



School Improvement Plan

W-A-Y Academy - Vernor Site

W-A-Y Academy

Madeline Black
8701 West Vernor Highway
Detroit, MI 48209

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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 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

WAY Academy is a personalized learning experience for all students, offering an innovative approach to education utilizing state of the art technology and project-based learning in alignment with state and national content standards. WAY is a 501(c)(3) non-profit Public Charity organization, facilitating learning experiences that encourage self-esteem, independence, and the development of 21st century skills guiding students to a college education and subsequent career paths. Currently, we service 12 sites with over 100 districts whose youth have access to re-engage in the learning process through one of our 11 regional locations in several cities, states, and countries. As required by Title I, a Comprehensive Needs Assessment (CNA) is done at least annually. School staff review student achievement data, perception data (students, parents and staff), demographic data, and school process data. Our team collected data from the following 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 meeting began in August 2018, and the full complement of data was reviewed by September 2019.

Parent input was obtained through perception surveys taken in June 2019. 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?

Student Population: We have a very diverse student population. Approximately 36% are legally adults (over 18 years of age). Many more do not reside with a parent or legal guardian, but live with friends and relatives. Some are considered legally homeless and 8 students are covered under the McKinney-Vento Homeless Education Association Act. There are many students who are expecting a child or have children at home. A large percentage of the students are employed part-time or seasonal. 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. Some of our older students are coming back to get their high school diploma because it is a requirement of their probation due to being through the court system for a variety of reasons. Other students have been expelled from their last public school for violations to the student code of conduct. Many students have repeated a cycle of academic failure with their previous public school thus putting them on five or more year graduation track. Our program

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allows students the flexibility they need to complete their high school diploma and continue with their other obligations.

WAY Academy Vernor Site has a total population of 148 and graduated 15 students in June. The population consists of Percent of students by gender.

Percent of students by age/grade

Percent of students by ethnicity

Attendance Data: The goal for student attendance is 16 hours per week; attending 4 half days per week from September through August with 4 weeks off in July. Our blended learning model allows students to work from home online with certified teachers and attend face-to-face instruction in the learning lab. Students enrolled are provided with technology and Internet service in their homes.

Insert attendance data

WAY Academy Vernor Site has seen a decrease of enrollment since the fall of 2014. For the 2016-2017 school year enrollment was 228 students and in the 2017-2018 school year enrollment was 195 students. This past year, 2018-2019, enrollment was at it's lowest of 175. As we move into the 2019-2020 school year our current enrollment is 148.

Student Achievement Data:

Student Perceptions: Our students value the technology access and one-to-one devices at school and home as well as Internet access provided in their homes. Students also value the clean and well-maintained facility as well as the professional culture of our learning lab. Challenges perceived by students include: students struggle with content, being too far below grade level to comprehend new content and a need for teachers to make it easy to learn the content. j

Parent Perceptions: Our parent perceptions are similar to our students; they value the technology and clean facility. Parents also feel their children are getting an innovative education supported by technology which increases their skills in the workforce.

Staff Perceptions: Staff perceive our strengths as feeling safe at work, a clean and pleasant working environment and staff and student relationships.

Staff were concerned about knowing how to support students who are academically behind and the lack of student motivation and time on task.

Conclusions: Many of our students are overaged for their grade level thus putting them on a five or more year graduation track. Students who are over the age of 18 are in jeopardy of aging out before they earn their diploma. Students are faced with man challenges that are not common among traditional high school students. The majority of our students come from Southwest Detroit zip codes, 48209 and 48210. This unique population offers challenges with parent and community involvement and support.

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 06/30/2020 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 2019, students from ninth, tenth and eleventh-graders will be focusing on improving skills with Informational Text. To reach our measurable objective for the reading goal, our strategy will be to implement reading

across the curriculum, targeted reading interventions, project based learning and differentiated instruction, and points earned in our PBIS system.

Goal #2: MATHEMATICS

Measurable Objective 1: All student will demonstrate at least a 10% increase in math proficiency by 06/30/2020 as measured by the Performance Series end of the 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 2019, 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 06/30/2020 as measured by the SAT.

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 2018/2019, the eleventh-graders will be focusing on improving skill in Writing: Plan, Organize, Develop, Revise, Research. Based on the SAT, the target population will be to improve scores of the lowest 20% of students.

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

Goal #4: SCIENCE

Measurable Objective 1: At least 50% of 7th and 11th grade students will demonstrate science proficiency by 06/30/2020 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 20% 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 hiring a Science Instructor for our site to increase Science instruction in lab and start a science club.

Goal #5: SOCIAL STUDIES

Measurable Objective 1: At least 50% of 8th and 11th grade students will demonstrate proficiency in Social Studies 06/30/2020 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 20% of students.

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

Goal #6: PARENT INVOLVEMENT

Measurable Objective 1: Collaborate to increase parent involvement by at least 10% by 06/30/2020 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

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 the EL Intervention. 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 ELL interventions by EL specialist, which will include fluency instruction and secondary diagnostics. This strategy will provide additional support for student who are at-risk with their reading and literacy skills. The EL 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 EL 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.

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 and 3) Technology Integration. For the project based learning strategy, experts across all content areas will use a writing rubric to grade projects, that will stress the importance of practicing writing skills in the final product for all students and will develop a culture of achievement for improving writing skills. Writing integration will use a series of writing modules in the project based learning experience to ensure all students are equipped to craft essays of various types in all content areas. For the differentiated instruction strategy, experts across all content areas will use Thinking maps. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. For the third strategy of technology integration, students will practice twenty-first century writing skills by being trained in the use of Apple Office Suite.

