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 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:
        Performance Series, SAT, M-STEP, Achievement Series
* Assessment results were reviewed by teams to identify positive and negative trends that affect achievement;
* Review of the building RTI processes, and assessment of discipline referral data. Specifically, staff use a data driven dialogue;
* Review of attendance and student retention data;
* Review of demographic and socio-economic statistical data to inform decisions as it relates to specific programming and supports.
* Review of all program components related to student outcomes, to assure program effectiveness.

Summary data were assembled and shared with the school improvement team which meets biweekly throughout the course of the year. Improvement team meetings began in July 2017, and the full complement of data was reviewed by September 2016.
Parent input was obtained through perception surveys taken in April 2017. This data assessed parent perception of safety, instruction, and socio-emotional supports present within the school. Parents were also invited throughout the year to participate in activities, meetings, and the school improvement team. Monthly parent involvement meetings were held to provide parents with additional opportunities for participation.

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

DEMOGRAPHIC DATA
Student Population:
We have a very diverse student population. Approximately 36% are legally adults (over 18 years old). Many more do not reside with a parent or legal guardian, but live with relatives, friends, or alone.

Some are considered legally homeless, and at least one student is covered under the McKinney-Vento Homeless Education Assistance Act.

There are many students who are expecting a child or have children at home. A large percentage of the students are employed, ranging from seasonal employment to full-time positions. Since most students live close to the school, they are able to walk or ride bikes. Other students drive to school or are dropped off by parents, siblings, or friends. For students

who have difficulties getting to school, we recommend public transportation or arrange rides with Team Leaders. Some have criminal background and/or are on probation. Many have either been expelled or failed out of the public school system. In spite of these factors, these students want to complete their high school education, and our program allows them the flexibility they need in order to do so.

From a demographic student survey, we learned that 5 students or 3% are 13 years old, 7 students, or 4% of students are 14 years old, 16 students or 8% of students are 15 years old, 28 students or 15% of students are 16 years old, 64 students or 34% are 17 years old, and 68 students or 36% of students are 18 years old or older.

49.7% or 95 students are females, and 50.3% or 102 students are males.

30 students or 15% are African American.
108 students or 55% are Hispanic.
29 students or 15% are Caucasian.
28 students or 15% are Multiethnic.

At the time of this report are school population was 195 students.

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

Enrollment Data:
W-A-Y Academy opened its doors in September 2011, and our enrollment the first year was 22 students. In August 2012, there was a total of 150 students. No students graduated during the first year. There was one student who left the program, so the attrition rate was less than 1%.

In August 2013, there was a total of 301 students. The retention rate was 99% from the 2012-2013 school year, and the percentage of newly enrolled students was 50% of the student population. A total of 12 students graduated from the program, and the graduation rate was 4%. There were 93 students who left the program or were dropped due to lack of engagement, thus the attrition rate was 31%.

In August 2014, there was a total of 313 students. The retention rate was 65% from the 2013-2014 school year, and the percentage of newly enrolled students was 37% of the student population. A total of 12 students graduated from the program, and the graduation rate was 4%. There were 46 students who left the program or were dropped due to lack of engagement, thus the attrition rate was 15%.

As of March 2015, we have 267 students enrolled.
Enrollment For the start of the school year 2016 - 2017 is currently standing at 228 students, although we are still enrolling students actively for the upcoming school year.
Enrollment for the start of the school year 2017-2018 is currently standing at 195 students, although we are still enrolling students actively for the upcoming school year and we have just reduced our roster from students who have not been engaged over the summer.

PERCEPTION DATA

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

Question Surv. Count Avg Score (1-5)

In my school, programs and services are available to help me succeed. 142 / 3.81

In my school, the purpose and expectations are clearly explained to me and my family. 142 / 3.74

In my school, a high quality education is offered. 142 / 3.73

In my school, all students are treated with respect. 142 / 3.8

In my school, teachers work together to improve student learning. 142 / 3.96

In my school, rules are applied equally to all students. 139 / 3.98

In my school, students treat adults with respect. 139 / 3.28

In my school, the principal and teachers have high expectations of me. 139 / 3.97

My school gives me multiple assessments to check my understanding of what was taught. 139 / 3.77

My school provides me with challenging curriculum and learning experiences. 139 / 3.68

