



# Single Building District Improvement Plan

WAY Michigan

WAY Michigan

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The WAY Michigan Comprehensive Needs Assessment process started at the beginning of the 2016-17 school year with the WAY Michigan School Improvement Team. The School Improvement Team is comprised of the school director, teachers, student academic support specialist, and parents. Because WAY Michigan is a virtual academy, the meetings are conducted via Skype and conference call centers. All WAY Michigan students have a computer provided by the school. This allows students and parents to participate in meetings with Skype if they choose. Parents contributed directly to the design of the Parent Involvement Plan, Parent Survey, Parent Compact, and designing of the schoolwide plan.

A draft of a Parent Compact was sent to parents for their input. Based on their input the final Parent/Student/Teacher Compact was approved. Parent surveys were sent via US mail and email using the survey in ASSIST. Parents were also given copies of the surveys when they transported their students to various locations for state and authorizer mandatory testing. Emails and hard copy surveys were mailed to parents. Students were asked to complete an online survey. Personal phone calls, Skype communications, and home visits were done in an effort to increase participation and gather feedback. This process also included additional meetings to receive input from every staff member, parents, students, and community members, to ensure all stakeholders had a voice in providing feedback in the development of the School Improvement Plan and the Title One Schoolwide Plan. The next step was to collect and review perception, program/process, demographic, and student achievement data. The data review involved identifying trends, concerns, and strategies to implement to achieve our goals.

Student achievement data was examined by reviewing NWEA MAP, M-STEP, MME, WorkKeys, PSAT 8/9, PSAT 10 test results. NWEA MAP assessment results were examined for all students tested in the 7th-12th grades in the content areas of mathematics, reading, and language usage. NWEA MAP assessments are conducted during the Fall, Winter, and Spring. 11th and eligible 12th grade students are tested in March using the Michigan Merit Exam (MME) in the following content areas: Reading, Writing, Math, Science, and Social Studies. 7th and 8th grade students were given the M-Step test in Spring (2014), completing assessments in Reading, Writing, Math, and Science, and 9th grade students were assessed in Social Studies. 8th and 9th grade students were assessed in May through the ACT Explore test which includes multiple choice tests in the content areas of English, Math, Reading, and Science. Students in 9th and 10th grade were tested using the MAP in the Spring of 2015. The results of these assessments were discussed at the School Improvement Team Meetings. The results of these assessments are used as a significant part of the comprehensive needs assessment.

The School Improvement Team met throughout the school year to analyze demographic, process, perception, and achievement data as part of the agenda. Demographic, perception, and achievement data are collected periodically during the school year.

Perception data was collected using an online survey for parents, students, and staff with questions ranging from technology utilization to student learning. The School Improvement Team looks for strengths, challenges, and trends analysis of the collected data. Process data was collected and analyzed during February and March when the SIT Team completed the School Systems Review. The entire staff had input in the process. Demographic data is collected when a student enrolls, demographic data is collected as part of the enrollment packet.

This information is collected and stored in HERO, our online learning platform. The demographic data is updated every September by contacting the parents. This keeps the demographic data current. HERO, our online learning platform, also allows us to generate reports at any time by clicking on specific reporting tools. This allows us to

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have instant reports on the school and individual students. It generates reports such as: student retention, student credit attainment, work Single Building District Improvement Plan WAY Michigan submitted and graded, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, and earned standards. The data in this system allows us to assess the progress of our school and the progress of each individual student. These reports are reviewed at School Improvement Team meeting and we used to compile the results of the comprehensive needs assessment.

The School Improvement Team meet throughout the year to review the results of the perception, demographic, and achievement data in order to assess the needs of Way Michigan program. This team also reviews the processes in place for student interventions, staff professional development, and parent involvement. This team meets with the purpose of reviewing and analyzing all data to better understand how our programs and interventions can best meet the instructional needs of our students. Following the examination of all data, goals were developed in all content areas, and strategies and activities were selected to address the needs identified through the Comprehensive Needs Assessment. This team makes decision and determines how to collectively move forward to achieve the vision and mission of the school.

### **Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

We gained input from online teachers, students, mentors, parents, and central office administrators. A teacher representative from each of the four core areas conducted data analysis sessions in their respective disciplines and highlighted strengths and weaknesses to help for our school improvement goals. The ELA teacher co-chaired the school improvement process with the principal. Parents and students supplied information and input via online surveys and focus groups. Central office administrators provided input and vision.

### **Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Since this is our second year in operation, we spent most of the year collecting baseline data and reviewing it in preparation for crafting our school improvement goals. Parents and students provided their input via survey and focus group participation. Stakeholders received updates on the school improvement process every time we acquired new data points--in the Fall, Winter, and Spring. Stakeholders have been involved throughout the year. "Skype Nights" allowed parents to collaborate and ask questions about the school improvement plan and any other concerns.

# **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?

The WAY Michigan Comprehensive Needs Assessment process started at the beginning of the 2015-16 school year with the WAY Michigan School Improvement Team. The School Improvement Team is comprised of the school director, teachers, student academic support specialist, and parents. Because WAY Michigan is a virtual academy, the meetings are conducted via Skype and conference call centers. All WAY Michigan students have a computer provided by the school. This allows students and parents to participate in meetings with Skype if they choose. Parents contributed directly to the design of the Parent Involvement Plan, Parent Survey, Parent Compact, and designing of the schoolwide plan. A draft of a Parent Compact was sent to parents for their input. Based on their input the final Parent/Student/Teacher Compact was approved.

Parent surveys were sent via US mail and email using the survey in ASSIST. Parents were also given copies of the surveys when they transported their students to various locations for state and authorizer mandatory testing. Emails and hard copy surveys were mailed to parents. Students were asked to complete an online survey. Personal phone calls, Skype communications, and home visits were done in an effort to increase participation and gather feedback. This process also included additional meetings to receive input from every staff member, parents, students, and community members, to ensure all stakeholders had a voice in providing feedback in the development of the School Improvement Plan and the Title One Schoolwide Plan. The next step was to collect and review perception, program/process, demographic, and student achievement data. The data review involved identifying trends, concerns, and strategies to implement to achieve our goals.

Student achievement data was examined by reviewing NWEA MAP, M-STEP, MME, WorkKeys, PSAT 8/9, PSAT 10 test results. NWEA MAP assessment results were examined for all students tested in the 7th-12th grades in the content areas of mathematics, reading, and language usage. NWEA MAP assessments are conducted during the Fall, Winter, and Spring. 11th and eligible 12th grade students are tested in March using the Michigan Merit Exam (MME) in the following content areas: Reading, Writing, Math, Science, and Social Studies. 7th and 8th grade students were given the M-Step test in Spring (2014, 15, 16, and 17), completing assessments in Reading, Writing, Math, and Science, and 9th grade students were assessed in Social Studies. 8th and 9th grade students were assessed in May through the ACT Explore test which includes multiple choice tests in the content areas of English, Math, Reading, and Science. Students in 9th and 10th grade were tested using the MAP in the Spring of 2016. The results of these assessments were discussed at the School Improvement Team Meetings.