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 effectively. Science experts will organize project showcases to provide an authentic audience for science students and their final products. For the differentiated instruction strategy, 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 Reading Apprenticeship approach in the lab environment. Thinking Maps will facilitate differentiated instruction by introducing a visual learning component for all learners.

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 rubric to grade projects effectively. They will organize project showcases to provide an authentic audience to enhance their tactile learning experience for kinesthetic learners and develop communications skills to articulate in front of others. Literacy coaching will provide job embedded coaching and professional development to all science experts to integrate Reading Apprenticeship approach in the lab environment. Thinking Maps will facilitate differentiated instruction by introducing a visual learning component for all learners.

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 and are more likely to participate in extracurricular activities, are socially well-adjusted and 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 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.

WAY Academy Vernor Site uses Project-Based Learning (PBL) as our primary strategy for teaching and learning with all students. PBL is an innovative teaching and learning approach that actively engages students to explore real-world problems and challenges. Learning comes from within the students as they are curious and inspired to obtain a deeper knowledge of the common core state standards. Teachers scaffold the projects to meet the needs of students interests. This strategy increases growth and achievement in all subjects. The projects in our PBL curriculum integrate two or more subjects which allows for real application of skills and knowledge. Students are graded using competency based strands from national standards in each subject area. The rubric of 1, 2, 3 is used, which correlates to the letter grades of C, B and A. This rubric does not allow for grades lower than a C average. Therefore, student whose work is graded lower than a 1 have to revise their work and resubmit for at lease a 1 (C average). This grading philosophy means students must learn the skills associated with the competency based strands.

Within the PBL curriculum students learn and use Thinking Maps. Thinking Maps are an organizational common language throughout the school to instill higher order thinking and comprehensive techniques in all students. Teachers use Thinking Maps within the projects provide visual aids to organize student's thoughts for deeper comprehension of content.

Positive Behavior Intervention and Support (PBIS) is a vital component of the climate and culture. WAY Academy was awarded the MIBLISI grant and has implemented it with the highest fidelity across all its schools. School Wide PBIS uses strategies to define, teach and support appropriate student behaviors to create a positive school climate and culture. Our continuum of positive behavioral support is implemented in the classroom and non-classroom settings. 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 are able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder students growth. 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 I support team as well as social work support personnel.

The Data Driven Dialogue protocol assesses student engagement, achievement, progress, determine specific student needs, evaluate teaching strategies and formulate intervention plans. State testing data (PSAT/SAT, M-Step) and perception data are used during this process. The data allows teachers/administrators to determine and implement intervention strategies to better meet the needs of students. Additional strategies for the school

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 will be positively impacted by the Project-Based Learning model of teaching and learning. PBL explores real world problems and challenges. with active engagement students are inspired to obtain a deeper knowledge of the subjects. This approach increases student engagement in their school and community. It also enhances their learning experience by connecting school to real world situations.

Reading Apprenticeship 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 allow for a greater depth of comprehension in all subject areas.

Thinking Maps are a common bank of graphic organizers. They are used throughout the school to instill higher order thinking skills and comprehension strategies. Teachers use various Thinking Maps within 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.

PBIS is a component of RTI and involves proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive school climate. 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.

Data Driven Dialogue uses state assessment (SAT, PSAT,M-Step), district benchmark assessment and perception data to determine and implement intervention strategies to better meet student needs.

Instructional Time is increased for students who need more face-to-face instruction. Students can attend up to 8 hours a day 5 days per week from September through August. This time is critical for older students who are getting close to aging out of the program.

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 our students. Based on the findings of our CNA 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, writing and mathematics based on the state and district assessments. We also determined that specific goals and strategies are needed in reading, writing and mathematics. To achieve these goals we reviewed the areas that displayed the greatest need for student support. These areas included reading and writing with 30% of our students testing proficient in reading and only 8% proficient in writing. In addition we used results from the Performance Series testing data to identified two common content standards, reading informational text, understanding grammar usage, writing organization, development and revision. We will address these areas through the following strategies.

PBL addresses the needs of the target population by allowing students voice and choice in choosing which real-world problems they would like to investigate. PBL allows student to see subjects as connected, practical and necessary in everyday life. Students in the bottom 30% will also be provided with additional support from Title I and paraprofessional to assist them with resources and materials to complete projects effectively. PBL requires a certain level of reading and independence to complete the online projects. Many of our projects in our curriculum have informational texts in various formats; digital, print media, etc... Reading consistently across the curriculum is a proven method of increasing fluency and comprehension. PBL and the online platform, HERO, requires students to write all of their answers and reflections which are opportunities to practice writing daily in every subject. Reading Apprenticeship strategies are embedded in every project across all subjects. These strategies allow students an opportunity to build reading strategies across all types of texts. The process includes comprehensive pre-reading strategies, continuous reading strategies, discussion and reflection.

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 are used to address the needs of at-risk students who need the most instructional support and are intended to be used in small group or one-on-one. Students who are performing in the lowest 30% based on state and district assessments will receive Title I interventions and support services in Reading and Mathematics. These interventions provide students with highly focused individualized instruction utilizing a variety of resources and techniques. These techniques are used to assist students in developing the skills necessary to achieve success in the content subject areas. Students work with a math or bilingual specialist 2-3 times per week on specific reading, language and math goals as well projects in the curriculum. Strategies include the use of supplemental online programs, Aleks Math and Let's Go Learn, to build foundational skills and provide continuous practice. In reading strategies include reading for fluency and comprehension using repeated readings. Students who demonstrate difficulty achieving credit attainment have the opportunity to increase their class schedule for up to 5 days per week. Our school uses a three tier approach to intervention for students who need the most instructional support. As a component of RTI we implement school wide positive behavior interventions and supports. PBIS involves proactive strategies for defining, teaching and supporting appropriate students behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in the classroom and non-classroom settings. PBIS 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 students achievement early on. 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, we utilize the Performance Series Assessment. Students take the assessment three times per year. Our RTI program uses two diagnostics for Tier 2 and 3 students to determine the supplemental interventions needed and progress in each of the content areas. The decision to terminate supplemental instructional services is based on students' individual growth. The first diagnostic is individual progress from formative assessments and the second is Performance Series growth targets.