My school prepares me to deal with issues I may face in the future. 139 / 3.53

My school motivates me to learn new things. 139 / 3.69

My school offers opportunities for my family to become involved in school activities and my learning. 139 / 3.39

My school makes sure there is at least one adult who knows me well and shows interest in my education and future. 139 / 3.85

My school provides learning services for me according to my needs. 139 / 3.73

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. 139 / 3.82

All of my teachers change their teaching to meet my learning needs. 139 / 3.55

All of my teachers explain their expectations for learning and behavior so I can be successful. 139 / 3.81

All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. 139 / 3.9

All of my teachers provide me with information about my learning and grades. 139 / 3.74

All of my teachers keep my family informed of my academic progress. 139 / 3.51

All of my teachers fairly grade and evaluate my work. 139 / 3.77

In my school, the building and grounds are safe, clean, and provide a healthy place for learning. 137 / 3.97

In my school, students respect the property of others. 137 / 3.49

In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center). 137 / 3.88

In my school, computers are up-to-date and used by teachers to help me learn. 137 / 3.95

In my school, students help each other even if they are not friends. 137 / 3.31

In my school, I can participate in activities that interest me. 137 / 3.66

In my school, I have access to counseling, career planning, and other programs to help me in school. 137 / 3.6

My school shares information about school success with my family and community members. 137 / 3.6

My school considers students' opinions when planning ways to improve the school. 137 / 3.58

My school prepares me for success in the next school year. 137 / 3.74

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

Staff:

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

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

Our school's purpose statement is clearly focused on student success. - responses /average 19/4

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. - responses /average 19 /3.58 Our school's purpose statement is based on shared values and beliefs that guide decision-making. - responses /average 3.62

Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. - responses /average 19 /3.47

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. - responses /average 19/ 3.84

Our school's governing body or school board complies with all policies, procedures, laws, and regulations.- responses /average 19/ 3.84

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. - responses /average 19/ 3.58

Our school's leaders support an innovative and collaborative culture.- responses /average 19/ 3.84

Our school's leaders expect staff members to hold all students to high academic standards.- responses /average 19/ 4.11

Our school's leaders hold themselves accountable for student learning.- responses /average 19 / 3.68

Our school's leaders hold themselves accountable for student learning. - responses /average 19 / 3.66

Our school's leaders hold themselves accountable for student learning.- responses /average 19 / 3.68

Our school's leaders hold all staff members accountable for student learning. - responses /average 19 /4.05

Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. - responses /average 19 / 3.68

Our school's leaders ensure all staff members use supervisory feedback to improve student learning.- responses /average 19 /3.63

Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.- responses /average 19/ 3.68

Our school's leaders provide opportunities for stakeholders to be involved in the school.- responses /average 19 /3.63

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.- responses /average 18/ 3.76

All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. - responses /average 18 /3.89

All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. - responses /average 18 / 3.76

All teachers in our school use a variety of technologies as instructional resources. - responses /average 18 / 4.11

All teachers in our school use a process to inform students of their learning expectations and standards of performance. - responses /average 18 /3.89

All teachers in our school provide students with specific and timely feedback about their learning.- responses /average 18 / 3.78

All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum. - responses /average 18/ 3.83

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined

criteria. - responses /average 18 / 3.94

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.- responses /average 18/ 3.47

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). - responses /average 18 / 3.44

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. - responses /average 18 / 3.61

In our school, related learning support services are provided for all students based on their needs. - responses /average 18 / 3.89

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. - responses /average 18 / 4.22

In our school, all staff members use student data to address the unique learning needs of all students.- responses /average 18 / 3.94

In our school, staff members provide peer coaching to teachers. - responses /average 18 / 3.72

In our school, a formal process is in place to support new staff members in their professional practice.- responses /average 18 / 3.56

In our school, all staff members participate in continuous professional learning based on identified needs of the school. - responses /average 18 / 3.83

In our school, a professional learning program is designed to build capacity among all professional and support staff members. - responses/average 18 / 3.61

In our school, all school personnel regularly engage families in their children's learning progress. - responses /average 18 / 3.61

In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.- responses /average 18 / 3.78

Our school provides qualified staff members to support student learning. - responses /average 17 / 4.06

Our school provides instructional time and resources to support our school's goals and priorities.- responses /average 17 / 3.82

Our school provides sufficient material resources to meet student needs.- responses /average 17 / 3.53

