School Improvement Plan

W-A-Y Academy - Chicago Site

Madeline Black
19321 W CHICAGO ST
DETROIT, MI 48228-1739

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School Improvement Goals and Plans for 2019-2020

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 common core content standards. W.A.Y Academy West 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. 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.

The comprehensive needs assessment is given at the beginning of the school year, end of the school year, when a new student begins at WAY Academy West, or as needed to address concerns with student reading and math abilities. Administration mails out a flyer and calls to inform the parents and students of when they will be taking the assessments. Our teaching staff and selected members from administration proctored the assessments. Students take the assessment in groups of no more than 15 to a room. Some assessments are conducted by pencil and paper. However, most of the assessments are streamlined using technology. Our team collected data from the following sources:

Monthly school improvement meetings
Involvement of students and their concerns/needs
Parent, staff, and student surveys
Assessment data from PSAT-9, PSAT-10, the SAT assessments, Performance Series and M-STEP
Assessment results were reviewed by teams to identify positive and negative trends that affect achievement
Review of the building RTI processes, and assessment of discipline referral data. Specifically, staff use a data driven dialogue
Review of attendance and student retention data
Review of demographic and socio-economic statistical data to inform decisions as it relates to specific programming and supports
Review of all program components related to student outcomes, to assure program effectiveness

A summary of data was assembled and shared with the school improvement team which meets monthly throughout the course of the year. Improvement team meetings began in September, and the full complement of data was reviewed by July 2018 to use data - driven results to plan for the upcoming school year.

Parent input was obtained through perception surveys. Parent perception data assessed parent perception of safety, instruction, and socio-emotional supports present within the school. Parents were also invited throughout the year to participate in activities, meetings, and the school improvement team planning process. Monthly parent involvement meetings were held to provide parents with additional opportunities for participation. We held parent meetings to afford the parents an opportunity to voice their concerns and assist with developing the school improvement plan. In addition, this gave the parents an opportunity to socialize with one another and brainstorm ideas to enhance our learning community.

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

The staff reviewed testing data from performance series, PSAT 9, PSAT 10, SAT and ACT WorkKeys in math, writing, social studies and reading scores in order to determine which students needed additional support from the specialists. We also looked at those scores to compare to previous years. Staff also reviewed data on the neighborhood and community demographic, parenting surveys, attendance, enrollment and credit attainment.

DEMOGRAPHIC DATA

Results: WAY Academy West Campus is located in a building shared with various community organizations, and DPS schools affiliated with the Don Bosco organization. WAY Academy West opened in the fall of 2013, serving students in grades 7-10. 127 students were enrolled during the first year. Enrollment increased to 171 students with the addition of 11th grade for the 2014-15 school year, which is the second year of the school. Of the original 127 students, 63
or 49% returned that year. The students were composed of; 16% seventh grade students,
14% of eighth grade students, 38% ninth grade students, 21% tenth grade students and
11% eleventh grade students. The increase in enrollment was due to our marketing efforts and word of mouth referrals.

The ethnic composition of WAY Academy West consists of 96% of students identifying themselves as African American. The data below reflect the knowledge of student environment and home status, based on conversation and documentation.

98% Eligible for free lunch
67% Living in house receiving government assistance
3% Homeless
58% Absence 10% or 10 days in a school year
12% Victim of Child abuse
4% Pregnant Teen
52% Family of school failure, incarceration or substance abuse
20% Did not complete high school in 4 years

Retention for Students/Staff

The average enrollment for the 2017-2018 school year was 102 students enrolled.

2016-2017 School Year: 19 Graduates   87 Drops/Transfers   231 Total Enrollment
2017-2018 School Year: 30 Graduates   105 Drops/Transfers   216 Total Enrollment
2018-2018 School Year: 10 Graduates   85 Drops/Transfers   134 Total Enrollment

2016-2017 School Year: 4 Teachers 2 Title Staff 2 Special ED Teachers
2017-2018 School Year: 1.5 Teachers   4.5 Title Staff 2 Special ED Teachers
2018-2019 Schoo Year: 1.5 Teachers   4.5 Title Staff   2 Special ED Teachers

Stakeholder Data

Parent surveys were administered to all parents in the Winter of 2017. Approximately 47% of parents responded to the Parent Perception Surveys.

We are currently re-writing the surveys and will be administering the new surveys to students, parents, community partners and other stakeholders in the Fall of 2018 - Spring of 2019. Primary areas where parents perceive our strengths include: use of technology, a clean and well-maintained building, and having a primary focus on teaching and learning. The areas that parents perceive as weaknesses or needs improvements are listed below:

Regular communication with teachers and staff
Parents working together to improve the school
Workshops to better understand HERO portal
Parent meeting times

Staff Data

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

Primary areas where staff perceive challenges include: the school challenging students to do their best, the environment being orderly and supporting learning, and receiving the support to differentiate content for each student. Staff also expressed concern about providing a variety of ways for students to get involved, displaying exemplary student work that is valuable to current content is clearly visible in my school, and regular communication with parents about their child's progress.

Testing Data

PSAT 9

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

SAT

In 2015-2016, 2016-2017 and 2017-2018 20 students completed the SAT and SAT writing. Using the scores the College Board and BAA data.

Result
Math scores for 2017-2018: 381; decrease from the last two previous years
Reading scores for 2017-2018: 356; decrease from the last two previous years
Writing/Analysis/Reading scores for 2017-2018: Reading 1.85, Analysis 1.42, Writing 2.03; decrease from the last two previous years

Performance Series

W-A-Y Academy school district has implemented the Performance Series in 2016/2017 school year, in which our students were tested in the Fall and Spring, due to the negativity towards over testing throughout the school year. However the district decided to re-implement the performance series testing three times a year (Fall, Winter and Spring) to consistently track our student growth in reading and mathematics. Moving back to the three assessments a year, allows for your staff to reevaluate our students depth of knowledge in those areas, so they can

receive the proper resources to help our students improve. In addition we must aggressively work at shifting the students mindset as well as the school culture and attitudes towards testing. This year 2018/2019, we were able to compare the two years of performance series which is listed below.