The results of these assessments are used as a significant part of the comprehensive needs assessment.

The School Improvement Team met throughout the school year to analyze demographic, process, perception, and achievement data as part of the agenda. Demographic, perception, and achievement data are collected periodically during the school year.

Perception data was collected using an online survey for parents, students, and staff with questions ranging from technology utilization to student learning. The School Improvement Team looks for strengths, challenges, and trends analysis of the collected data. Process data was collected and analyzed during February and March when the SIT Team completed the School Systems Review. The entire staff had input in the process. Demographic data is collected when a student enrolls, demographic data is collected as part of the enrollment packet. This information is collected and stored in HERO, our online learning platform. The demographic data is updated every September by contacting the parents. This keeps the demographic data current.

HERO, our online learning platform, also allows us to generate reports at any time by clicking on specific reporting tools. This allows us to have instant reports on the school and individual students. It generates reports such as: student retention, student credit attainment, work submitted and graded, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, and SY 2016-2017

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earned standards. The data in this system allows us to assess the progress of our school and the progress of each individual student. Single Building District Improvement Plan WAY Michigan SY 2016-2017

These reports are reviewed at School Improvement Team meeting and we used to compile the results of the comprehensive needs assessment. The School Improvement Team meet throughout the year to review the results of the perception, demographic, and achievement data in order to assess the needs of Way Michigan program. This team also reviews the processes in place for student interventions, staff professional development, and parent involvement. This team meets with the purpose of reviewing and analyzing all data to better understand how our programs and interventions can best meet the instructional needs of our students. Following the examination of all data, goals were developed in all content areas, and strategies and activities were selected to address the needs identified through the Comprehensive Needs Assessment.

This team makes decision and determines how to collectively move forward to achieve the vision and mission of the school

### **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?**

#### WAY Michigan Demographic Data

WAY Michigan is a comprehensive virtual academy for grades 7-12. WAY stands for "Widening Advancements for Youth." WAY Michigan is part of an international program that provides a non-traditional online education that appeals to non-traditional students. WAY Michigan is a fully accredited online public school academy providing a personalized learning experience for students in Michigan. WAY Michigan offers an innovative approach to education utilizing state of the art technology and project-based learning in alignment with state and national content standards. Students collaborate across the WAY network to engage in rigorous online projects, with multiple supports to ensure success in learning. Our teachers are referred as online experts and our students are referred to as researchers. Every ten students has a mentor who checks in with them at least once a week to help guide them through the projects, monitor their projects, and work with struggling students. We also have a Student Academic Support Specialist who serves as an instructor as well as supporting students with academic, social, and behavioral needs. This person works closely with students and parents to create, implement, and follow through with supports for identified students. The school director supervises the program and all components to make sure that Way Michigan meets the needs of all students and their parents.

Demographics for the fall 2016 school year:

Enrollment: 121

Free or reduced lunch: 70%

Gender: 69 Girls and 52 Boys

Homeless: 3%

Special Education: 10 students

ELL: 2 Students

Immunizations: 96%

Ethnicity: 35 African American; 2 Hispanic; 84 White

#### Demographic Analysis

Enrollment has increased from school year 2014-15 to school year 2015-16 and through the 2016-17 school years.

The number of girls has increased each year at a faster pace than enrollment of boys. The number of African American students has



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increased from each year and the number of white students has also increased. Immunization requirements were met per state guidelines, but it was noted that parents and students had difficulty understanding why they had to meet immunization guidelines since it was an online school. The number of special education students has decreased. It was determined that students completed the program or left for other schools from the first year to the second year. WAY Michigan attracts students with medical issues. Our program allows these students to continue their education while undergoing treatments and gives them time to recuperate from procedures. Pregnant girls and girls with new babies are also attracted to the program. WAY Michigan provides them with an education during their pregnancy and after they have their babies. Since HERO is available 24/7, they can work while their babies are sleeping or whenever they have time. We have seen a slight increase in these categories, which means that we will have to continue to meet the needs of these students.

### WAY Michigan Achievement Data

WAY Michigan opened in Fall 2014. Therefore, we do not have 3 years of Adequate Yearly Progress (by subject, or subgroup, by aggregate). We do not have enough data to be placed on the State's Top to Bottom List. We have one and a half years of achievement data and we are currently waiting for more from the State of Michigan. All WAY Michigan researchers (with the exception of seniors) took part in the latest round of State assessments, including the M-STEP for grades 7, 8, 11, and eligible 12; PSAT 8/9; PSAT 10; SAT; and ACT Workkeys. Scores from these assessments will be available in summer 2016. Researchers are also scheduled to take the second of two rounds of MAP (Measurement of Academic Progress) this Spring. A combination of State and charter-authorizer assessments have been taken. The first round of MAP was taken in fall 2015. Additionally, In March 2015, all WAY 11th graders and eligible 12th graders participated in the Michigan Merit Exam, which consisted of the ACT, the ACT Workkeys, and M-STEP. The following are results of the aforementioned assessments:

#### March 2015 ACT (11th grade and eligible 12th graders)

Fifteen WAY Michigan researchers took the ACT. The following are averages based on the standard 36-point scale:

English: 15.5 (4 researchers college ready)

Math: 16.5 (1 researcher college ready)

Science: 17.8 (0 researchers college ready)

Reading: 18.4 (5 researchers college ready)

Writing (12 pt. scale): 5.8 (4 researchers college ready)

Composite: 17.27

During the same test cycle, fifteen WAY 11th and eligible 12th graders took the ACT Workkeys. There are three sections on the Workkeys.

The following are results based on the Workkeys 65-90 point scale:

Math: 75.53

Reading (Locating Information): 76.07

Reading: 77.6

The third assessment the same group of 11th and 12th grade students participated in in March 2015 was the M-STEP. The following percentages of not proficient, partially proficient, and proficient:

Math:

Not Proficient: 82 percent

Partially Proficient: 18 percent

Proficient: 0 percent

ELA:

Not Proficient: 27 percent

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Partially Proficient: 55 percent

Proficient: 18 percent

Science:

Not Proficient: 55 percent

Partially Proficient: 45 percent

Proficient: 0 percent

Social Studies:

Not Proficient: 9 percent

Partially Proficient: 46 percent

Proficient: 46 percent

In spring 2015, 14 ninth graders and 13 tenth graders took MAP. The following are results. RIT is an estimation of a student's instructional level. It also measures student progress or growth over a predetermined time frame.