Our school provides protected instructional time.- responses /average 17 / 3.35

Our school provides a variety of information resources to support student learning.- responses /average 17 / 3.59

Our school provides a plan for the acquisition and support of technology to support student learning.- responses /average 17 / 3.82

Our school provides a plan for the acquisition and support of technology to support the school's operational needs.- responses /average 17 / 3.82

Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). - responses /average 17 / 3.24

Our school provides opportunities for students to participate in activities that interest them.- responses /average 17 / 3.12

Our school maintains facilities that support student learning. - responses /average 17 / 3.76

Our school maintains facilities that contribute to a safe environment. - responses /average 17 / 4.12

Our school uses multiple assessment measures to determine student learning and school performance.- responses /average 17 / 3.71

Our school employs consistent assessment measures across classrooms and courses.- responses /average 17 / 3.76

Our school has a systematic process for collecting, analyzing, and using data. - responses /average 17 / 3.47

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. - responses /average 17 / 3.44

Our school uses data to monitor student readiness and success at the next level. - responses /average 17 / 3.63

Our school leaders monitor data related to student achievement.- responses /average 17 / 4.06

Our school leaders monitor data related to school continuous improvement goals. - responses /average 17 / 3.96

Surveys were administered to all staff in the Winter of 2017. 100% of teaching/administrative staff responded to the Staff Perception Survey for a total of 15 staff members.

Primary areas where staff perceive our strengths include: feeling safe at work, a clean and well-maintained building, and knowing how to

support students who are struggling with the content.

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

Staff also expressed concern 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.

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

Question:

Our school's purpose statement is formally reviewed and revised with involvement from parents. 55 4.15 Our school's purpose statement is formally reviewed and revised with involvement from parents. 56 3.86 Our school has established goals and a plan for improving student learning. 56 4.04

Our school's governing body operates responsibly and functions effectively. 54 4.02

Our school's governing body does not interfere with the operation or leadership of our school. 55 3.93 Our school has high expectations for students in all classes. 55 4.2

Our school shares responsibility for student learning with its stakeholders. 55 4.02

Our school communicates effectively about the school's goals and activities. 54 3.93

Our school provides opportunities for stakeholders to be involved in the school. 54 3.89

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. 54 4.24

All of my child's teachers give work that challenges my child. 55 4.27

All of my child's teachers use a variety of teaching strategies and learning activities. 54 4.24

All of my child's teachers meet his/her learning needs by individualizing instruction. 55 4.11

All of my child's teachers work as a team to help my child learn. 55 4.09

All of my child's teachers help me to understand my child's progress. 55 4.05

All of my child's teachers keep me informed regularly of how my child is being graded. 55 3.93

All of my child's teachers report on my child's progress in easy to understand language. 55 4.05

My child sees a relationship between what is being taught and his/her everyday life. 55 4.05

My child knows the expectations for learning in all classes. 55 4.2

My child has at least one adult advocate in the school. 55 4.24

My child is given multiple assessments to measure his/her understanding of what was taught. 55 4.25

My child has up-to-date computers and other technology to learn. 55 4.23

My child has access to support services based on his/her identified needs. 53 4.2

Our school provides qualified staff members to support student learning. 54 4.26

Our school provides an adequate supply of learning resources that are current and in good condition. 55 4.26 Our school provides a safe learning environment. 55 4.2

Our school provides students with access to a variety of information resources to support their learning. 55 4.09 Our school provides excellent support services (e.g., counseling, and/or career planning). 55 4.07

Our school provides opportunities for students to participate in activities that interest them. 55 3.95

Our school ensures that the facilities support student learning. 55 4.24

Our school ensures the effective use of financial resources. 55 4.04

Our school ensures that instructional time is protected and interruptions are minimized. 54 4.11

Our school ensures that all staff members monitor and report the achievement of school goals. 55 4.02

My child is prepared for success in the next school year. 53 4.11

My child has administrators and teachers that monitor and inform me of his/her learning progress. 53 4.23

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.

STUDENT ACHIEVEMENT DATA

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.

PSAT

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, 37 9th graders were tested of which 34 completed the exam. Of the 34, 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

(Math 510 and Reading/Writing 440), 11% of students scored at or above the benchmark.

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%.

PROGRAM / PROCESS DATA

We looked at the interim self assessment in the Summer of 2017 to determine the program and process data. The results of the questions, as well as the average rating, is displayed below, followed by our analysis of strengths, weaknesses, and conclusions.