CONCLUSIONS

CONCLUSIONS FROM DEMOGRAPHIC DATA:

Our students are faced with many challenges that are not common among traditional high school students throughout the State of Michigan. The majority of our students come from Cody Rouge community, Detroit zip code 48228. Because of our unique student population and our parent involvement goals, we will focus on partnering with the community as a strategy to address challenges and meet the needs of students in at-risk populations.

CONCLUSIONS FROM PERCEPTION DATA:

TESTING DATA
M-Step, Performance Series, PSAT 9, PSAT 10, and SAT
We need to focus on strengthening background foundations and fundamentals in the areas of reading, writing and math. We are currently reviewing a variety of strategies and programs that can help improve in those areas.

ENROLLMENT
The enrollment data concluded that W.A.Y Academy retention level is very low and recruitment level is average. Data shows that we retained 52% to 62% of our students over the last two years.

--STAFF:

Primary areas where staff perceive our strengths include feeling safe at work, a clean and well-maintained building, and knowing how to support students who are struggling with the content. Primary areas where staff perceive challenges include the school challenging students to do their best, the environment being orderly and supporting learning, and receiving the support to differentiate content for each student. In order to address the areas that staff perceive as challenges, we have aligned our professional development calendar to our goals and included several areas, such as planning for cross-curricular instruction, designing rubrics for project-based learning assessments, and thinking maps and manipulative learning resources.

These professional development sessions will provide teachers with tools to increase the rigor of their students work, challenge students to do their best, and make the learning environment more conducive to learning. In addition to these professional development opportunities, teachers will receive instructional coaching and content area literacy coaching in order to give them the support that they need to differentiate content for each student.

--PARENTS:

Primary areas where parents perceive our strengths include the use of technology, their child is challenged to do his/her best, and the school is clean and well-maintained. Primary areas where parents perceive challenges include regular communication with teachers and staff and parents working together to improve the school. In order to address the areas that parents perceive as challenges, we have created a goal for parent involvement that includes using technology for regular communication with parents and utilizing community resources to reach a

greater number of parents and community members. Based on the results, we still need to focus on our students base math skill and information text skill in increase test scores.

GENERAL CONCLUSIONS

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

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

Goal #1: Reading

Measurable Objective:

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 to assess the needs of our students and identify target populations. Based on the Performance Series Reading Exam scores for Spring 2019, the ninth-graders will be focusing on improving skills with Informational Texts. Tenth-graders will be focusing on improving skills with Informational Texts. The eleventh-graders will be focusing on improving skills with Informational Text. The target population will be to improve scores for the lowest 30% of students. To reach our measurable objective for the reading goal, our strategy will be to implement reading across the curriculum, targeted reading interventions from project based learning, differentiated instruction and points earned in our MIBLSI system and W.A.Y Bucks reward system for meeting goals and positive behavior.

Goal #2: MATHEMATICS

Measurable Objective:

All Students will demonstrate at least a 10% increase in math proficiency by 06/30/2019 as measured by Performance Series end of year assessment. We have analyzed the scores of the Performance Series Mathematics Exam to assess the needs of our students. Based on the Performance Series Mathematics Exam scores for Spring 2018, 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 (including work with trigonometric ratios). 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, differentiated instruction and ALEK's Math online instruction.

Goal #3: WRITING

Measurable Objective:

All 11th/12th grade students will demonstrate at least a 10% increase in writing proficiency by 06/30/2020 as measured by SAT scores and the Academic Approach SAT pretest. 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 2017/2018, the eleventh-graders will be focusing on improving skills with Writing: Planning, Organizing, Developing, Revising, and Researching. Based on the SAT, the target population will be to improve the scores of the lowest 30% of students. To reach our measurable objective for the writing goal, our strategy will be to implement technology integration, project based learning, Collins Writing, varies writing methods practice (RACE) and differentiated instruction and writing across the curriculum.

Goal #4: SCIENCE

Measurable Objective:

At least 30% 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 30% of students. To reach our measurable objective for the science goal, our strategy will be to implement content area literacy, project based learning, and differentiated instruction. As well as increase Science instruction in lab, start a science club and increase efforts to find a Science expert for our on site location.

Goal #5: SOCIAL STUDIES

Measurable Objective:

At least 30% of 8th and 11th grade students will demonstrate proficiency in social studies by 06/30/2020 as measured by M-step. We have analyzed the scores of the M-step Social Studies Exam to assess the needs of our students and identify target populations. Based on these scores, we will be focusing on improving social studies scores most specifically for the female students and our lowest 30% of students. To reach our measurable objective for the social studies goal, our strategy will be to implement content area literacy, project based learning, reading/writing across the curriculum, start a Student government club and differentiated instruction.

Goal #6: PARENT INVOLVEMENT

Measurable Objective:

Collaborate to increase parent involvement by at least 10% by 06/01/2020 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 re-engage parents in their students' progress in the academic program at WAY. Based on the results, we will be focusing on sending out a monthly newsletter to parents, setting up partnerships with surrounding community members and organizations, and hosting events, such as a monthly parent night, a student showcase, and others to encourage parents to attend. We will provide incentives for parents who attend, including awarding PBIS awards via our points system to students whose parents attend and/or for students who attend. To reach our measurable objective for the parent involvement goal, our strategy will be using technology to call and text parents about upcoming events.