9th grade Math average RIT: 229.2 Percentile Rank for Grade 29%

10th grade Math average RIT: 222.3 Percentile Rank for Grade 19%

9th grade Reading average RIT: 231.1 Percentile Rank for Grade 65%

10th grade Reading average RIT: 214.0 Percentile Rank for Grade 18%

No ninth or tenth graders participated in MAP in fall 2015 due to charter authorizer agreement. The sample for fall 2015 middle school is too small to generate any results.

Local assessment includes the analysis of projects completed and standards attained during the 2014-15, it was determined that our students completed the following Core Curriculum State Standards based on content areas:

Math

Science

Social Studies

ELA

Data Analysis

We noted the following in the analysis of data with our students.

Reading scores are generally higher than their Math scores.

Reading scores declined from 9th to 10th grade.

Math skills are weak and decline from 9th to 10th grade.

Writing skills are moderate to low and language skills are weak.

Science skills are lower than expected.

Social studies skills are strong.

A majority of our students come to us working below grade level.

For the 2016 SAT, the average score was 850, slightly below the state average

For the 2016 PSAT, the average score was 890, slightly below the state average, although 100 percent of researchers tested were at college ready for ELA.

For the 2016 PSAT 9, the average score was 820, below state average.

Student Achievement Data Action Steps

Achievement results show moderate to weak proficiency in grades 9-11. There were no significant gaps among subgroups except for special

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education. Special education students fell within the bottom 30% in most tests. With such low samples, making generalizations concerning subgroups is difficult. However, based upon these results, we have identified goals and strategies to improve achievement for all students in these areas, with specific strategies for our targeted virtual population at the bottom 30 percent and special education students. We have identified content standards that will become priority areas as we select strategies and activities to close these gaps.

Target Populations: In general, we will consider our lowest 30% of all students, as well as students with disabilities, to be our target populations; these students will receive supplemental support and interventions as needed. We will also monitor any gaps that emerge between males and females and provide services as necessary when they occur.

### WAY Michigan Process Data

On Site Review was conducted by our authorizer, Central Michigan University in January 2015 and January 2016 and January 2017. All authorizers required

components were in compliance. Special education compliance was reviewed in October 2015 and all special education areas were compliant.

In early Spring of 2016, WAY Michigan staff completed a school system review (SSR) with the following results:

Standard 1: Teaching for Learning 2.4

Standard 2: Leadership 2.25

Standard 3: Professional Learning Culture: 2.0

Standard 4: School, Family, Community Relations 2.0

In early Spring of 2015, WAY Michigan staff completed a school system review (SSR) with the following results:

Standard 1: Teaching for Learning 3.0

Standard 2: Leadership 2.62

Standard 3: Professional Learning Culture: 3.25

Standard 4: School, Family, Community Relations 1.5

From our analysis of the two years of SSR data, our school improvement team determined the following:

#### Strengths

- Standard 1: Curriculum, Indicator B: Coherence
- Standard 2: Instruction, Indicator F: Reflection
- Standard 3: Assessment, Indicator J: Student Involvement in Assessment Process
- Standard 7: Professional Learning Culture: Indicator S: Collective Team
- Standard 8: Professional Learning Systems: Indicator V: Impact of Professional Development

#### Challenges

- Standard 6: Organizational Management, Indicator P: Communication Systems
- Standard 6: Organizational Management, Indicator Q: Intentional Practices
- Standard 10: Engagement, Indicator Y: Learning Opportunities
- Standard 10: Engagement, Indicator Z: Partnerships

#### Process Data Analysis

Although, overall our ratings decreased from school year 2014-15 to school year 2015-16, the school improvement team determined that this was due in part to the fact that the analysis of school year 2015-16 was done by a new team. This team did not rate themselves as high as the previous year in all areas. However, it is noted that the areas of strength remain the same. Although we have made progress, School and Family Relations remains a challenge due to our online community. This will be a priority area for the new school year.

### WAY MICHIGAN PERCEPTION DATA

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Review of data includes: student, parent, and staff perception data, surveys, and focus groups.

**STUDENT PERCEPTION:** Overall, the 38 students surveyed feel that that online school is helpful to them and feel that WAY Michigan has given them the opportunity to earn a diploma. They report that attending WAY Michigan has helped them gain confidence in their selves, and that they like the caring, friendly staff, liked that they could work at their own pace and complete classes quickly. Students indicate that the WAY Michigan purpose and expectations are clearly explained to students and families, that all students are treated with respect, that teachers work together to improve student learning, and that teachers and the director have high expectations for them. Further, they would like opportunities that prepare them to deal with issues that they may face in the future. When asked if they enrolled in WAY Michigan because they had no other options to earn a diploma, 23 respondents indicated yes, and 27 respondents indicated no. Of 50 respondents, 26 indicate they have a difficult time following a schedule, 39 indicate they have a hard time sitting still and focusing for more than 30 minutes at a time. Of 50 respondents, 32 indicated they lose things easily, 23 indicate they have trouble turning in assignments.

**PARENT PERCEPTION:** Of the 31 parents surveyed, they indicate that they are happy with the WAY Michigan program. Overall, WAY Michigan parents are happy with the leadership and the staff at WAY Michigan. They feel that their students have advocates at WAY Michigan, truly care for their children, and have high expectations for them. Parents indicated that they like the monthly progress reports that communicate about their students, updates, and a need to better understand the grading systems.

**STAFF PERCEPTION:** 26 of 31 certified staff members completed the survey. Staff indicates that they enjoy the flexibility of WAY Michigan. They are least happy with the compensation and lack of benefits associated with the position. They indicate that there is a need for more social, emotional, behavioral support, and sufficient material and resources to meet student needs and learning.

## CONCLUSIONS

Based on our analysis of the demographic perception, process, and achievement data in the CNA it is clear that academic needs remain high in all core content areas. The priority areas at WAY Michigan will be math and science as well as a particular focus on students in the bottom 30% in all content areas. We will have goals in math, science, reading, writing, and social studies. Our objectives will focus on all students as well as our subgroup of the bottom 30%. We will monitor our remaining subgroups, but because there is no significant gap between subgroups and all students we will address the needs of all students.

Our online experts will focus on Math and Science with all of our students. Our identified targeted students will receive instruction based on their specific needs as outlined in their student success plans.

Our demographic trends demonstrate that our students going from 9th to 10th grade have decreased their achievement levels as based on the assessment scores. We want to focus on our 10th graders to reinforce their skills and motivate them to increase their achievement.