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). AV: 3.44

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. AV: 3.76

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. AV: 3.47

All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. AV: 3.89

All teachers in our school provide students with specific and timely feedback about their learning. AV: 3.78

All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. AV: 3.76

All teachers in our school use a process to inform students of their learning expectations and standards of performance. AV: 3.89

All teachers in our school use a variety of technologies as instructional resources. AV: 4.1

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. AV: 3.94

All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum. AV: 3.83

In our school, a formal process is in place to support new staff members in their professional practice. AV: 3.56

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. AV: 4

In our school, a professional learning program is designed to build capacity among all professional and support staff members. AV: 3.61

In our school, all school personnel regularly engage families in their children's learning progress. AV: 3.61

In our school, all staff members participate in continuous professional learning based on identified needs of the school. AV: 3.83 In our school, all staff members use student data to address the unique learning needs of all students. AV: 3.94

In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting. AV: 3.78

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. Av: 3.28

In our school, related learning support services are provided for all students based on their needs. AV: 3.89

In our school, staff members provide peer coaching to teachers. AV: 3.72

Our school employs consistent assessment measures across classrooms and courses. AV: 3.56

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. AV: 3.24

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. AV: 4.06

Our school has a systematic process for collecting, analyzing, and using data. AV: 3.47

Our school leaders monitor data related to school continuous improvement goals. AV: 3.94

Our school leaders monitor data related to student achievement.AV: 4.06

Our school maintains facilities that contribute to a safe environment. AV: 4.11

Our school maintains facilities that support student learning. AV:3.53

Our strengths seemed to lie in use of technology, analyzing data, and creating a safe and clean space that promote student learning.

Our weakest categories were exhibited in the challenge of the curriculum, and updating the curriculum to meet the needs of all the students using the data analyzed.

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

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.

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

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

*SPECIAL EDUCATION

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.

To 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	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of 6 teachers who were on staff September 2016, 3 or 50% returned this year.

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

There are currently 3 Experts, 1 title 1 specialist and 2 special education teachers for a total of 6 certified teachers.

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

2 years or less: 1 teachers or 16%
3-4 years: 0 teachers or 0%
5-7 years: 0 teacher or 0%
8-10 years: 1 teachers or 16%
11 or more years: 4 teacher or 66%

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

Less than 1 year: 1 teachers or 16%
1-2 years: 4 teachers or 66%
more than 2 years: 1 teachers or 16%

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

Bachelors Degree: 1 teachers or 16%
Masters Degree: 5 teachers or 83%

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

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

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

will flourish in a non-traditional setting.

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

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

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

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

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

In order to retain high quality teachers, the WAY Academy district administration monitor staff turnover rates and implement changes when needed. During the 2016/2017 school year new positions and stipends were created to help incentivize teacher retention, in addition the district is looking into longevity bonuses.

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

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

In attempt to lower the turnover rate the district has created and implemented new positions with stipends as well as creating a longevity 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 Southwest (Vernor) is delivered at both at the building level and district level. Building level professional development is aligned to the comprehensive needs assessment and goals identified in the school improvement plan. Staff participate on the school improvement team and therefore play a very active role in determining professional development topics. District level professional development is determined by the needs of the entire district and is often aligned to the common needs of all buildings. Occasionally district PD is related to other topics, such as engaging the community as an authentic audience for projects. Professional development topics focus primarily on improving our lowest performance areas of math and reading. Building-level PD directly supports the strategies we have elected to use in our core content areas, including:

--Project Based Learning
--Data Driven Dialogue
--Differentiated instruction
--Targeted math interventions
--Technology integration
--Content area literacy

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

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

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

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

District PD is based on the needs of both the district and all buildings. Professional development will include Common Core standards for all subjects available, reading and writing across the curriculum, NextGen Science standards training for science content teachers and planning project-based learning for cross-curricular projects. Additional district professional development involves redesigning rubrics for project-based

assessments for all content areas, utilizing Tuning Protocols as a process for collegial conversations and incorporating data from formative assessments in projects.

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

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

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

--Parent input through direct contact from home visits, where they are introduced to the parent compact, receive training in the technology given to the student, and get updates on their child's progress.