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 Professionals will meet the NCLB requirements.	

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 teacher meet the NCLB requirements for highly qualified staff.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

This year we had 7 certified teachers with 2 returning in the fall which is about 50% retention rate.

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

The school has 2 special education teachers; one with 30 years of experience and one with 4 years. We have 3 certified teachers; 1 with 19 years and 2 in their first year of teaching. Our 1 bilingual paraprofessional has 6 years of experience.

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

Our school has a comprehensive recruitment program that is used to attract highly qualified staff. We also participate in job fairs and postings on Wayne RESA Applitrack and Indeed which offer a user friendly online application process. We also accept referrals from current and past staff. Through each of these recruitment methods, we advertise the non-traditional opportunities our school offers such as regularly working with small groups of students, mentoring students, implementing PBL, using state of the art technology and working in a non-traditional and open environment. By advertising these qualities, we intend to attract highly qualified teachers who will flourish in a non-traditional setting. Teachers also have the opportunity to attend home visits to their students which allows interaction with the parents so there is a strong home-school connection. Meaningful student-teacher relationships are the main reasons teachers seek our program.

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 qualified staff are similar to our individual school strategies. The district has a comprehensive recruitment plan that is used to attract qualified staff. The district uses job fairs, websites and networks with other school administrators to attract qualified staff. The district monitors to ensure all staff are certified and highly qualified in their respective areas of teaching. The district has implemented a stipend program which gives teachers additional pay for work performed off hours. New positions have been created to retain staff and provide them leadership experience and support. For staff with 4 or more years in the district, a longevity bonus was put in place. The district offers competitive salary, leadership opportunities, autonomy, self-directed work, a culture of collaboration, cross curricular projects (PBL) and 4 hours of prep time per week and 4 hours of collaboration with colleagues 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 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 aligned to the common needs of all buildings. Professional development topics focus primarily on areas of math and reading due to these core subject areas being of lowest performance. Building level PDs 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 ALEKs 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 Differentiated Instruction for Special Education and English Learners to help staff effectively plan, 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, PSAT, ACT/SAT series and helping staff and students prepare for these tests; utilizing Thinking Maps and Reading Apprenticeship strategies across all content areas; Response to Intervention (RTI), and Positive Behavior Incentive System (PBIS) training which assists staff in identifying, evaluating and monitoring student progress.

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.

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 facilitator for each major professional development area to ensure teachers have the support they need and the initiative is being implemented with fidelity. 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 school year, staff will participate in an extensive program evaluation to determine ongoing professional learning needs for the building and district needs.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the school plan by soliciting their input through home visits, parents nights, school activities, college and career events, field trips, annual parent surveys and by participating in monthly Title I and school improvement meetings. Older students (18+) can attend and participate on their own behalf. Our school stresses the value of parental participation through offering opportunities for participation by holding monthly parent sessions where both students and their families are invited to engage in regular and meaningful communication about student academic growth and learning. Phone calls to parents as well as letters are sent home with students to communicate the dates and times as well as the purpose of the meetings. Our parent meetings are held both during the day and after school to reach a greater parental population.

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 school-wide plan including: parent input through direct contact from home visit, where they are introduced to the parent compact, receive training in technology given to the student and get updates on their child's progress. Parents can attend parent night, where they are informed of the progress of their children and can conference with teachers and staff. These nights sometimes host special events such as student project display, or FAFSA night, or college applications. They provide a training for parents to support their student 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 students 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.

Our school involves parents in the evaluation of the school-wide plan. Parents are involved in multiple ways including through regular two way 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 are also 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. Parents are involved in the annual review of the Title I program and the results are used to address any identified barriers to parental participation. Parents are involved 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 the state standards, assessments, requirements of Title I, and monitoring their child's progress. We implement two way communication system with parents that provides information in parent friendly format that is translated as necessary. We host parent nights and conferences for parents to come to the school to 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		

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

During monthly parent meetings a variety of topics are covered including; academic content standard, state and local assessments and how to monitor their child's progress. Parent may also receive support during enrollment, initial induction, initial home visit or in person in school at any time on their topics. Materials are 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 are held to further assist parents in monitoring and supporting their child's progress. 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. Staff are also trained on how to conduct effective online, phone and face-to-face conversations with parents. Staff are trained in community outreach, encouraged to make community connections that include parents, local community members, students and staff. Professional development is conducted as necessary on further outreach and connections. Parent involvement is integrated and coordinated with school programs; meetings held by community organizations such as Detroit Parent Network and SER Metro which provides training for parents on how to help your child succeed and planning for college. Parents receive information in Spanish and are provided a bilingual staff member for oral communication with the school. Our school can assist 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. Our school has staff that provide translation services for those with limited English proficiency as necessary.

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

An annual evaluation of the effectiveness of the school-wide plan, parent involvement policy and parent activities are conducted through a written survey, a phone survey or in person at the school during a meeting or home visit. We track parent attendance, document and summarize the evaluation findings. This information is used to improve parent involvement. Evaluation results are reviewed by the program director, staff and school improvement team and shared with parents. Feedback from parents and evaluation results are used as part of the comprehensive needs assessment. The results combined with other data determine what parent involvement training and activities are revised and/or offered in the revised improvement plan.

