



School Annual Education Report (AER) Cover Letter

12/20/2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) to provide key information on the 2018-19 educational progress for the Way Academy Detroit Vernor Site. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jocelyn Farkas for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2sB3EbZ> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

SAT	2018-2019 Average Proficient Math	2017-2018 Average Proficient Math	2018-2019 Average Proficient ELA	2017-2018 Average Proficient ELA
State of Michigan	36.3%	36.9%	55.3%	57.8%
Vernor	≤20%	≤10%	29.4%	11.8%

During the 2018 - 2019 school year, WAY Academy Detroit Vernor participated in the state required assessments. SAT is the culmination of the pre-testing called PSAT taking in 8-10th grade. Our goal for all students is to perform at a proficient level. We have a lot of work to do to close the achievement gaps of our students. We made improvement in ELA moving from 11.8% to 55.3%. Math continues to be a struggle. We have implemented a new math program called ALEKS math, to increase basic math competency skills. Additionally, we are working with our math teachers on implementing new strategies by targeting low achieving strands.

We now provide progress monitoring, throughout the year with the use of the performance series assessments in both ELA and Math. We are also providing after-school tutoring for additional support in these areas. Some of the goals and focus for the 2018-2019 school year includes the use of Restorative Justice practices, and Positive Behaviors Interventions and Supports through our work with the MIBLSI state initiative. We are also involving our student in robotics to increase STEM skills sets. Our continued use of critical thinking skills, increased positive teacher/student relationships, intentional use of strategies to improve student achievement, and the use of data to impact differentiated instruction are making a positive impact on our school community.

Due to our English Learner (EL) student population, an additional Bilingual Specialist and Paraprofessional are dedicated to servicing our EL population. As another layer of support to close this instructional gap, we are able to use Title funds to bring in training and to attend Bilingual Conferences for instructional staff teaching our EL students as well as implement the use of instructional materials and programs to assist EL students.

Our process for assigning pupils to our school includes: enrolling students as walk-ins, via our online school website <https://www.wayprogram.net/enroll>, recommendations from neighboring schools, flyers posted in the community and canvassing the surrounding neighborhoods. WAY is open to all students in the state of Michigan and provides a safe and supportive non-traditional educational setting for students to feel confident as they work their way to academic excellence. Once the student is enrolled, they participate in an orientation process where a staff member guides them through our program and how to successfully complete work by using our learning platform and model through an induction process.

In the 3-5 year School Improvement Plan for WAY Academy Southwest, the updates regarding areas identified for improvement include the implementation of Collins Writing. We are also utilizing the math intervention tool ALEKS math in conjunction with our Title 1 math program. Another area of improvement pertains to parent involvement. To address this area parent events are scheduled on a monthly basis to engage parents as stakeholders to get actively involved and acquainted with our program. Also, based on the requirements of the Michigan Department of Education, the School Improvement Plan is revised on an annual basis by staff members, parents/guardians and student input. Another area of improvement being addressed is college readiness. We are currently implementing workshops addressing a college and career pathways plan to prepare students for college entrance and success.

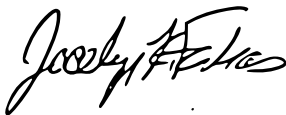
Our curriculum can be accessed on our school website at www.wayprogram.net The curriculum is based on the Common Core State Standards, Next Generation Sunshine State Standards and Michigan Curriculum Framework standards. Project-Based Learning is the vehicle through which students deeply explore concepts and skills embedded in the standards towards accumulating course credit. Projects are designed by Highly-Qualified teachers that encompass all of the state and national standards. In addition to these projects, students have the ability to co-create standards focused projects in collaboration with teachers. Constructivist learning is the foundation for all work that students do, and how teachers co-create learning experiences. We are AdvancED accredited: <http://www.advanc-ed.org>.

Currently, 100% of families at WAY Academy participate in parent-teacher communications over the course of the school year. All of our parents at WAY Academy have access to our parent portal to view student progress with completing standards, earned credit and attendance history. Parents are able to send comments to teachers and set up meetings with their teacher and/ or school leader at WAY Academy. Additionally, on-going conferences and home visits are conducted to re-engage students. Currently, we actively communicate with parents via progress reports mailed out, Schoolmint messages, conference calls and parent-teacher conferences. Ultimately, we believe that involving parents in their student's education will improve the probability of a higher academic outcome. Our school works best when parents demonstrate an active interest in their child's education forming a partnership of academic success along with the teacher. During our last parent event, we saw an increase of parent participation from 0% to 9%. Parents were actively learning how to navigate in our digital platform and understand how to attain immediate data on the progress of their child. We will continue to increase parent involvement in the upcoming months.

W-A-Y Academy Southwest had two Advanced Placement and no International Baccalaureate courses. No student participated in the AP courses. We had one students dual enrolled for the 2017- 2018 school year. We had zero students dual enrolled for the 2018-2019 school year.

Our mission at W-A-Y Academy Southwest is to change lives, through engaging and encouraging experiences, for all students and families. We strive to ensure quality instructional support is given to our students as they work towards high school success and prepare for achievements throughout college, career and life. We look forward to continually improving our services to provide a premier education that ignites and brightens our youth in Southwest Detroit.

Sincerely,

A handwritten signature in black ink, appearing to read "Jocelyn Farkas". The signature is fluid and cursive, with the first name being the most prominent.

Jocelyn Farkas
School Director