Professional development needs need to focus on instructional strategies for Math and Science specifically. They also need to highlight the needs of our changing student population based on their ethnic diversity.

Our students come to us with a variety of needs. We have students that have a child or are pregnant. We also have students with medical issues. Online experts and mentors need professional development on how to work successfully with these students given their variety of issues.

Program changes need to include Math projects and Science projects which focus on our priority areas. Our students also need to practice study skills and test preparation skills to increase their test taking skills and relieve some of their text anxiety.

Our prioritized challenges are the following:

- 1) Based on achievement and demographic data analysis professional development is needed for staff to address the continued diverse needs of our students as well as implement building wide strategies.
- 2) Based on our perception data analysis there is a need to increase and improve parent engagement to obtain a broader cross section of parents attending activities and responding to surveys.
- 3) Based on demographic, perception, and achievement data analysis there continues to be a need to address socio-emotional needs of students and their families to eliminate the barriers that their specific situations create. Professional development in this area will focus on how staff can work effectively with these students and assist them with identifying local resources to provide additional support.

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- 4) Based on the achievement data analysis there is a need to strengthen core instruction as well as continue interventions with the focus on the identified subgroups and the priority content subjects.
- 5) Based on our process and perception data analysis our challenge is to use our monthly data dialogues and bi-weekly progress monitoring to effectively collaborate as teams to analyze student data.
- 6) Based on our achievement data analysis there is a need for a process to collect and analyze more comprehensive local assessment data in all content 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.**

#### Alignment to GOALS

Achievement results from NWEA, MEAP, and MME show that student proficiency is low in all grade levels across all content areas. Based upon these results, we have identified goals and strategies to improve achievement for all students in these priority areas, with specific strategies for our target populations of special education and the bottom 30%.

Based upon an item analysis of the NWEA, MEAP, and MME data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content standards/area for each subject area are:

Math: Algebraic expressions, data analysis, probability

Science: Inquiry and reflection, earth science, biology

Reading: Literature, key ideas and details, characterization, inferences and conclusions

Vocabulary Acquisition: Word relationships

Language: Parts of speech, grammar, and punctuation

Writing: Prewriting, drafting and revising

Social Studies: World spatial terms, revolution and new nations, the market economy, US and world history

Our goals are clearly aligned to our Comprehensive Needs Assessment and designed to address our identified priority needs.

Math: All students at WAY Michigan will become proficient in mathematics

Science: All students at WAY Michigan will become proficient in science.

Reading: All students at WAY Michigan will become proficient in reading.

Writing: All students at WAY Michigan will become proficient in writing.

Social Studies: All students at WAY Michigan will become proficient in social studies.

### **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?**

WAY Michigan wants all of our students to become proficient in all content areas. Therefore, our goals indicate our mission to have all of our students reach this level.

Our Goals developed through the Comprehensive Needs Assessment include:

Math: All students at WAY Michigan will become proficient in mathematics.

Science: All students at WAY Michigan will become proficient in science.

Reading: All students at WAY Michigan will become proficient in reading.

Writing: All students at WAY Michigan will become proficient in writing.

Social Studies: All students at WAY Michigan will become proficient in social studies.

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Our goals will address the needs of all students by meeting the students where they are and providing scaffolding supports, one-on-one instruction, individualized learning plans, and differentiated instruction. These strategies will be used throughout the learning process to support students and increase their learning potential. Our goals will address the needs of our target populations by providing specific support to raise assessment scores and student achievement. We will target the students in the lowest 30% based on their achievement results. Our special education teacher works directly with our special education students online, conference calling, and Skyping.

## Component 2: Schoolwide Reform Strategies

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

Based on the findings in our Comprehensive Needs Assessment, WAY Michigan has selected the following research based strategies to address the challenges identified. The strategies include Reading Apprenticeship, Project-Based Learning, Data Driven Dialogue, and Thinking Maps. WAY-Michigan is a 100% online program that differs from traditional on-line programs in several ways. WAY is a uniquely personalized learning program facilitated by personalized, project-based online learning experiences. Our staff is invested in the success of each student, providing support 7 days a week, 24 hours a day, all year round. This allows students to excel at their own pace, developing customized learning plans on topics that truly appeal to them. Students become and are referred to as Researchers and are assigned Mentors (certified WAY teachers) as well as Experts (Content specific Teachers) and a Team Leader (Student Learning Advocate) In the WAY model teachers (online mentors and content area experts) and students engage in daily email, posting and responding to discussion boards, instant messaging, and video conferencing. Additionally, team leaders engage in telephone conversations and home visits with the students and parents. All students have live support available 24 hours a day, 7 days per week, 365 days per year. Teachers (Mentors and Experts) provide guidance and individualized learning for all students. Teachers develop relationships with students through the personalized feedback.

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. Curriculum revision (by mentors and experts) is ongoing and refined on a monthly basis. Curriculum revisions include new project development, inter-rater reliability assessment of standards, assessment design, and other best practices for a constructivist approach to learning. Additionally, a core action team of Curriculum Directors and Content Area Specialists constantly monitors and manages curriculum needs and supports for the entire system.

All work is evaluated based on the standards' language. A standard must be demonstrated for credit to be awarded. Using this criteria eliminates bias as the work either demonstrates or does not demonstrate the standard(s) being assessed. This process enables students to co-design artifacts based on their interests and understanding, thus eliminating culture and experience bias. Content area teachers participate in inter-rater reliability sessions around assessing work for standards at least once a month. In this way, fidelity and accuracy of standards-based assessment is maintained. This process ensures that consistency is maintained, especially when new staff come on board. Students work with their mentors to select projects that they want to work on based on their Student Success Plan. This plan is developed with the mentors and students based on student interest and their required credits for their grade level. Student may log in at any time during the day or night. They are required to be online for six hours a day and schedule those hours as they choose. Students often choose to work at night or on weekends. Online experts (teachers) are available 24/7 days a week.

The online experts serve as instructors for the students and as evaluators of the student's work. The online experts are available to chat with student and email student when they are online. The online experts use many strategies including the strategies in Reading Apprenticeship, Thinking Maps, Differentiating Instruction and Scaffolding to teach content to students when they are online. For example, our online experts differentiate lessons by providing small group instruction, extended time for assignments, and giving students choice in the project to demonstrate mastery of specific standards. These modifications and adjustments can be made in all content areas: reading, math, writing, science and social studies. In addition, Thinking Maps (graphic organizers), Differentiated Instruction, and Reading Apprenticeship strategies are also built in to our project based learning curriculum (HERO) as an integral part of the projects that students work on every day.