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

Our school documents and summarizes the evaluation findings and determine how the information is used to improve the parent involvement program. The evaluation is used to determine what parents need and base the monthly meetings around their needs, assist in modifying our school program, and to inform the SIP team as they conduct the CNA. The results combined with other data are used to determine what parent involvement training and activities will be offered.

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

The parent and school compact was created jointly with parents and the school improvement team. It was sent out to all parents inviting them to comment on the Compact before it is implemented. 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.

WAY Academy serves students in grades 6-12.

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

Upon student registration a home visit is scheduled. During the home visit, staff members meet with the parent 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 are also printed in the appropriate language. After careful review, discussions and understanding of the compact, parents, staff members and student sign the documents and the parent keeps the original.

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

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

During enrollment and induction 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 writing translated in the parent's native language. 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.

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 7-12.

WAY Academy is actively involved in recruiting new students for 7-12th graders 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. As students are approximately close to graduation, they receive guided assistance with their 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 out of 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 school 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 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 checkpoint questions, check your learning activities and artifacts produced during the project. Teachers work together to establish inner-rater reliability for grading of projects. Teacher also practice inner-rater 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 4 hours per week. During this time, teachers analyze student artifacts from projects while simultaneously participating in inner-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 intervention are determined to assist in improving the academic achievement of all students. Over the past two years 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 results from their M-STEP, Performance Series, and the SAT assessments. Students take the Performance Series three times a year to identify student proficiency levels in math, reading and language arts. The lowest 20% of students according to Performance Series reading and math are targeted for services by a EL Interventionist or math specialist. EL Interventionist 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 operation 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 advance 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 students skills, teachers can scaffold instructional materials 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 implemented 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 three times throughout the year. 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 students 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 Bilingual specialist and /or math specialist, more one to one learning time, and adjusted schedule to include more time in school.

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 a reading specialist. Reading interventions strategies include the use of supplemental reading programs, Thinking maps, and utilizing the Reading Apprenticeship protocol. 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, bilingual 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 times 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 ELA teacher. 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 ALEKS- a supplemental online math program. ALEKS is a web based program that infuses games with math concepts to make practicing enjoyable, while building math skills. ALEKS 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 Bilingual 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 or proficient or advanced. Science projects are further scaffolded by Title 1 and Title 3 staff with specific reading strategies, such as the 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 and Bilingual 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 and Title 3 staff with specific reading strategies, such as use of text structures, structured notes, background building, skills development, and vocabulary development. Thinking Maps and Reading Apprenticeship strategies are also utilized to help students with social studies. Tier 3 Students with academic deficiencies at this tier are identified as the students who have not met any of the state's academic achievement standards and are not making progress with the strategies outlined in tier 2, over three testing cycles or three academic quarters.

Students at Tier 3 with proper documentation will 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 interventions 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 into the lab, having the opportunity of working with a special education teacher or paraprofessional, visitation with the school social worker, working with a Bilingual 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, interventionists, 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 interventions, or new interventions may be added at the annual IEP meeting. In addition to this support we also provide we also provide students with a variety of different supplemental resources for students to use to build their skills. These personal curriculums can be printed and the 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 the 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

scaffold 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 from the SIOP Model 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. 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.

Our school receives Title I part a, Title II, Title III and Section 41, Title IV, 31a At-Risk and IDEA funds. The following programs and resources support our school-wide program

School Nutrition (lunch and breakfast), Mentors and the Check and Connect mentoring program, technology and technology infrastructure (ALEKS Math and Let's Go Learn) including 1:1 devices, Math intervention specialist, attendance liaison, Parent and community coordinator, college and career coach, data coach, professional development for staff, mileage for PD and home visits, special education teachers, ESL paraprofessional, ELA teacher, resources room teachers, social worker, student incentives, field trips and college trips.

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. CNA-State funds are allocated to fund staff who will compile and analyze data for the CNA.
2. School-Wide Reform Strategies-State funds are allocated to fund the year round blended learning model for the school. It also funds the math intervention specialist to work with small groups and one-on-one with students. Section 31a funds our mentorship program as well as Title I for our tracking of students. Title I also funds our PBIS coordinator and data warehouse.
3. Instruction by Highly Qualified Teachers- State per pupil allocations are used to hire an train highly qualified teacher for the school. General funds are also used to fund administrators who observe and evaluate all teachers. Additionally general funds are used to provide daily collaboration time for all teachers with a minimum of 4 hours per week for all certified teachers. Intervention and support staff are funded by Title I part a; Section 31a funds the mentoring program.
4. Strategies to Attract Highly Qualified Teachers-State per pupil allocations are used to allow administrators to use a portion of their time to review application, interview staff members, attend nob 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. Highly qualified and ongoing professional development-Title I and general funds are allocated to implement ongoing, job embedded, high quality professional development aligned to the school improvement plan for all certified staff.
6. Strategies to Increase Parental Involvement-Title I funds are used to implement monthly parent workshops. These workshops will include literacy materials and training, competency based reporting, and the use of student management system to track progress.
7. Pre-school Transitions- Our school does not have a preschool or elementary program.
8. Teacher Included in Decision Regarding Assessment- General funds are 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 is used to train teachers on Data Driven Dialogue.
9. Coordination of Federal, State, and Local Services and Programs- General funds are used to document the effectiveness of all Federal, State and Local services and program. General funds are used to evaluate 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.

Our school does not receive funding for violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Our school does receive funding for school nutrition program, which has been used for students to eat both lunch and breakfast.

Evaluation:

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

The director and staff meet annually to evaluate the effectiveness of the school wide plan. Various data points are collected and compared to determine trends including achievement data and parent, students and staff perceptions surveys. During this time, staff also participates in an in-depth data dig to review student achievement data to determine if individual students 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 he 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.