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

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

To reach our math goal, we have three strategies including 1) project based learning, 2) differentiated instruction, 3) targeted math interventions by math specialist 4) Aleks Math program. For the project based learning strategy, math experts will use a math scoring rubric to grade projects, that will stress the importance of practicing math skills in the final product for all students and will develop a culture of achievement for improving math skills. Math students will also use math journals in their project based learning experiences to practice their math skills and develop their learning. For the differentiated instruction strategy, math experts will use thinking maps from the Reading Apprenticeship program. Thinking maps will facilitate differentiated instruction by introducing a visual learning component for all learners. Math manipulatives will be used to enhance the tactile learning experience for kinesthetic learners. Data dialogues will help teachers identify how students learn best and adapt learning experiences to fit student needs. Math specialist will help other experts to develop math skills for all students, including the most at-risk students. Our third and fourth strategy is the targeted math interventions by the math specialist as well as the ALEKS Math program, which will include math computation fluency, the think through math strategy, and secondary diagnostics. This strategy will provide additional support for students who are at-risk with their math and numeracy skills. The math specialist can also support students who have special education needs. Special education students will also be given additional support by the special education teachers and the paraprofessional.

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

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

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

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

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

Component 2: Schoolwide Reform Strategies

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

PROJECT-BASED LEARNING

W-A-Y Academy uses the Project-Based Learning (PBL) model for learning, as a primary strategy, with all students. PBL is an innovative approach to teaching, in which students actively explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the common core state standards. Differentiation is a major component of PBL. Teachers scaffold the projects to meet the needs of all learners. This strategy increases growth and achievement scores in the following subject areas: Math and Science- PBL allows students to see that Math and Science are both practical and necessary in everyday life. Students will have opportunities to participate in field trips which will allow them make connections between the curriculum and real life applications. These field trips tend to have a cross-curricular application and are intended to include many different subject areas. Some examples of field trips include trips to the DIA and other area museums, visits to the Henry Ford museum and assembly plant, as well as trips to various colleges/universities. These field trips help them to learn about what's happening in the community, allowing students to be more involved with their surroundings. This will enhance their learning experience, allowing them to see how what they are learning in school connects to the world outside of the classroom, thereby improving retention and achievement. This experiential learning will be planned in advance to connect with state standards ensuring that students are earning standards required for graduation. Reading and Social Studies- PBL encourages reading throughout the project process. Informational texts in various formats (i.e. instructional, digital and print media, etc.) are an integral part of the process. Reading consistently across the curriculum is a proven method of increasing decoding, fluency and comprehension. These projects will allow the students to become engaged citizens by giving them an opportunity to debate topics important to today's social/political climate. Students will also be given an opportunity to petition political leaders (at the local, state and national levels) about an issue that they are concerned with. This process could be done in written form (letters, e-mail, etc) or verbally (phone calls). Writing- PBL encourages research and reflection, which affords students the opportunity to write in every subject area. Students are encouraged to write regularly, and through the revision process their writing skills are refined.

READING APPRENTICESHIP

Reading apprenticeship strategies are applied across the curriculum and embedded within the process for all projects facilitated in the school. These strategies allow all students an opportunity to build their strength in reading through a strategic approach to text. Students use strategies that strengthen their overall comprehension through coaching. The process encourages comprehensive pre-reading strategies, continuous reading, discussion, and reflection. The skills embedded through this process help students increase their reading fluency and comprehension in ELA. When paired with PBL and informational texts, it allows for a greater depth of comprehension in social studies, science and math. THINKING MAPS All W-A-Y academy instructional staff utilize Thinking Maps. Thinking Maps act as an organizational common language throughout the school to instill higher order thinking and comprehension techniques in all students. Teachers use various thinking maps within their projects to provide organizational strategies across the curriculum. Students use the visual aids to work collaboratively for deeper comprehension in all content areas and grade levels. For example, some thinking maps that students will use include Circle Maps to brainstorm ideas, Venn Diagrams when comparing/contrasting concepts, Tree Maps for classifying and Flow Maps for sequencing events.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS) and (MIBLIS)

W-A-Y Academy, as a component of Response To Intervention (RTI), implements school wide Positive Behavioral Interventions and

Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. In which our school focuses on students being "Dedicated, Responsible, Etiquette, Attitudes Motivation"(DREAM). Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavioral support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, the cafeteria, and restrooms). Positive behavioral support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth. For example, some positive behavior supports being utilized are explicitly teaching and visibly posting positive behavior expectations throughout the building, acknowledging appropriate behavior, and tiered levels of support. In addition an awards system is in place in which students earn "DREAM Bucks" for positive behaviors, which they can use toward a school wide fun event. By teaching behavior expectations, posting them throughout the building and acknowledging appropriate behaviors, all students are aware of the expected behaviors which support an environment conducive to learning. With tiered levels of support, our students with IEPs, as well as those who are performing below grade level, are provided with support from our certified special education staff, our Title 1 support team, as well as social work support personnel.

DATA DRIVEN DIALOGUES

Through the use of data driven dialogues, teachers will assess student engagement, achievement, and progress, determine specific student needs, evaluate teaching strategies and formulate intervention plans. The data will be generated using assessment data from statewide tests (M-Step, Performance Series, etc.), and teacher/student/parent perception surveys. This data will allow teachers/administrators to determine/implement intervention strategies to better meet the needs of individual students. Academic Conversations have allowed us to see different perspectives, build ideas, and solve problems. Academic conversations push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogue in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. Socratic Circles a highly effective form of classroom discussion that positively impacts student learning. This form of discussion improves critical thinking skills and encourages all students to participate in mastering a topic. The aim will be to shift students away from a debate mindset centered on winning to understanding alternative positions on an issue.

PARENTAL INVOLVEMENT

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

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

QUALITY OF INSTRUCTION

Of the strategies listed in question 1, all of them (PBL, Reading Apprenticeship, Thinking Maps, PBIS, RTI, and Data Driven Dialogue) will

increase the quality of instruction. Following is a brief description of each:

PROJECT BASED LEARNING (PBL)

PBL is an innovative approach to teaching, in which students explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the subjects they're studying.