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Some students prefer to work independently; others choose to work through the material with an online expert through chats or Skype. The students have a schedule of when specific experts are online if they want to work with specific experts to receive their instruction. Everything is individualized to the student's needs. Project based learning is cross-curricular and the basis of the curriculum through our HERO learning system. Students do not work on a specific subject; they work on projects that incorporate various subjects in to the project. For example, a project may contain standards in Math, Visual Arts, and ELA. Each project is described in the HERO learning system. The students select the projects based on their interests. The students know exactly what standards they will receive for successful completion of each project. The projects contain various modules that the student must complete along with a Check Your Learning. The module requirements and the Check Your Learning are submitted to an online expert for evaluation. Student receive input from the online experts on revisions to their work or they receive an Award Letter for satisfactory completion of the project.

On a typical day, a student goes in to HERO, selects a project that he or she is working on and begins to complete the modules. They may watch a video, read a passage, watch a teacher providing instruction, or research specific subjects. While they are working, online experts (teachers) are available for them to chat with to receive one-on-one instruction, ask questions, Skype, or clarify their assignments. When they complete a module, they submit it to the online experts for evaluation. There are students who work on several projects on the same day.

They may select which project they want to work on, complete a module in that project and go on to another project that they have already started. This provides some variety to their day and keeps them motivated.

Student receive intervention through our Student Academic Support Specialist. Students complete on-going NWEA MAP assessments to identify current ability levels. Based on their scores, these students receive additional support from our Student Academic Support Specialist. She contacts the students throughout the day to provide intervention support and strategies. She also monitors their work and progress through our HERO learning system. In addition, she can see when they are online, what project they are working on, how much time they are spending on a project, and use this information to intervene when she sees that they need additional support. She also checks in with designated students throughout the week to provide additional individualized instruction with these students.

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.

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 hands-on assignments. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

Data Driven Dialogue: Data Driven Dialogue includes the following types of information: student attendance, credit attainment, project submission, and test scores. These conversations are held amongst staff members, the student academic support specialist and students to differentiate individualized learning plans. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

Graphic organizers provide a user-friendly format to assist our students in guiding and organizing his/her 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.



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Thinking Maps: Thinking maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used across content areas, as an integrated set of tools critical to providing scaffolds and structures to support deeper levels of understanding in order to master the cognitive demands of the CCSS. Online experts will continue to incorporate these maps when working with researchers. These maps are also embedded in the projects in the Hero curriculum to support students thinking.

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 data) and other forms of assistive technology, 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 crosscurricular strategy that supports English, Math, Science and Social Studies. In addition to working individually with students, the Student Academic Support Specialist also works with the online expert teaching staff to provide tools and supports that will assist students in their subjects. For example, common graphic organizers are shared among the online experts to scaffold through the material.

Student progress is monitored weekly by a mentor and bi-weekly by the student academic support specialist. Each student has a dashboard in HERO that clearly outlines their project completion and credit attainment for the last seven days. If a student is not meeting weekly goals, the student's mentor and student collaborate to create a comprehensive learning plan that identifies areas for improvement across all content areas. Students who continue to experience difficulty are referred to the Student Academic Support Specialist for further evaluation and support

Reading: Reading strategies are critical to all content areas. Therefore, all content area teachers will use Reading Apprenticeship. Consistency across the school will increase our students level of reading proficiency. It is also critical that students maximize their time reading to reach their goals. Strategies used in all content areas include a strategic approach to problem solving on continuous text to increase overall comprehension, expanding knowledge the of readers bring to text and word construction and vocabulary. Problem solving on text requires the manipulation of oral and written language structures, reading for meaning while cross-checking sources of information. Readers expand their overall knowledge using comprehension strategies: phrasing and parsing text, reading continuously and gaining increased fluency. Academic vocabulary and word construction strategies provide readers with specific skills to apply to text reading and comprehension. These strategies are specific to struggling readers in order to close the achievement gap. Many of our students are one or more grade levels behind so it is critical to provide strategies that will catch them up to their peer. Through a reflection process, students can identify their strengths and use those to work towards proficiency.

Writing: Writing is a skill that is used in all content areas. Therefore, all teachers are responsible for teaching these writing strategies on a regular basis. Writing strategies will center around the 5 Types of Writing: Capture Ideas, Respond Correctly, Edit for Focus Correction Areas, Peer Edit of Focus Correction Areas, and Publish. Capturing Ideas teaches students to brainstorm ideas for writing and uses time minimum writing limits. These limitations are expectations that students will put pen to paper and encourages constructivism. Respond Correctly teaches students to stay on topic and address a specific question when writing. Focus Correction Areas teaches students to focus on one aspect of writing to build skills in a targeted area of writing. Students focus on no more than 3 areas. Peer Edit of Focus Correction Areas allows students to receive timely feedback from their online expert so they can use to make revisions to improve their writing. Publish teaches students that not all writing is meant to be a published piece. The types of writing leading up to Publish teaches students strategies they can apply to a published piece. A published piece is scored for all writing traits. These writing types increases the time spent on writing and increase the amount of writing students are engaged in across all content areas.

Thinking maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used across content areas, as an integrated set of tools critical to providing scaffolds and structures to support deeper levels of understanding in order to master the cognitive demands of the CCSS. Online experts will continue to incorporate these maps when working with researchers. These maps are also embedded in the projects in the Hero curriculum to support students thinking.

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Math: Common Core State Standards for mathematics consists of content and mathematical practice standards that rest on processes and proficiencies. Mathematical practice standards help teachers to develop student dispositions and habits of thinking that help facilitate the learning of critical content standards. Process standards of problem solving, reasoning and proof, communication, representation, and connections are strategies that math experts will teach students. All math experts participate in professional development opportunities focusing on these instructional strategies that connect content standards and mathematical practices. Teachers learn how to effectively facilitate student discourse to promote the demonstration of mathematical practices and meaningful learning of content. Online experts will become proficient in the use of "The 8 Mathematical Practices" of making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision and look for and make use of structure.

Science: All science instruction will use real life application to engage students and help them understand content deeply. Project based learning is the format for implementing real life applications. This real world application will be applied through science experiments conducted by online experts. Students will web conference in at a specific time to observe the experiment and discuss the lesson with the online expert and fellow students.

Additionally, science-specific reading processes and strategies will be included in science instruction as part of reading across the curriculum by using the Reading Apprenticeship program. Write-Pair-Share, reciprocal reading, annotated notes, and other specific pre-reading, during reading, and post-reading strategies will be used for science texts.