Administrators, staff and school 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 ot test and from year to year. In addition, 11th grade students are given the M-Step, SAT and WorkKeys. 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 , subgroups identified in the school wide plan, and individual student are performing relative to baseline scores, as well as national norms. Weekly collaboration meetings are used for discussing data student progress. The plan will be revised as necessary based on the results of the evaluation to ensure continuous improvement of all students.

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 to ensure continuous improvement for students who are furthest from achieving the competency based strands.

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 reviewing the school-wide plan to ensure continuous improvement of all students. The evaluation tool will be used 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.

Goals 2019/2020 for School Improvement Plan

Overview

Plan Name

Goals 2019/2020 for School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$75750
2	Math	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$1052
3	Writing	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$8050
4	Science	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$17551
5	Social Studies	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$16050
6	Parent Involvement	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
7	Increase student attendance.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$26000

Goal 1: Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase by 10% in Reading by 06/30/2019 as measured by Performance Series end of year normed mean grade level RIT standard score

Strategy 1:

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

Category: English/Language Arts

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

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

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

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

Walker, K. (n.d.).

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

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

Tier: Tier 1

Activity - Reading Apprenticeship Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will have professional development and training on the Reader's Apprenticeship program	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$405	Title II Part A	Reading Specialist, School Site Director

Activity - Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development, coaching and mentoring by certified reading/literacy specialist provided to fully implement Reading Apprenticeship training, specifically in the areas of Before, During and After reading strategies across all content areas.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$71390	Title I Part A	School Site Director, Reading Specialist

School Improvement Plan

W-A-Y Academy - Vernor Site

Activity - Reading Apprenticeship Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive professional development, and ongoing job embedded coaching, mentoring and monitoring in the vocabulary strategies outlined in the Reading Apprenticeship program, specifically, identifying key vocabulary word lists for each content area, and implementing the 6 step process for directly teaching vocabulary as outlined in Reading Apprenticeship.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$405	Title II Part A	School Site director, Reading Specialist

Strategy 2:

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

Category:

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

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

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

Tier: Tier 1

Activity - Reading Standards Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Redesign the Reading portion of the ELA scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the CCSS and understanding the use of the rubric.	Professional Learning	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director, Reading Specialist, Experts

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area experts will focus on building background knowledge for our students, within the entry event section of the project based learning planning template.	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director, Reading Specialist, Math Specialist, Experts

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Activity - Writing to Learn	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with opportunities to reflect on projects with Writing to Learn activities at the culmination of projects to promote deeper thinking, and self evaluation, within the reflection section of the project planning template.	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director & Experts
Activity - Project-based Learning Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in ongoing professional development on the effective development, implementation and assessment of Project-based Learning.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$2500	General Fund	Director, Assistant Director, Experts (teachers), Reading and Math Specialists

Strategy 3:

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

Category:

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

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

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

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

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

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given on going professional development throughout the year on utilizing thinking maps effectively in their lessons.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Literacy Specialist

School Improvement Plan

W-A-Y Academy - Vernor Site

Activity - Experiential Learning Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips.	Field Trip	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Other	Site Director, Experts

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	General Fund, Title II Part A	Director, Reading Specialist, Experts

Goal 2: Math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of at least 10% in Mathematics by 06/30/2019 as measured by Performance Series end of year normed mean grade level RIT standard score ..

Strategy 1:

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

Category: Mathematics

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

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

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

Minkel, Walter – School Library Journal, 2004

Tier: Tier 2

Activity - Math Computation Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

W-A-Y Academy - Vernor Site

Math Specialist will provide intensive intervention for students needing computation, number sense and fact fluency strategies and support.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2021	\$1	Title I Part A	Math Specialist
Activity - Secondary Diagnostics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are referred to a Math Specialist using preliminary data based on NWEA/MAP scores. Math Specialist will utilize a variety of secondary assessments to confirm the eligibility of students for tier 2 intervention services, and target areas of need.	Academic Support Program	Tier 2	Getting Ready	09/01/2018	06/30/2021	\$0	Title I Schoolwide	Math Interventionist

Strategy 2:

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

Category:

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

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

Tier: Tier 1

Activity - Math Scoring Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a CCSS aligned project scoring rubric that includes benchmark proficiency levels and sample skills and problems.	Curriculum Development	Tier 2	Implement	09/01/2018	06/30/2021	\$0	General Fund	Director, Math Experts and Math Specialist

Strategy 3:

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

Category:

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

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

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

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

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects throughout the year.	Professional Learning	Tier 1	Implement	09/01/2018	06/01/2022	\$1	Title II Part A	Director, Math Specialist, Experts

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math coach will provide embedded professional development and assist experts in differentiated instruction in regard to thinking maps, planning meaningful and relevant field trip opportunities, and literacy specialist will provide coaching and job embedded professional development in all Reading Apprenticeship program components that relate to content area literacy in math.	Professional Learning	Tier 1	Evaluate	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Math Specialist, Reading Specialist, Experts

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math experts will be provided with a range of hands on math manipulatives for use in differentiating small group instruction within in their projects. Math Specialist will provide ongoing embedded professional development and support in their use as needed throughout the year.	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$0	General Fund	Director, Math Specialist, Math Experts

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	General Fund, Title II Part A	Director, Math Specialist, Experts

Goal 3: Writing

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Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of at least 10% in Writing by 06/30/2019 as measured by SAT & PSAT writing scores..