READING APPRENTICESHIP

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

THINKING MAPS

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

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

DATA DRIVEN DIALOGUE

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

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

All of the research-based reform strategies are aligned with the findings of the comprehensive needs assessment. During our assessment, we identified our focus areas and target populations and strategies to meet the needs of these learners. Based on the findings in our comprehensive needs assessment there was not a significant distinction between subgroups. However we have determined that our target population will be the lowest 30% of students in reading and writing, on both the Performance Series, SAT and Pre SAT tests.

PROJECT-BASED LEARNING

W-A-Y Academy uses the Project-Based Learning (PBL) model for learning, as a primary strategy, with all students school-wide. PBL is an innovative approach to teaching, in which students explore real-world problems and challenges. With this type of active and engaged learning model, students are inspired to obtain a deeper knowledge of the subjects they are studying. PBL addresses the needs of the target

populations by allowing students voice and choice in choosing which real-world problems they would like to investigate. This strategy increases growth and achievement scores in both Math and Science. PBL allows students to see that Math and Science are both practical and necessary in everyday life. Students will have opportunities to participate in field trips which will allow them to make connections between the curriculum and real life applications. Students in the bottom 30% will also be provided with additional support from Title 1 and special education paraprofessionals to assist them with the PBL model. These supports are designed to help students in selecting real-world problems that they would like to investigate and ensure that they have the resources and materials to complete the projects effectively and in a timely manner. This will enhance their learning experience, allowing them to see how what they are learning in school connects to the world outside of the classroom, thereby improving retention and achievement. English and Social Studies - PBL encourages reading throughout the project process. Informational texts in various formats (i.e. instructional, digital and print media, etc.) are an integral part of the process. Reading consistently across the curriculum is a proven method of increasing decoding, fluency and comprehension. These projects will allow the students to become engaged citizens by giving them an opportunity to debate topics important to today's social/political climate. This process could be done in written form (letters, email, etc) or verbally (phone calls).

READING APPRENTICESHIP

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

GRAPHIC ORGANIZERS/THINKING MAPS

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

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

DATA DRIVEN DIALOGUE

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

PARENTAL INVOLVEMENT

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

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

The following strategies will be used to address the needs of at-risk students who need the most instructional support and are intended to be used in a small group, or on a one-to-one basis: Students who are performing in the lowest 30% based on Performance series scores and secondary diagnostic assessments will receive Title 1 interventions and support services in the areas of Reading and Math. These interventions will provide students with highly focused, individualized instruction utilizing a variety of resources and techniques. These techniques will be used to assist students in developing the skills necessary to achieving success in the content area subjects. Students will work with a reading or math specialist two to three times per week on specific goals in reading and math, as well as project support. Strategies include the use of supplemental online programs to provide students with foundational skills and practice. Online resources include the Think Through Math program which is an online, adaptive instructional tool to provide students with the foundations for algebra; and IXL, an online resource which provides comprehensive, standards-aligned math practice for K-12 skills, and personal one-on- one and small group support in mastering basic math facts and concepts. In reading, various intervention strategies are used including practicing fluency through repeated readings, comprehension through close reading and targeted questioning including explicit modeling of metacognitive strategies, and decoding support through Orton Gillingham and REWARDS which is a multisyllabic decoding program.

*SPECIAL EDUCATION

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

*RESPONSE TO INTERVENTION (RTI)

W-A-Y Academy utilizes a three tier approach to intervention for students who need the most instructional support in all content areas. As a component of RTI, WAY Academy implements school wide Positive Behavior Interventions and Supports (PBIS). PBIS involves proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, the cafeteria, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research based practices and the environments in which teaching and learning occurs. Applying this strategy allows staff to identify behavioral concerns that may negatively impact student achievement early. Staff is then able to implement behavioral and instructional strategies at the right stages to circumvent behavioral challenges that might typically hinder student growth.

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circumvent behavioral challenges that might typically hinder student growth.

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

W.A.Y Academy will determine if the needs of students are being met. WAY Academy utilizes the Performance Series assessment, which is taken three times a year, for all students. Our RTI program will review data reports on behavior monthly to assess our Tier 2 and Tier 3 students to determine the supplemental interventions needed for progress. The decision that a student will no longer need supplemental interventions, will be based on students' individual development. Therefore if a student meets both of the two diagnostics for the supplemental intervention needs, they will no longer receive targeted RTI services. However, if students are receiving supplemental intervention for academic, attendance or behavior, those students will continue to receive service.

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

Diagnostic II: Performance Series Testing Scores Student intervention needs are determined by their teachers and staff members. Staff will determine if a student needs or no longer needs supplemental interventions, after reviewing student scores from their Performance Series. The students that demonstrate beginning-of-the-year to end-of-the-year growth in their Performance Series mathematics, language and reading assessments, staff will review the growth and set additional goals or student can be taken off the targeted services list.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of 4 teachers who were on staff September 20118, 2 or 50% returned this year.

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

Our Director has over 10 years of experience. 3 teachers have under 3 years, 2 teachers have over 10 years and one teacher have over 40 plus years.

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

WAY Academy has a comprehensive recruitment program that is used to attract highly qualified staff. WAY Academy participates in job fairs, advertisements on websites, offers a user-friendly online application process, and networks with individual contacts. In addition to these strategies, WAY Academy also encourages current staff members to make referrals. Through each of these recruitment methods, WAY Academy advertises the non-traditional opportunities our school offers such as regularly working with small groups of students, mentoring a group of students, implementing Project Based Learning, using state-of-the-art technology, and working in a non-traditional, open environment. By advertising these qualities, we intend to attract high-quality teachers who will flourish in a non-traditional setting.