--Parents can attend parent nights, where they are informed of the progress of their child, can conference with teachers and staff, and receive training in the technology. These nights sometimes host special events, such as student project display, or FAFSA (Free Application for Federal Student Aid) training, or college applications. They provide a training for parents to support their students academic achievements.

--Parents can participate in school activities, field trips and surveys to contribute to the school-wide plan. Here they can provide their input on the program implementation , volunteer for school events, and ultimately support their child through their academic endeavors.

--Parents ensure that their child regularly attends, on their scheduled days.

--Parents provide a home environment that allows their child to complete school work.

--They encourage their student to do their best work.

--They will ensure their child has the resources they need.

--They will regularly check their child's progress in the online environment.

--Parents will have ongoing communication with their child's teacher and team leader.

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

WAY Academy will involve parents in the evaluation of he school-wide plan. Parents will be involved in multiple ways including through regular, two-way and meaningful communication addressing the effectiveness of school programs and parent involvement activities. Parents

are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to ensure maximum student achievement.

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

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

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

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	yes Parent Involvement Policy	

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

- Section 1118(e)(1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress.
During the monthly parent night a variety of topics will be covered including: academic content standards, state and local assessments, and how to monitor their child's progress. Parents may also receive support during enrollment, initial induction, initial home visit, or in person in school at any time on these topics. Materials will be translated into Spanish and a staff member will be a translator as necessary.
Parents have access to state standards and their child's real-time progress through our online Parent Portal. Home visits and parent conferences will be held to further assist parents in monitoring and supporting their child's progress.

- Section 1118(e)(2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement.
During the monthly parent night a variety of topics will be covered including additional support their children may need at home. Our school has partnered with several local organizations to provide a variety of classes to parents and children on how to be more successful at home.

- Section 1118(e)(3) Shall, with the assistance of parents, educate staff in the value and utility of parents' contributions.
Staff shall receive training on effective ways to engage and communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school. Staff will collaborate with parents in creating the parent involvement plan. Training will include various information from the MDE Parent Engagement toolkit.
Staff are also trained on how to conduct effective online, phone, and face to face conversations with parents. Additionally, staff is trained in

community outreach, encouraged to make community connections that include parents, local community members, students, and staff. Additional PD and staff meetings will be conducted, as necessary, on further outreach and connections.

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

Parent involvement is integrated and coordinated with school programs including:

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

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

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

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

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

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

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

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

WAY Academy can help meet the needs of Migrant families, those with limited English proficiency, and parents with disabilities by offering multiple meeting times in a handicapped accessible building, making home visits, and creating personalized learning plans for students. WAY Academy has staff members that can provide translation services for those with limited english proficiency as necessary. Materials will also be translated into the appropriate language as necessary.

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

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

The evaluation will determine whether:

--Parent participation has increased; and

--Barriers exists that hinder greater participation by parents.

Evaluation results (summary) will be reviewed by the program director, staff and school improvement team and shared with parents in the appropriate language. Feedback from parents and evaluation results will be used as part of the comprehensive needs assessment. The

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

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

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

--Determine what parents need, and base the monthly parent meetings around their needs

--Assist in modifying our school-wide program

--Inform the SIP team as they conduct the comprehensive needs assessment

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

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

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

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

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

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

Upon registration of a new student, a home visit is scheduled. During the scheduled home visit, staff members meet with the parent(s)/ guardian(s) and the student to review the School-Parent Compact and discuss program expectations and strategies for supporting students at home and in school. A translator is provided for parents/students that require translation. Materials will also be printed in the appropriate language as necessary. After careful review, discussions, and understanding of the compact, parents, staff members, and students sign the documents and the parent/student keeps an original document of the School-Parent Compact.

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

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	During enrollment and induction into the school, students and parents are notified about our online HERO learning system where they can access real-time data about each student's academic progress and assessment results. This information is integral to student success and can help students grow academically. Staff share data verbally, graphically, and in written form translated in a language parents understand as needed. Due to the relationships we have with our parents	School-Parent Compact

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

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

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

Assessment results are shared with parents using friendly language and are translated for parents that have English as a second language.

Also, the literacy and math specialist provide individual meetings to ensure that parents understand the student academic assessment results. Any parent with a disability or literacy issue is fully accommodated.