Social Studies: The Social Studies instruction will utilize a series of strategies to support all students becoming proficient in social studies. Project based learning uses real life applications to explore social studies concepts. In project based learning, students create an authentic final product as part of the learning process. This strategy provides opportunities to demonstrate student learning at an advanced level. All online Social Studies curriculum utilizes a set of graphic organizers that are common throughout the curriculum. This set of graphic organizers is through the program, Thinking Maps. These graphic organizers help students use a common visual language and demonstrate their learning visually. Social Studies online experts will model reading strategies and text-based problems through the use of Reading Apprenticeship. The online curriculum and online experts can utilize strategies such as KWL chart while Skyping, talking to the text, think-alouds, and double entry journals. These will be embedded into the online curriculum and used in instant message chats, online messages, Skyping, and web conferences. All social studies curriculum will embed these reading strategies where text based instruction is used.

### **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).**

Focus on improving instruction:

Project-based learning provides students with a dynamic approach where they can actively explore real-world problems and challenges and acquire a deeper knowledge.

Project-based learning has gained a greater foothold in the classroom as it engages the students by providing real-world relevance for learning. After completing a project, students understand and retain the content longer than is often the case with traditional methods. Project-based learning is an instructional model that involves students in investigations of compelling problems that they face in the real world.

Project based learning increases student engagement, perceptions and motivation. Thus students are more engaged with their online

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experts and have increased attendance logging into Hero. Project-based learning increases rigor by having students apply content knowledge to real world problems and issues. Through trial and error process students become problem solvers.

Literacy skills are taught across all content areas to teach students to write for varied purposes. In doing so, the time spent by the online experts teaching literacy skills is increased, student engagement is increased and the depth of knowledge student acquire is increased.

Spending increased time teaching and learning increases student skills. This strategic approach works towards accelerating student learning to close the achievement gap. The reading comprehension strategies developed through the use of Thinking Maps graphic organizers will improve instruction by creating a common language across instruction. This should reduce instructional time on explain how to use new tools and focus instructional time on reading comprehension.

Focus on increasing instruction:

Reading Apprenticeship strategies such as: pre-reading, during reading, and post-reading strategies used through Reading will improve the instruction on vocabulary, fluency, and comprehension. By using strategies such as think alouds, talking to the text, and double entry journals, there will be more instruction specific to struggling readers. Focusing on making knowledge visible to others through the use of these strategies will increase the instruction on fluency and comprehension. Lastly, the reading strategies also focus on increasing instruction for students to self-regulate their own reading processes. By teaching reading across the curriculum, students focus on reading expository texts and improving their reading comprehension in a variety of subjects.

Focusing Math strategies on the Common Core mathematical practices will increase the amount of mathematical dialogue with students. This should improve instruction by focusing on the processes of mathematics such as adaptive reasoning, procedural fluency, and productive disposition. Also, this should increase student's confidence in mathematics by developing a positive attitude to problem solving and reasoning.

Because our online learning is available 24/7 and 365 days a year, our students have access to increased instructional time. Our online experts are available to them at any time and any day. This allows students who want to accelerate their learning the opportunity to work with online experts for as many hours as they desire and when they desire to work.

WAY Michigan believes that by utilizing the strategies in the identified professional development and providing our students with extended instructional time that our students' achievement will improve and we will close the achievement gap for all our students.

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

As discussed in our Comprehensive Needs Assessment, many of our students come to us below grade level. In order to improve their achievement, we have to implement a variety of strategies for all students and for our targeted students.

Each of the research-based reform strategies that were selected are aligned with the findings of the comprehensive needs assessment.

Through the process of conducting the comprehensive needs assessment we identified our focus areas, targeted populations including students with disabilities, and selected appropriate strategies that will address each of the needs identified.

#### **STRATEGIES FOR ALL STUDENTS**

- Extended Learning Opportunities with online experts available 24/7 to work with our students
- Project-Based Learning: There is forty years of accumulated evidence that the instructional strategies and procedures that make up

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standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Research studies have demonstrated that PBL can: be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests. (1) be more effective than traditional instruction for teaching mathematics (2,3), economics (4), science (1,5,6), social science (7), clinical medical skills and for careers in the allied health occupations (7) and teaching (7).be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers (1,2) improve students' mastery of 21st-century skills. be especially effective with lower-achieving students. (1,4,6) provide an effective model for whole school reform.

At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community.

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- Extended Learning Opportunities with online experts available 24/7. We require our students to be on line for six hours per day, but they can be on for longer periods of time to achieve their graduation goals
- Extended School Year-Our school is open 365 days a year
- Online experts who work one-to-one with students on instruction, providing feedback, and providing suggestions on how to improve their work.
- Mentors that work with our students to guide them through the process and assist them with projects and performance.
- Videos and Online demonstrations that they can view related to their projects
- Student Academic Support Specialist is available to all students

### ADDITIONAL STRATEGIES FOR TARGETED STUDENTS

- Differentiating Instruction such as providing modified assignments based on a student's learning style, use of teacher prepared videos, and

individualized instruction.

- Task analysis to determine what previous skills a student needs to have remediated in order to successfully achieve the required skills
- Increased Check for Understanding
- Read along on Keyboard which allows students to have material read to them
- Demonstration Videos
- Mini lessons of skill deficits
- Targeted one-on-one instruction based on progress monitoring
- Multi-sensory approach, materials mailed to students to use at home especially with Science (no chemicals)

Given that our students are at-risk and show the greatest weakness in the areas of Mathematics, Science, and Reading, the identified strategies will meet the needs of our students by addressing the key skills needed to succeed. Those key skills include being able to increase Math, Reading, and Science skills, interpret meaning from data, and demonstrate and apply the learning in a real-world application.

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

Students requiring timely and additional assistance due to difficulty mastering standards are identified, assisted, and tracked. Reports are generated bi-weekly through HERO to identify students who are struggling. Math and Literacy online experts may also conduct additional diagnostic assessments based on their content area. Targeted instruction will be delivered to these students. If students are not making adequate progress, then further interventions will be applied. The online experts and mentors assigned to those students work with the students to provide intervention in a variety of ways:

- Scaffold and differentiate their instruction.
- Assign specific times when they can Skype with their students so they can do demonstration lessons.
- Assess informally to determine if students understand the material presented and design intervention targeted to that student.
- Mini lessons of skill mastery,
- Building from known information and increase information in chunks
- Read along on the system, a feature in HERO that reads the text to the student
- Mapping,
- Demonstration videos,
- Teach note taking skills,
- Teach summarizing skills, and
- Task analysis to determine what previous skills a student needs to have remediated to successfully achieve the required higher-level skill.