WAY Academy also has teachers participate in the home visit model which allows teachers to interact with students in their home and feel more connected to their students and the community. Developing a meaningful relationship with students is often vocalized as a reason that teachers stay at WAY Academy. Additionally, WAY Academy rewards teachers' longevity with a paid stipend opportunities. WAY Academy \solid recruitment strategies and close monitoring result in 100% of our teachers being highly qualified under No Child Left Behind, and at-risk students are receiving instruction from outstanding professionals.

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

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

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

Initiatives are being implemented in an attempt to lower the turnover rate of highly qualified teachers. These include a health savings plan that began the 2017-2018 school year. Additionally, WAY Academy rewards teachers' longevity with a paid stipend/bonus.

Component 5: High Quality and Ongoing Professional Development

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

Professional development for WAY Academy is delivered at both the district and building level. The building level professional development is provided once per month at the building site and is based on the building's comprehensive needs assessment (CNA). The district level professional development is also provided once per month in collaboration with other WAY Academy schools. School level staff members determine the needs for building level professional development based on the areas of need identified in the comprehensive needs assessment and the school improvement plan. District level professional development is determined by the needs of the entire network of schools and is generally aligned to the common needs of all buildings. One example of these common needs is training on common core state standards and mapping the curriculum to these standards. Occasionally, targeted building level professional development is related to other timely topics, such as engaging the community as an authentic audience for projects. Examples of building level professional development topics include:

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

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

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

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

Component 6:   Strategies to Increase Parental Involvement

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

A survey is conducted asking parents questions about student support and the quality of instructional services offered at WAY Academy. Input from parents is also included from parent conferences and home visits. One parent representative serves on and informs the School Improvement Team. This parent is an integral part of the design team. At WAY Academy, we routinely conduct home visits with parents. They are initially conducted upon the enrollment of a student. Once a student starts attending, we conduct home visits on an as-needed basis. At the initial home visit, the technology is set up. This includes a desktop computer, primarily for student use. If needed, we provide an Internet card, which provides Internet access. The computer allows our students to complete approximately 50% of their work on-line. This includes a minimum of 5 Project Based Learning projects, as well as communicating with their mentor daily. Parent access is also granted. Parents are able to log into HERO, our school's student database and curriculum, to track their child's progress. We inquire as to what extra support their student may need, and advise them of the supports available (Title 1 Interventions, additional time on-site, etc.) at WAY Academy. Parents are made aware that we welcome their input at all times and invite their participation in our educational program. Finally, we have a parent coordinator that sets up informational meetings with the parents at least five times a year.

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

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

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

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

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

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

We shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress. During the monthly parent meeting a variety of topics will be covered including: academic content standards, state and local assessments, and how to monitor their child's progress. Parents may also receive support during enrollment, initial induction, initial home visit, or in person in school at any time on these topics.

We will provide materials and training to help parents work with their children at home to improve their children's achievement. During the monthly parent meeting a variety of topics will be covered, including home support their children may need.

Our school has partnered with St. Suzanne center to provide a variety of classes to parents and children on how to be more successful at home. Staff well receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school. Staff will assist in the annual review and update of the parent involvement plan. All staff will review and comment on the plan upon its completion so all may have input. Staff are trained on how to conduct effective online, phone, and face to face conversations with parents. Additionally, staff is trained in community outreach, encouraged to make community connections that include parents, local community, students, and staff. Additional PD and staff meetings will be done, as necessary, on further outreach and connections. Parents can participate in student projects, and observe the classroom. Parents are welcomed in to the school to observe final project showcases, and view student demonstrations of learning. WAY Academy - West has partnered with St. Suzanne community center to coordinate classes, parent meetings, neighborhood safety, wraparound services and education for parents and students.

Parents shall be informed in a variety of methods including: Newsletter, Email, Online HERO system, home visits, and/or phone calls. All parent communication is provided in a parent-friendly format, with educational terms explained. Parents have the option to receive information in multiple languages. Parents are invited to make comments, and request services 24/7. There are always open lines of communication through email, phone call, home visits. Responses will be provided within 24 hours.

WAY can help meet the needs of migratory families, and parents with disabilities, by offering multiple meeting times, home visits, personalized meeting times available, as well as offering the support of the Mentor and Team leader to that researcher and family. WAY has staff members that can provide translation services for those with limited English proficiency as necessary.

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

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

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

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

- Feedback from parents will be utilized to determine what training or additional programs may be necessary - Data will be used as part of the comprehensive needs assessment

- Parents will be invited to attend the School Improvement Team meetings to provide additional input

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

The school-parent compact was developed by the school improvement team and parents. Parents were invited to attend the monthly School Improvement meetings and provide input. The compact was also sent out to all parents for their recommendation before the final copy was created. The compact is reviewed annually and clearly defines how parents will work collaboratively with the staff and school to improve student achievement and meet state standards.

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

Academy West currently serves students in the middle and high school grades.

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

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

Parent Compact

- I will attend lab on my scheduled days and times. (5 days per week for middle school researchers and 4 days per week for High School researchers)
- I will maintain a "green" status in all areas of my HERO dashboard.
- While in lab I will either work on lab projects or engage in a Hero project.
- I will ask for help online and in lab when I don't understand something.
- I will come prepared each day (supplies, books, completed work).
- I will work at home and in lab to complete all projects in a timely manner. - I will keep a positive attitude towards self, others, school, and learning.
- I respect all school property (including technology).
- I will communicate with my mentor at least 5 days a week
- I will discuss with my parents what I am learning about in school.
Researcher Signature: _____
Parent Commitments:
- I will ensure that my child attends school on their regularly scheduled days and is on time.
- I will provide enough time and an environment at home that allows my child to complete
schoolwork and/or study at home.
- I will encourage my child to do his/her best work.
- I will ensure my child has adequate supplies and resources.
- I will be aware of my child's progress by checking HERO progress and communicating with school staff.
- I will reinforce to my child the importance of respect for self and others.
- I will support school efforts to provide a quality education for my child.
- I will communicate and work with teachers to support my researchers learning.
- I will attend annual Parent Teacher Conferences.