Strategy 1:

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

Category:

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

Skoretz, Yvonne M. – ProQuest LLC, 2011

Enhancement of Integration of Technology into the Curriculum

Reel, Tejinder

Ontario Action Researcher, v10 n2 2009

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

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

Tier: Tier 1

Activity - Apple Office Suite training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development in the use of Apple Office suite including but not limited to Keynote, Numbers, Pages, iMovie, Garage Band, iPhoto specifically as they relate to project development, integration, and final products.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Central office staff, Site Director, Experts
Activity - Website Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in website creation to utilize in the integration of project .based learning final products.	Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2021	\$0	No Funding Required	Central Office Staff, Site Director, Experts

Strategy 2:

PBL - W-A-Y Academy is a project based learning school. While implementing project based learning, we will continue to develop cross curricular projects that cover

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ELA standards and consistently integrating and supporting students in writing across the curriculum.

Category:

Research Cited: Problem-Based Learning

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

Literacy Learning within Community Action Projects for Social Change

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

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

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

Tier: Tier 1

Activity - Writing Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a CCSS aligned writing scoring rubric that includes benchmark proficiency levels and anchor papers for Argument, Narrative and Expository writing samples. All staff will receive ongoing professional development in the area of inter-rater reliability using the rubric.	Professional Learning	Tier 1	Implement	09/01/2018	06/01/2021	\$0	General Fund	Site Director, Reading Specialist, ELA experts

Activity - Collins Writing System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning opportunities will be provided for all staff on the Collins Writing system. Teams will collaborate on integration at their site, and evaluate the efficacy of the program in collaboration over time.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$4000	Title II Part A	Site Director, Reading Specialist, ELA experts

Activity - Writing to Learn	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide instructional coaching and support to experts in all content areas in regard to integrating Writing to Learn strategies into projects including those highlighted in Reading Apprenticeship and the Ralph Fletcher Qualities of Writing Series.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	General Fund	Site Director, Reading Specialist, Content Experts

Strategy 3:

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

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W-A-Y Academy - Vernor Site

and the writing that colleges expect.

Category:

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

Estrada, Brittany; Warren, Susan. "Increasing the Writing Performance of Urban Seniors Placed At-Risk through Goal-Setting in a Culturally Responsive and Creativity-Centered Classroom". Journal of Urban Learning, Teaching, and Research, v10 p50-63 2014

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

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will explore the 8 thinking maps and determine how they can use them not only to attack text, but also use them as a tool for organizing writing. Staff will be asked to become familiar with each thinking map and examples of their use as related to reading and then writing about reading. Staff will then implement these thinking maps as scaffolds for writing during lab activities (lessons) with ongoing job embedded instructional coaching support from Reading Specialist.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	General Fund	Site Director, Reading Specialist, Experts
Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the collection and use of anchor papers, as well as holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	Title II Part A	Site Director, Reading Specialist, Experts
Activity - Experiential Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips.	Direct Instruction	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	General Fund	Site Director, ELA Experts

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Strategy 4:

Academic Approach SAT/PSAT Pre-test - This strategy provides a pre-test for SAT/PSAT and then reports back the data to instructors to help guide instruction to improve student performance.

Category: Career and College Ready

Research Cited: DerSIMONIAN, ROBERTA, and LAIRD, NANCY M. 1983. "Evaluating the Effect of Coaching on SAT Scores: A Meta-Analysis." Harvard Educational Review 53:1–15.

Tier: Tier 1

Activity - SAT/PSAT Pre-Test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Pre-Test to identify areas of student weakness	Evaluation	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Title I Schoolwide	Data Coach, Assistant Director

Activity - SAT/PSAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A course to help students prepare and increase the essential skills to be tested.	Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$3000	Title I Schoolwide	Assistant Director, ELA Teacher, Math Teacher

Goal 4: Science

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of at least 10% in Science by 06/30/2019 as measured by M-STEP .

Strategy 1:

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

Category:

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

Adams, Anne E.; Pegg, Jerine

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

Past and Future Directions in Content Area Literacies

Bean, Tom; O'Brien, David

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

Tier: Tier 1

Activity - Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide job embedded coaching and professional development to all science experts to integrate the Reading Apprenticeship approach in the lab environment.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$1500	Title II Part A	Site Director, Reading Specialist, Science experts
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$15000	Title II Part A	Site Director, Reading Specialist, Science Experts
Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1051	General Fund, Title II Part A	Site Director, Reading Specialist, Math Specialist, Science Experts

Strategy 2:

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

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Category:

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

Technology Integration Applied to Project-Based Learning in Science

ChanLin, Lih-Juan

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

Tier: Tier 1

Activity - Science Project Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director & Experts

Activity - Project Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director & Experts

Strategy 3:

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

Category:

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

Piggott, Andy

School Science Review, v83 n305 p65-71 Jun 2002

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips.	Field Trip	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Site Director, Assistant Director, Science Experts
Activity - Science Laboratory Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will gain exposure to hands-on science experiments and activities integrated into their projects with the use of science laboratory items and resources. Science experts will increase the opportunities provided to students in making deeper connections through authentic real world experiences.	Materials	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director, Experts

Goal 5: Social Studies

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of at least 10% in Social Studies by 06/30/2019 as measured by MME .

Strategy 1:

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

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

Category:

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

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

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

Tier: Tier 1

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Activity - Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide job embedded coaching and professional development to all Social Studies experts to integrate the Reading Apprenticeship approach in the lab environment.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$15000	Title II Part A	Site Director, Reading Specialist, Social Studies Experts
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Site Director, Reading Specialist, Social Studies Experts
Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Teacher Collaboration	Tier 2	Implement	09/01/2018	06/01/2021	\$1050	Other, Title II Part A	Site Director, Reading Specialist, Social Studies Experts

Strategy 2:

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

Category:

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

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

Ilter, Ilhan – Educational Research and Reviews, 2014

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

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Jurewitsch, Brian – Journal of Distance Education, 2012

Tier: Tier 1

Activity - Project Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director & Experts

Activity - Project Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability	Curriculum Development	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director & Experts

Strategy 3:

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

Category:

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

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

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips directly related to project objectives.	Field Trip	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Site Director, Assistant Director, Experts

Activity - Social Studies Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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W-A-Y Academy - Vernor Site

Students will gain exposure to hands on social studies activities integrated into their projects with the use of social studies resources including but not limited to maps, globes, text items. Social Studies experts will increase the opportunities provided to students in making deeper connections through authentic learning experiences. Social Studies experts will gain this knowledge from continuing professional development through Wayne RESA and other educational consulting firms.	Materials	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Other	Site Director, Assistant Director, Experts
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Goal 6: Parent Involvement

Measurable Objective 1:

collaborate to increase parent involvement to at least 10% of our population by 06/30/2019 as measured by attendance at parent events/conferences and survey result participation.