Also, a home visit is arranged to ensure that all resources that the student needs are provided including one-to-one instruction on how to pick projects, submit projects, take the project assessment, modify assignments, and how to utilize the HERO online learning platform to assist them with their work. Parent/student/teacher conferences will be conducted via Skype to discuss the challenges and develop an academic success plan. By including the parent in the discussion, the home life environment can be taken into consideration as to what advantages and disadvantages are present. The academic success plan will identify clear expectations of goals students need to reach. Then, students will be held accountable to their academic success plan with the support of both parents and teachers. These interventions will be measured by informal and formal assessments of observation and increased mastery in schoolwork. The criteria that is used to determine if the strategies are helping the students is based on the weekly and biweekly reports generated in HERO and communication with the student academic support specialist.

A comprehensive review of student assessment data including the M-Step (Not Proficient), the NWEA MAP, the PSAT 8/9, the PSAT 10, the MME, and classroom performance on individualized standards mastery is used to identify students who are failing or most at risk of failing to

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meet the state core curriculum standards. Students identified were not proficient on the state standardized tests (Levels 3 & 4) and were below grade level on the NWEA MAP (Levels low and low-average). Students complete the NWEA MAP assessment for Reading, Math and Language upon entry into the program and at the end of the school year. Students complete on-going NWEA MAP assessments to identify current ability levels. Based on their scores, these students receive additional support from our Student Academic Support Specialist. The Student Academic Support Specialist bi-weekly evaluates each student's project completion and standards mastery data to determine if they need continued additional interventions or can continue to make growth without additional interventions. This ensures that students are receiving the specific interventions that they need and allows students to exit services once they achieve their objectives. Online mentors have been trained to use the Data Driven Dialogue protocol 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. In addition, experts differentiate lessons by providing small group instruction, extended time for assignments, and giving students choice in the project to demonstrate mastery of specific standards. These modifications and adjustments can be made in all content areas: reading, math, writing, science and social studies. Students are identified based on their weekly and monthly progress towards required goals. If student progress goals are missed for a period greater than 2 weeks, students are referred to the Student Academic Support Specialist for additional support. The Student Academic Support Specialist works across grade spans and subject areas to support students who have academic, social, and behavioral needs.

### Reading:

Individualized and small group supports and service with the student academic support specialist are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in reading. Thinking maps, scaffolding, and reading apprenticeship strategies are used by our student academic support specialist as an additional support in improving student achievement. The Student Academic Support Specialist identifies the greatest area of need for the identified student (decoding, fluency, vocabulary, comprehension) and develops a plan of action to implement supports to improve the student's skills. The Student Academic Support Specialist and our online experts (teachers) work one-on-one with students to improve reading and writing abilities. Supports for these students include allowing students to access videos in addition to just reading text, posting the main lesson in PowerPoint format rather than narrative form, and posting a video from YouTube

### Writing:

Individualized and small group supports via Skype are available for students who have difficulty with writing as identified by having difficulties achieving state achievement standards at a proficient or advanced level in writing. Process Writing and 6+ 1 Writing Trait strategies are used as an additional support in improving student achievement in writing for our struggling students.

### Math:

Individualized and small group supports via Skype and scaffolding using Think Through Math are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Math. Thinking maps and reading apprenticeship strategies are used by our math instructors as an additional support in improving student achievement. Think Through Math: a supplemental program that meets the students where they are and scaffolds math skills toward grade level proficiency is also used to differentiate instruction

Science: Individualized and small group supports via Skype, as well as, Science lessons conducted by our online experts are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Science. Tiered assignments support our students' various learning styles. Finding Science in the real world allows students to experience Science subject matter in their homes and communities.

### Social Studies:

Individualized and small group supports and service with student academic support specialist are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Social Studies. Thinking maps and reading apprenticeship strategies are used by our online experts and our student academic support specialist as an additional support in improving student achievement.

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

We have a Student Academic Support Specialist who serves as an instructor as well as supporting students with academic, social, and behavioral needs. This person works closely with students, parents to create, implement, and follow through with supports for identified students. Reports are generated bi-weekly to monitor student credit attainment, project completion, and student success plans. Mentors communicate with their students weekly and inform the student academic support specialist of any concerns or lack of communication so needs can be addressed as soon as they are identified. The director has a weekly report that can be generated from HERO to monitor the progress of all the students, as well as, students who receive interventions.

Credit attainment and standard achievement for every student are used as progress monitors. These reports can be compiled for the entire school and for individual students. Also, online experts meet once a month to share challenges and accomplishments. They review student progress with each other, the mentors, the student academic support specialist, and the director. If student needs are identified, strategies for intervention are discussed and plans are made to work with the student and parents to resolve any issues that have been identified. The HERO system is really a key resource to gathering information about a student with a click into the system. Reports can be generated on the spot, during discussions, and allowing the data to inform instruction. Every month a progress report is generated that states the total number of standards earned, credit earned, progress to graduation goal, mentor notes, and student academic support specialist notes. These progress reports are mailed to students and parents. This allows students, parents, and staff to have firsthand information on the student's progress and required next steps.

**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?

Way Michigan has had zero teacher turnover. We have online experts (teachers) who provide instruction and evaluation based on their certification, for all of our students. WAY Michigan also has online mentors (teachers) who provide support and instruction to a specific number of students.

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

WAY Michigan has 31 teachers. Of our teachers 10%(3) have 1-5 years of teaching experience, 58% (18) have 6-10 years of teaching experience, 29%(9) have 11-15 years of experience, and 3%(1) have 16-20 years of teaching experience. All WAY Michigan teachers are highly qualified.

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

WAY Michigan is a virtual middle-high school program. Teachers are attracted to this program for a variety of reasons. Teachers can work from home and have flexible hours. They enjoy providing one-to-one instruction and seeing their students consistently improve. We have one teacher who is in a wheelchair and this program allows her to continue to teach without the barriers of a traditional classroom. This program is ideal for teachers who left the classroom to start a family. It allows them to continue to teacher from home by scheduling specific hours that they are available. Teachers also work with students at night after having worked in a traditional classroom during the day. There is a teacher online 24 hours a day. All of these qualities work together to attract and retain highly qualified teachers.

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

WAY Michigan creates opportunities for highly qualified teachers to continue their teaching career without leaving their home or office. As described above, WAY Michigan is an online program where teachers work with students around the clock. This allows highly qualified teachers to set their schedule for when they will provide instruction and the flexibility to teach when they are available. Our online teachers are provided with a computer, demonstration supplies, and monthly professional development. We recruit when we need a specific certification or more teachers of a specific certification. We use the Wayne County Applitrak System for announcing job openings, attend college job fairs, and post available positions with [charterschools.org](http://charterschools.org). We describe the benefits as listed above to help recruit candidates. Applicants fill out an application that includes the submission of all of their certifications. The applicant is interviewed at least two times before it is determined if we are going to hire the applicant. All applicants must be highly qualified, technologically literate, and have the ability to work with student in an online classroom.