Parent Signature: _____

Expert Commitments:

- I will communicate with my researchers at least 5 days a week.

- I will provide a positive learning environment that builds self-esteem and academic knowledge where researchers can be successful.

- I will provide a high quality curriculum and instruction that enables researchers to meet state standards.

- I will maintain high expectations for researchers and myself.

- I will communicate and work with families to support researcher learning and provide frequent reports of researcher progress.

- I will show respect to parents, researchers, and for family situations.

- I will encourage good reading habits, study skills, and project completion.

- I will provide opportunities for parental participation.

Expert Signatures: _____

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.

WAY Academy West provides and discusses individual student academic assessment results in an on-going basis and in a parent friendly format that is translated as necessary. Assessment results are provided in the following ways. Parent workshops are held by grade level to explain to students and parents about PSAT/SAT scores. Parents are given the students' results and referred to additional outside resources to help students increase scores as necessary

- Parent letters are sent home to explain the scores to parents in parent-friendly language

- Individual home visits occur to share results with parents

- Parents have access to our online HERO learning system to access their child's real-time data - Parent conferences are held at school

Component 7: Preschool Transition Strategies

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

WAY Academy West currently does not have a preschool or elementary program.

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?

WAY Academy West currently does not have a preschool or elementary program.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide their suggested input on school-based academic assessments including comprehensive rubrics for assessing and grading students project submissions, during district and building professional developments and during daily collaboration meetings with their team of colleagues. All teachers disaggregate student assessment data and discuss student outcomes regarding those assessments. This allows teachers to make appropriate content, instructional and assessment decisions. Through this analysis of student achievements data, teachers develop both formative and summative assessments in each module and final product, respectively. Each teacher-developed assessment that is aligned to evaluate student proficiency in aligned standards. During collaboration meetings, teachers discuss changes in instruction, create projects, and a plan to execute the projects. School-based assessments are primarily done through formative assessments throughout the project-based learning model. These moments are during checkpoints, check your learnings, and artifacts produced during the project. Teachers will monitor project rubric ratings and credits earned through project-based learning.

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

To improve the academic achievement of all students, teacher instruction is informed through regular review of multiple observations of available student achievement data. The observed student achievement data is available informally, to teachers, as student responses to formative and summative assessments; and formally in school-wide assessment results including the Performance Series testing. Teachers are provided collaboration time. During this time, teachers analyze student responses to teacher developed formative and summative assessments provided in their projects. These assessments then provide teachers with information to adjust their instruction as students continue through their projects. Students' success are achieving proficiency levels in the standards' expectations in the projects are based on district wide rubrics for awarding proficiency levels for each standard.

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

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

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

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

A comprehensive review of student assessment data from the Performance Series, the SAT, PSAT 9 and PSAT 10 are conducted. Classroom performance on specific standards along with the aforementioned assessments are used to identify students who are not meeting grade level expectations or most at risk of failing to meet the state core curriculum standards. The data review process involves analysis of current and previous test scores, teacher recommendations, attendance, student schedule (a.m. or p.m.), and initial assessments made by intervention staff. Teachers are also encouraged to recommend students they think will benefit from additional intervention based on observation and performance in the classroom. Once recommended, the students will be assessed by the interventionists to determine if further services are necessary.

Students take the Performance Series, MAP test upon entry into the program in the Fall, Winter and Spring to identify student ability levels in math, reading, and language arts. The lowest 30% of students according to Performance Series, reading and math are targeted for intervention services by a reading and math specialist. Reading and math specialists administer secondary assessments to obtain more specific, individualized data and ensure targeted students are the ones with the greatest need. Secondary diagnostics in reading include: Fluency, decoding, and comprehension, including an individual reading inventory. In math, students are tested in operations and algebraic thinking, number sense, and computation. Based on assessment data, an individual plan with SMART goals is created for each student, addressing their areas of need. Once a student has reached the target proficiency score, he or she is then removed from the target list to make room for any other students who may be struggling with the content.

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

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

Additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement standards. Students work directly with the Title I Literacy or Math Intervention Specialist to identify skills that need improvement and focus on developing mastering of those skills. Students are allowed to stay for extra class sessions or add additional days to their weekly attendance schedule if they are struggling with credit attainment or projects. Targeted students are encouraged to attend 5 days a week for additional support. All students may attend additional hour/days with administrative approval. During that time, they work with an expert and focus on core subject areas that they are in need of mastering. Student progress is monitored weekly by their teacher/mentor and team leader. Each student has a

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

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Title I Schoolwide Diagnostic

W-A-Y Academy - Chicago Site

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

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

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

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

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

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

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

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

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

Project-based Learning: Students have the opportunity to resubmit any project upon completion to show their further mastery of the content standards. Students have the capability to show their mastery of standards through projects of their choice such as essays, Powerpoint

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

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

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

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

WAY Academy receives the following resources:

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

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

These funding sources are integrated and aligned to the Schoolwide goals in the following ways:

All Title I, Part A, Title II, Part A, and 31-a (at risk) funding for WAY Academy is used to fund supplemental staff, supplies, and technology to achieve the school wide goals in reading, writing, math, science, and social studies, as well as parent involvement activities. Title I, Part A funds are used to staff one full time literacy specialist to work with targeted students one-on-one and in small groups to improve literacy skills in English, science, and social studies and one full time math intervention specialist to work with targeted students one-on-one and in small groups to improve math skills. Title I, Part A funds are also utilized for literacy and math support materials. Title II, Part A funding is used for staff training on Reading Apprenticeship, Thinking Maps, and Data Driven Dialogue training for all certified staff from K-12 Teachers' Alliance. IDEA - Federal funding used to support special education services. All 31a (at risk) State funding is used to provide students with a mentor to act as a personalized learning coach to ensure that each student is making satisfactory academic progress and provide supports and interventions when needed. Mentors act as an educational advocate for students to help personalize learning for each and every student. Trig grant funds - Trig grant funds are used to offset high speed internet costs for the building. Per pupil allocation (state aid)/general fund covers all operational and instructional (including curriculum and assessment) components. The following areas are covered by per pupil state aid allocations.