Strategy 1:

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

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

Category:

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

Tier: Tier 1

Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Send out monthly newsletter.	Parent Involvement	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Director, Assistant Director, Team Leader, Expert

Strategy 2:

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

Category:

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

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Tier: Tier 1

Activity - Partner with the Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will, as a school, set up partnerships with surrounding community members and organizations.	Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	A community engagement team will be set up. Lab experts through the projects they create.

Activity - Host Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host 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.	Parent Involvement	Tier 1	Implement	09/30/2018	06/30/2021	\$0	No Funding Required	School Event Committee

Goal 7: Increase student attendance.

Measurable Objective 1:

collaborate to increase student attendance. by 06/30/2019 as measured by Measured by an increase in attendance, and decrease in absenteeism .

Strategy 1:

Community Outreach - The strategy will be implemented by reaching out to resources available to us to improve the attendance in the building.

Category: School Culture

Tier: Tier 1

Activity - Bus Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide bus tickets to students who are having challenges with transportation which prohibit them from getting to school.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$6000	Title I Schoolwide	Director, Team Leaders, Mentors

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Activity - Attendance Liason	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make phone calls home to students who are disengaged or not attending.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$20000	Title I Schoolwide	Director, Team Leaders

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bus Tickets	The school will provide bus tickets to students who are having challenges with transportation which prohibit them from getting to school.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$6000	Director, Team Leaders, Mentors
Secondary Diagnostics	Students are referred to a Math Specialist using preliminary data based on NWEA/MAP scores. Math Specialist will utilize a variety of secondary assessments to confirm the eligibility of students for tier 2 intervention services, and target areas of need.	Academic Support Program	Tier 2	Getting Ready	09/01/2018	06/30/2021	\$0	Math Interventionist
Attendance Liason	Make phone calls home to students who are disengaged or not attending.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$20000	Director, Team Leaders
SAT/PSAT Pre-Test	A Pre-Test to identify areas of student weakness	Evaluation	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Data Coach, Assistant Director
SAT/PSAT Prep Course	A course to help students prepare and increase the essential skills to be tested.	Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$3000	Assistant Director, ELA Teacher, Math Teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Computation Fluency	Math Specialist will provide intensive intervention for students needing computation, number sense and fact fluency strategies and support.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2021	\$1	Math Specialist

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Literacy Coaching	Job embedded professional development, coaching and mentoring by certified reading/literacy specialist provided to fully implement Reading Apprenticeship training, specifically in the areas of Before, During and After reading strategies across all content areas.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$71390	School Site Director, Reading Specialist
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Apple Office Suite training	Staff will receive professional development in the use of Apple Office suite including but not limited to Keynote, Numbers, Pages, iMovie, Garage Band, iPhoto specifically as they relate to project development, integration, and final products.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Central office staff, Site Director, Experts
Partner with the Community	We will, as a school, set up partnerships with surrounding community members and organizations.	Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2021	\$0	A community engagement team will be set up. Lab experts through the projects they create.
Website Creation	Staff will receive training in website creation to utilize in the integration of project .based learning final products.	Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2021	\$0	Central Office Staff, Site Director, Experts
Writing to Learn	Teachers will provide students with opportunities to reflect on projects with Writing to Learn activities at the culmination of projects to promote deeper thinking, and self evaluation, within the reflection section of the project planning template.	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director & Experts
Building Background Knowledge	All content area experts will focus on building background knowledge for our students, within the entry event section of the project based learning planning template.	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director, Reading Specialist, Math Specialist, Experts

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Field Trips	The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips.	Field Trip	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Site Director, Assistant Director, Science Experts
Field Trips	The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips directly related to project objectives.	Field Trip	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Site Director, Assistant Director, Experts
Instructional Coaching	Math coach will provide embedded professional development and assist experts in differentiated instruction in regard to thinking maps, planning meaningful and relevant field trip opportunities, and literacy specialist will provide coaching and job embedded professional development in all Reading Apprenticeship program components that relate to content area literacy in math.	Professional Learning	Tier 1	Evaluate	09/01/2018	06/30/2021	\$0	Director, Math Specialist, Reading Specialist, Experts
Thinking Maps	Staff will be given on going professional development throughout the year on utilizing thinking maps effectively in their lessons.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Literacy Specialist
Science Project Rubric	Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director & Experts
Newsletter	Send out monthly newsletter.	Parent Involvement	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director, Team Leader, Expert
Project Rubric	Develop scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the standards and understanding the use of the rubric.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director & Experts
Science Laboratory Resources	Students will gain exposure to hands-on science experiments and activities integrated into their projects with the use of science laboratory items and resources. Science experts will increase the opportunities provided to students in making deeper connections through authentic real world experiences.	Materials	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Director, Assistant Director, Experts