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

Component 7: Preschool Transition Strategies

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

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

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

WAY Academy also helps students with their transition to college. Throughout the program, students are consistently introduced to college and career options that are aligned to their goals. This includes informational sessions and college field trips from their team leaders, mentors and other teachers in the lab. When students get closer to graduation, they receive guided assistance with college applications from their mentors and team leaders. We host financial aid guidance for students and parents at our bi-annual FAFSA Night that is organized by teachers with the support of several community resources.

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

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

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

During collaboration meetings, teachers discuss changes in instruction, create projects, and determine appropriate assessments. Teachers use the Performance Series results, SAT and MME to make well-informed decisions. The reading and math specialists provide input by recommending and utilizing secondary diagnostic assessments for the lowest performing students in need of support services. School-based assessments are primarily done through formative assessments throughout the project-based learning model.

Teachers create project assessments through checkpoints questions, check your learning activities, and artifacts produced during the project. Teachers work together to establish inter-rater reliability for grading of projects. Teachers also practice inter-rate reliability on a monthly basis by independently evaluating a piece of student work before collaboratively reviewing their evaluations to ensure consistency in scoring.

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

Teachers participate in collaboration time for eight hours per week. During this time, teachers analyze student artifacts from projects while simultaneously participating in inter-rater reliability for grading and awarding standards for projects.
Data driven dialogue is a core component of our collaboration. Teachers disaggregate the data and discuss content, instructional delivery, and assessment. Specific intervention strategies are discussed for those students in need of strategic or intensive intervention at these meetings as well. Cross-curricular connections, scaffolds, and interventions are determined to assist in improving the academic achievement of all students. Over the past year, staff members have been trained and using the Data Driven Dialogue process, as well as other protocols for looking at student work.

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

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

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

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

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

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

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

Effective, additional assistance is provided for students having difficulty mastering the State's academic achievement standards at an advanced or proficient level. Interventions can vary greatly from student to student due to our development of individualized learning plans. However, the process begins the same for every student. All students receive quality instruction utilizing the strategies outlined in the plan. A project-based approach is implement which consists of high-interest projects and are scaffolded to meet the varying needs of each student. If a student is not interested in the projects presented, they have the opportunity to either select an alternate project or co-create projects with a

certified teacher on staff.

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

Tier 1

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

Tier 2

Students who have difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level will be identified by the content teachers and put into tiers, based on their level of achievement using data from Performance Series administered in the fall and spring. Immediately following testing, student assessment results will be analyzed by a data team as part of the Data Driven Dialogue process. Content teachers will scaffold instructional material to best serve the students in each tier.

Timely identification of student needs will also occur through teacher observation and monitoring of project progress through the assessment of authentic projects. A student may be referred for additional assessments and support at any time.
Tier 2 interventions include, but are not limited to, smaller group instruction, visitation with the school social worker, working with a reading and/or math specialist, more one to one learning time, and adjusted schedule to include more time in school, as well as the opportunity to increase instructional time with attending Saturday sessions.

READING: Students who struggle with attaining state achievement standards at a proficient or advanced level in reading are given the opportunity to receive individualized and small group support and service with reading specialist. Reading interventions strategies include the use of supplemental reading programs, thinking maps, and utilizing the reading apprenticeship process.
Students receiving service from the reading specialist have access to the Reading Plus program. This provides students at different reading stages the opportunity to build their fluency and comprehension through engaging reading. For grades 9-12, reading specialist, math specialist and special education staff provide service when students are on campus through both pull out and push in interventions working with students on skills in identified areas of weakness. (at least 2-3 time per week).

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

MATH: Students who struggle with attaining state achievement standards at a proficient or advanced level in math are given the opportunity to receive timely, individualized and small group support and services with a math specialist. The math Specialist utilizes supplemental, online math program the IXL program to help students work on basic skill development.
IXL is a web based program that infuses games with math concepts to make practicing enjoyable, while building math skills. IXL can be

accessed by students in school and from home, as an added extension of the learning process. Students are encouraged to practice consistently through various reward systems.

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

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

Tier 3Students with academic deficiencies at this tier are identified as the students who have not met any of the state's academic achievement standards and are not making progress with the strategies outlined in tier 2, over three testing cycles or three academic quarters.