--General instruction - all general education staff salaries and benefits; team leader salaries and benefits --Mileage - mileage reimbursement for home visits completed by staff members

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

--Instructional services - special education services above those reimbursed by Act 18 or IDEA funds --General administration - one full time director (principal)

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

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

--Technology - desktops or laptops for 1:1 initiative--Internet Access - building Internet costs as well as Internet access fees for students in their homes

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

Local Resources

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

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

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

2. Schoolwide Reform Strategies - State per pupil allocations (general funds) will be used to implement the year round, blended program for the WAY Academy. General funds are also used to allow cohorts to implement daily and weekly collaboration time to analyze student data, review scientifically-based research, develop and implement effective interventions, and participate in job-embedded action research to ensure student learning needs are being met. Title I Part A funds provide highly qualified intervention and support services teachers (reading and math interventionists). Section 31a funds support our student mentorship program. IDEA funds support our special education services. 3. Instruction by Highly Qualified Teachers - State per pupil allocations (general funds) are used to hire and train highly qualified teachers for the Academy. General funds are also used to fund administrators who observe and evaluate all highly qualified teachers. Additionally, general funds are used to provide daily collaboration time for all teachers, with a minimum of eight hours of collaboration time weekly for all certified teachers. Intervention and support staff are funded by Title I Part A; Section 31a allows us to provide a mentoring program. IDEA funds provide special education instruction to students who qualify.

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

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

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

their student's progress.

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

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

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

10. Coordination of Federal, State, and Local Services and Programs - General funds will be used to document the coordination.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs,

housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Evaluation:

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

The director (principal) and staff meet annually to evaluate the effectiveness of the school-wide plan (Goals, Objectives, Strategies, Activities) checking for consistency and fidelity of implementation. Data points are collected and evaluated to measure the school's attainment of the established goals within the plan. Data is gathered from parents, staff, and researchers (students) that target the implementation and impact of the plan. Classroom walk through, observations, lesson plan monitoring, test scores, and surveys are the primary vehicles for data attainment.

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

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

WAY administrators, staff and board members all review the Performance Series, SAT, ACT, Plan, Explore, and State of Michigan common assessments, to evaluate the results of the school-wide program. For all grades, classroom assessments include, but are not limited to, projects, and authentic demonstrations of learning. Assessments created by the teachers are given throughout courses to assess essential learning skills, and adjust instruction as needed. We also review all new data as it is collected: demographic, perception, and program/process data, in addition to student achievement data.Progress towards school-wide goals as well as performance on each assessment are used to evaluate how different classes, sub-groups identified in the school-wide plan, and individual students are performing relative to baseline scores, as well as national norms. All teachers will evaluate assessments data school-wide and for specific content areas. The assessment data will be shared with students and they will be taught how to evaluate their academic strengths, weaknesses and understand their growth targets. The school-wide plan will be revised as necessary based upon the results of evaluations to ensure continuous improvement of all students at WAY Academy.

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

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

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

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

School Improvement Goals and Plans for 2019-2020

Overview

Plan Name

School Improvement Goals and Plans for 2019-2020

Plan Description

Goals and Plans for 2019-2020

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All WAY Academy West students will be provided a well rounded education that will prepare students for college and career readiness.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$35000
2	All WAY Academy West students will be prepared to make safe and healthy choices in social and academic settings.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$2000

Goal 1: All WAY Academy West students will be provided a well rounded education that will prepare students for college and career readiness.

Measurable Objective 1:

achieve college and career readiness by preparing all secondary students for post-secondary success considering their interests, aptitudes, and skills. by 06/30/2024 as measured by the completion of an Educational Development Plan by grade level. .

Strategy 1:

Career Planning - Knowledgeable staff will work with all secondary students to complete a quality Educational Development Plan (EDP) as required by law which will be reviewed and updated annually

Category: Career and College Ready

Research Cited: Predictors of Post-Secondary Success, College and Career Readiness and Success Center at AIR, by Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC. and Megan Sambolt, AIR and Michigan Revised

School Code 380.1277.

Tier: Tier 1

Activity - Employability Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will Receive instruction in Employability Skills relating to problem solving, personal management, organizational, and negotiation skills, and teamwork.	Behavioral Support Program, Career Preparation /Orientation, Community Engagement, Communication	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Director, College advisor, Teachers and parents

Activity - Introduce to 21st Century Careers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduce students to STEM initiative focusing on building robots and coding them to perform basic operation.	Technology, Career Preparation /Orientation, Communication	Tier 1	Getting Ready	09/01/2019	06/30/2024	$5000	General Fund	Team leader, Director, support staff, community vendors.