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Host Events	We will host 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.	Parent Involvement	Tier 1	Implement	09/30/2018	06/30/2021	\$0	School Event Committee
Thinking Maps	Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Site Director, Reading Specialist, Social Studies Experts
Project Showcase	Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability	Curriculum Development	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director & Experts
Project Showcase	Students will showcase one project bimonthly. Site Director and experts will evaluate the project using the standards based rubric and collaborate on the results in order to increase inter-rater reliability	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Assistant Director & Experts
Reading Standards Rubric	Redesign the Reading portion of the ELA scoring rubric and provide a series of professional development collaboration to all teaching and support staff on unpacking the CCSS and understanding the use of the rubric.	Professional Learning	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Director, Assistant Director, Reading Specialist, Experts

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Experiential Learning Field Trips	The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips.	Field Trip	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Site Director, Experts
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Teacher Collaboration	Tier 2	Implement	09/01/2018	06/01/2021	\$0	Site Director, Reading Specialist, Social Studies Experts

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Social Studies Resources	Students will gain exposure to hands on social studies activities integrated into their projects with the use of social studies resources including but not limited to maps, globes, text items. Social Studies experts will increase the opportunities provided to students in making deeper connections through authentic learning experiences. Social Studies experts will gain this knowledge from continuing professional development through Wayne RESA and other educational consulting firms.	Materials	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Site Director, Assistant Director, Experts
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1	Site Director, Reading Specialist, Math Specialist, Science Experts
Writing Rubric	Develop a CCSS aligned writing scoring rubric that includes benchmark proficiency levels and anchor papers for Argument, Narrative and Expository writing samples. All staff will receive ongoing professional development in the area of inter-rater reliability using the rubric.	Professional Learning	Tier 1	Implement	09/01/2018	06/01/2021	\$0	Site Director, Reading Specialist, ELA experts
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$0	Director, Reading Specialist, Experts
Project-based Learning Professional Development	All staff will participate in ongoing professional development on the effective development, implementation and assessment of Project-based Learning.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$2500	Director, Assistant Director, Experts (teachers), Reading and Math Specialists
Math Scoring Rubric	Create a CCSS aligned project scoring rubric that includes benchmark proficiency levels and sample skills and problems.	Curriculum Development	Tier 2	Implement	09/01/2018	06/30/2021	\$0	Director, Math Experts and Math Specialist

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Writing to Learn	Reading Specialist will provide instructional coaching and support to experts in all content areas in regard to integrating Writing to Learn strategies into projects including those highlighted in Reading Apprenticeship and the Ralph Fletcher Qualities of Writing Series.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Site Director, Reading Specialist, Content Experts
Thinking Maps	Staff will explore the 8 thinking maps and determine how they can use them not only to attack text, but also use them as a tool for organizing writing. Staff will be asked to become familiar with each thinking map and examples of their use as related to reading and then writing about reading. Staff will then implement these thinking maps as scaffolds for writing during lab activities (lessons) with ongoing job embedded instructional coaching support from Reading Specialist.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Site Director, Reading Specialist, Experts
Experiential Field Trips	The students at WAY are involved with a number of community based and experiential field trips that highlight the skills and strategies they are learning during projects. WAY will continue to integrate different approaches for students to learn through multiple intelligences, and increase the number of real world applications to their learning through community service and field trips.	Direct Instruction	Tier 1	Getting Ready	09/01/2018	06/30/2021	\$0	Site Director, ELA Experts
Math Manipulatives	Math experts will be provided with a range of hands on math manipulatives for use in differentiating small group instruction within in their projects. Math Specialist will provide ongoing embedded professional development and support into their use as needed throughout the year.	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Director, Math Specialist, Math Experts
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$0	Director, Math Specialist, Experts

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	Director, Reading Specialist, Experts

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W-A-Y Academy - Vernor Site

Thinking Maps	Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects throughout the year.	Professional Learning	Tier 1	Implement	09/01/2018	06/01/2022	\$1	Director, Math Specialist, Experts
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	Site Director, Reading Specialist, Math Specialist, Science Experts
Literacy Coaching	Reading Specialist will provide job embedded coaching and professional development to all science experts to integrate the Reading Apprenticeship approach in the lab environment.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$1500	Site Director, Reading Specialist, Science experts
Thinking Maps	Staff will be given on going professional development throughout the year on utilizing Thinking Maps effectively in their projects.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$15000	Site Director, Reading Specialist, Science Experts
Reading Apprenticeship Vocabulary	All instructional staff will receive professional development, and ongoing job embedded coaching, mentoring and monitoring in the vocabulary strategies outlined in the Reading Apprenticeship program, specifically, identifying key vocabulary word lists for each content area, and implementing the 6 step process for directly teaching vocabulary as outlined in Reading Apprenticeship.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$405	School Site director, Reading Specialist
Reading Apprenticeship Professional Development	Teacher's will have professional development and training on the Reader's Apprenticeship program	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$405	Reading Specialist, School Site Director
Data Dialogues	Staff will receive professional development on the collection and use of anchor papers, as well as holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	Site Director, Reading Specialist, Experts
Collins Writing System	Professional learning opportunities will be provided for all staff on the Collins Writing system. Teams will collaborate on integration at their site, and evaluate the efficacy of the program in collaboration over time.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$4000	Site Director, Reading Specialist, ELA experts

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Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2021	\$1050	Director, Math Specialist, Experts
Data Dialogues	Staff will receive professional development on the collection and use of progress monitoring data, as well as training in holding Data Dialogues utilizing actionable student data directly relating to instruction and differentiation.	Teacher Collaboration	Tier 2	Implement	09/01/2018	06/01/2021	\$1050	Site Director, Reading Specialist, Social Studies Experts
Literacy Coaching	Reading Specialist will provide job embedded coaching and professional development to all Social Studies experts to integrate the Reading Apprenticeship approach in the lab environment.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2021	\$15000	Site Director, Reading Specialist, Social Studies Experts