Students at tier 3 may, with proper documentation, be referred for special education evaluation. If the student already has an IEP, it is necessary to provide them with highly individualized interventions and supports. The interventions at tier 3 are typically determined on a case-by-case basis. However, there are some common interventions that have been used at this tier. These include, but are not limited to:

adjusting student's schedules by adding or subtracting time in school, increasing the time spent working independently with adult support, functional behavior assessments (FBAs) and behavior intervention plans (BIPs), progress reports (daily or weekly), additional tutoring, and mandatory social work/counseling sessions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local--Southwest Solutions (Social Service Agency)

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

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

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

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

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

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

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

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

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

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

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

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

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

--Professional services - access fees to the WAY Program curriculum, including access to all online expert staff for academic support and evaluation

--Technology - desktops or laptops for 1:1 initiative

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

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

Local Resources

--SER Metro provides youth programming, career exploration, ESL classes and GED preparation--Michigan Works! collaborates with WAY to provide career advising for students and parents

--Dentists-R-Us collaborates with the school to provide free dental cleanings for parents and students.

--Southwest Solutions is a social service agency that provides wraparound services including counseling for students and families -- Living Arts collaborates with WAY to provide art education and workshops to our students.

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

1. Comprehensive Needs Assessment - State per pupil allocations (general funds) will be used to fund staff who will, in turn, compile and analyze the data for the academy's comprehensive needs analysis. Since the WAY Academy has a small staff (one director, three team leaders, and nine teachers) all staff members will act as members of the planning team along with parents, community members, and local business representatives. Each teacher acts as a member of a cohort of one team leader and three teachers that oversee one hundred and twenty students. In this cohort model, the team analyzes all data for the cohort, develops individualized intervention plans for each student, and helps to ensure that all learning needs of every student are met. The data analysis completed by each cohort, in turn, informs the overall comprehensive needs analysis for the academy.

2. Schoolwide Reform Strategies - State per pupil allocations (general funds) will be used to implement the year round, blended program for the WAY Academy. General funds are also used to allow cohorts to implement daily and weekly collaboration time to analyze student data, review scientifically-based research, develop and implement effective interventions, and participate in job-embedded action research to ensure student learning needs are being met. Title I Part A funds provide highly qualified intervention and support services teachers (reading and math interventionists). Section 31a funds support our student mentorship program.

3. Instruction by Highly Qualified Teachers - State per pupil allocations (general funds) are used to hire and train highly qualified teachers for the Academy. General funds are also used to fund administrators who observe and evaluate all highly qualified teachers. Additionally, general funds are used to provide daily collaboration time for all teachers, with a minimum of eight hours of collaboration time weekly for all certified teachers. Intervention and support staff are funded by Title I Part A; Section 31a allows us to provide a mentoring program.

4. Strategies to Attract Highly Qualified Teachers - State per pupil allocations (general funds) are used to allow administrators to use a portion of their time to review applications, interview staff members, attend job fairs, and hire highly qualified teachers. Highly qualified teachers are retained by providing an environment that encourages and values teacher input, has ongoing, job-embedded professional development opportunities, daily collaboration and planning time, leadership opportunities.

5. High Quality and Ongoing Professional Development - Both Title II, Part A funds and a portion of general fund allocations are used to implement ongoing, job embedded, high quality professional development aligned to the school improvement plan for all certified staff members.

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

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

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

9. Timely and Additional Assistance to Students Experiencing Difficulty Mastering State Standards - Title I, Part A and Section 31A funds will be used to fund intervention specialists in both literacy and math in order to provide individualized and small group interventions, as well

asgiving each student a teacher-mentor. General funds will be used to implement a year round, standards-focused, project-based curriculum that includes real world connected projects and allows students to master content at an individualized pace.

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

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

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

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

Evaluation:

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

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

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

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

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

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

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

The director and staff will utilize the MDE Evaluation Tool with all stakeholders to aid in revising the school-wide plan to ensure continuous

improvement of all students. The Evaluation Tool will be utilized during the course of the year to determine if mid-year changes are necessary and at the end of the year in preparation for the new school year.The entire plan will be reviewed during regularly scheduled collaboration meetings, as we examine new data, including perception, demographic, program/process and student achievement. Goals, objectives, strategies and activities will be adjusted in accordance with newly identified needs.

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?

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?

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.

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.

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.

Component 3: Incorporated Into Existing School Program Planning

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

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

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

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

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?

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.

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.			

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

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?

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?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

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

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

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?			

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

5. Describe how the parent involvement activities are evaluated.

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

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

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

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

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

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.

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.

Component 10: Ongoing Review of Student Progress

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

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.

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.

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.

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.

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.

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.