School Improvement Plan

W-A-Y Academy - Chicago Site

Activity - Career Information Resources and Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide all secondary students with career informational resources and experiences such as: Career Fairs, Speakers, Mock Interviews, Materials from Employers, and College Tours. Opportunities for follow up and reflection will be included.	Parent Involvement, Technology, Career Preparation/Orientation, Community Engagement, Communication	Tier 1	Implement	08/01/2019	06/30/2024	$10000	General Fund	Directer, team leader, College and Career Coach

Activity - Career and College Guidance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to discuss career interests, options, and preparations with school college and career coach or knowledgeable staff at least annually. EDP review will be included in discussions	Behavioral Support Program, Parent Involvement, Academic Support Program, Monitor, Field Trip, Technology, Career Preparation/Orientation, Community Engagement, Communication	Tier 1	Implement	06/30/2019	06/30/2024	$5000	General Fund	Team leader and College and Career Coach

Strategy 2:

Preparing students for 21st Century careers - Preparing students for 21st Century career technology fields. Students will have the opportunity to learn about the STEM initiative in the areas of coding and engineering.

Category: Career and College Ready

Research Cited: Director, community vendors, Team leader

Tier: Tier 1

Activity - Introduction to Coding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduction to Coding, teaching the basic fundamental to coding, students will learn the basic terminology, various coding programs that can be used, and basic usage in Java coding.	Parent Involvement, Implementation, Teacher Collaboration, Technology, Community Engagement, Communication	Tier 1	Getting Ready	08/01/2019	06/24/2024	$5000	General Fund	Director, team leader, staff, community vendor, parents

Activity - Advanced Computer Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced computer skills will focus on enhancing student skills on apps, programs, software and social media that are commonly used, such as google, website/apps development sites, graphic design sites, navigating through social media sites, Microsoft office and mac programs. etc	Parent Involvement, Teacher Collaboration, Technology, Career Preparation/Orientation, Community Engagement, Communication	Tier 1	Getting Ready	08/01/2019	06/30/2024	$5000	General Fund	Director, team leader, community vendors, staff and parents

Activity - Engineering and coding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Engineering and coding activity will focus on students creativity and mobility skills, through building robots and coding them to perform basic movements to completed task.	Teacher Collaboration, Technology, Community Engagement, Communication	Tier 1	Getting Ready	08/01/2019	06/30/2024	$5000	Other	Director, team leader, community vendor, staff, parents

Goal 2: All WAY Academy West students will be prepared to make safe and healthy choices in social and academic settings.

Measurable Objective 1:

demonstrate a behavior that shows all WAY Academy West students conduct self-reflection and can make critical decisions. by 06/30/2024 as measured by completion of student requirements set out in Student/Parent/School compact, W-A-Y Academy credit requirement and PBIS SWIS apps. ..

Strategy 1:

PBIS "DREAM" - All staff are trained in the PBIS framework for DREAM, Dedication, Responsibility, Etiquette, Attitude and Motivation. Staff teach students how to model the DREAM behavior in varies areas in the school.

Category: Learning Support Systems

Research Cited: PBISapps, PBIS.com, SWIS.com

Tier: Tier 1

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers review and teachers PBIS DREAM behavior matrix to students the first 5 minutes of class everyday.	Behavioral Support Program, Monitor, Communication	Tier 1		09/30/2019	06/30/2024	$2000	General Fund	Director, Social Worker, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Employability Skills	Students will Receive instruction in Employability Skills relating to problem solving, personal management, organizational, and negotiation skills, and teamwork.	Behavioral Support Program, Career Preparation /Orientation , Community Engageme nt, Communic ation	Tier 1	Implement	09/01/2019	06/30/2024	$0	Director, College advisor, Teachers and parents

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engineering and coding	Engineering and coding activity will focus on students creativity and mobility skills, through building robots and coding them to perform basic movements to completed task.	Teacher Collaborati on, Technology , Community Engageme nt, Communic ation	Tier 1	Getting Ready	08/01/2019	06/30/2024	$5000	Director, team leader, community vendor, staff, parents

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Introduce to 21st Century Careers	Introduce students to STEM initiative focusing on building robots and coding them to perform basic operation.	Technology, Career Preparation /Orientation, Communication	Tier 1	Getting Ready	09/01/2019	06/30/2024	$5000	Team leader, Director, support staff, community vendors.
Introduction to Coding	Introduction to Coding, teaching the basic fundamental to coding, students will learn the basic terminology, various coding programs that can be used, and basic usage in Java coding.	Parent Involvement, Implementation, Teacher Collaboration, Technology, Community Engagement, Communication	Tier 1	Getting Ready	08/01/2019	06/24/2024	$5000	Director, team leader, staff, community vendor, parents
Advanced Computer Skills	Advanced computer skills will focus on enhancing student skills on apps, programs, software and social media that are commonly used, such as google, website/apps development sites, graphic design sites, navigating through social media sites, Microsoft office and mac programs. etc	Parent Involvement, Teacher Collaboration, Technology, Career Preparation /Orientation, Community Engagement, Communication	Tier 1	Getting Ready	08/01/2019	06/30/2024	$5000	Director, team leader, community vendors, staff and parents

Career and College Guidance	Students will have the opportunity to discuss career interests, options, and preparations with school college and career coach or knowledgeable staff at least annually. EDP review will be included in discussions	Behavioral Support Program, Parent Involvement, Academic Support Program, Monitor, Field Trip, Technology, Career Preparation /Orientation, Community Engagement, Communication	Tier 1	Implement	06/30/2019	06/30/2024	$5000	Team leader and College and Career Coach
Character Education	Teachers review and teachers PBIS DREAM behavior matrix to students the first 5 minutes of class everyday.	Behavioral Support Program, Monitor, Communication	Tier 1		09/30/2019	06/30/2024	$2000	Director, Social Worker, Teachers
Career Information Resources and Experiences	Staff will provide all secondary students with career informational resources and experiences such as: Career Fairs, Speakers, Mock Interviews, Materials from Employers, and College Tours. Opportunities for follow up and reflection will be included.	Parent Involvement, Technology, Career Preparation /Orientation, Community Engagement, Communication	Tier 1	Implement	08/01/2019	06/30/2024	$10000	Director, team leader, College and Career Coach