**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?**

N/A

## 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.

The goals of the School Improvement Plan are to increase achievement in all academic subjects. The professional development plan will incorporate the strategies that online experts and mentors should be using to achieve these goals. Based on our comprehensive needs assessment, Math and Science are our priority areas to focus our achievement strategies. We also need to focus on working with a diverse population and students who live in difficult situations. Interpretation of student data is key to targeting instruction on a student's deficit areas. The online experts and mentors must be masters at looking at all data points and determining what intervention strategies should be implemented for each student. Professional development in this area will focus on unpacking the data, creating a picture of each student using the data, and designing specific instructional approaches for helping each student increase their achievement.

Math professional development will include the 8 mathematical practices as identified by the Common Core. The 8 Mathematical Practices" of making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision and look for and make use of structure. Reading professional development will focus on using Thinking Maps. Thinking Maps is a language of eight visual patterns each based on a fundamental thought process. These patterns are used across content areas as an integrated set of tools critical to providing scaffolds and structures to support deeper levels of understanding in order to master the cognitive demands of the Common Core Standards. Experts will learn how to utilize thinking maps in feedback and instruction helping all students become proficient readers. Reading Apprenticeship professional development will present disciplinary specific literacy skills to build high-level comprehension strategies by connecting skills to background knowledge. Participants will learn how to plan projects and curriculum that support the strategies presented. By improving reading comprehension, we believe that we will also improve achievement in Science and Biology.

Science professional development is based on an instructional approach that involves a multidirectional process integrated with instruction. The Inquiry and Reflection model begins with initiation, when a teacher or student identifies a problem to be solved or asks a question about their surrounding environment. Students engage in the invention of a means to solve their problem or gather information to answer their questions. Investigation is the part of the learning model that involves the actual gathering of new knowledge. Information gathered during the investigation requires interpretation. Interpretation is both a reflective, internal process and an objective, external one. Instruction is integrated into each part of the inquiry sequence. Instruction in this model includes discussion and communication from teacher-to-student as well as student-to-teacher. Science experts will also use this method when conducting experiments and demonstration lessons via Skype with our students.

Writing professional development will be based on Collins Education practical writing strategies and techniques for teacher and students. The activities will assist teachers in analyzing standardized tests/SAT, enabling them to plan purposeful writing assignments aligned with CCSS. Teachers will leave with a toolkit of activities that will help students learn to read test questions and passages for understanding, plan and write high quality responses and score and revise their answers based on specific rubrics in all content areas. Everyone needs to know that they are valued and supported through challenging life experiences. Professional development will focus on strategies to connect with our students and validate them through our educational process including the way we respond to them. Specific strategies for working with students who live in poverty or difficult situations will take our students through their challenges creating hope for their future. Some of these strategies include establishing a caring and believing online environment. Determining what each student is interested in and connecting with them. Identifying students' learning styles including what time of day they like to study and work habits. Allowing students to "tell" their story so online experts, mentors, and student academic support specialist work with them to meet their educational needs.

Data Driven Decision Making is based on the theory that interpretation of student data is key to targeting instruction on a student's deficit areas. The online experts and mentors must be masters at looking at all data points and determining what intervention strategies should be

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implemented for each student. Professional development in this area will focus on unpacking the data, creating a picture of each student using the data, and identifying specific instructional interventions for helping each student increase their achievement.

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

Online staff and the student academic support specialist will engage in ongoing, sustained monthly professional development throughout the course of the year. Our yearlong professional development calendar was created by the staff based on achievement data and the comprehensive needs assessment. It is aligned with the strategies and activities in our School Improvement Plan. Feedback is provided after each session through the use of an online evaluation through Survey Monkey. This provides us with immediate feedback on the effectiveness of the professional development session. The school director also use the information presented in the professional development to monitor the implementation of the strategies from the professional development.

Our professional development plan will be continued from one year to the next and continue to cycle through the research based strategies. Professional development is carried on over the course of the year based on our targeted initiatives. We do not believe that "drive-by" professional development creates a sustained and ongoing learning platform for our online experts and mentors.

Following professional development sessions, the supervisors of the online experts and mentors monitor and mentor them through coaching and lesson assessments. The HERO learning platform provides supervisors with the ability to monitor all chats, emails, and lessons between individual students and staff. This allows for the review of the implementation of the strategies provided in the professional development. By discussing professional development content and strategies with online experts and mentors, professional development is embedded in the collegial conversations.

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.

Parents have been involved in our planning and design of the schoolwide plan throughout the entire process. Two parents are members of the School Improvement Team, which also serves as the schoolwide planning team throughout the year. They first contributed directly to the design of the Parent Involvement Plan, Parent Survey, Parent Compact, and designing of the schoolwide plan. These plans, surveys, and Compact were then shared with our additional parents through Skyped meetings and conference call centers. Parents were sent a letter inviting them to participate through these communication systems for input and feedback. The Parent Involvement Plan was reviewed by parents via groups emails sent to all parents. This allowed parents to provide suggestions for current and future processes and programming. Throughout the year, we solicited input for programming through parent surveys, feedback forms, individual meetings, home visits, and conversations. After each School Improvement Team meeting, minutes and handouts were sent to all parents for review, with a request for feedback and an invitation to Skype in to our next meeting. Many efforts were put in place to increase and involve all parents in the development of the schoolwide plan. Email, hard copy invitations, personal phone calls, and home visits were done in an effort to increase participation, gather feedback, and ensure that parents have a voice in the schoolwide plan. Parent surveys were sent via email using Survey Money to collect the responses.

Parents collaborate with staff in the planning, reviewing, and improvement of the Parent Involvement Plan, School Improvement Plan, and the Title 1 Programs in the following ways:

- Surveys are given before, during, and /or after programs and services.
- Participation on the School Improvement Team where all documents are reviewed and improved as necessary.
- Annual Title 1 Parent Meeting

Possible barriers to greater parental involvement are identified (such as limited English, limited literacy, and disability) and strategies to improve parental involvement will be implemented. There is an on-going dialogue with our parents as to what is working and what needs to be modified. Since WAY Michigan is a virtual academy, all meetings are conducted through conference call centers and Skype. All of our parents have access to a computer provided by the academy.

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

Parents will be involved in the implementation of the WAY Michigan schoolwide plan as follows:

#### Component 1: Comprehensive Needs Assessment

All parents are provided the opportunity to take an online perception survey that collected parent opinions as to how the school is performing and the areas in need of improvement. The survey was sent to all parents via email. All parents could complete the survey in the comfort of their homes because WAY Michigan provides a computer for every home. NWEA assessment results were sent to parents with an explanation of the scores. A letter explaining the scores and highlighting the greatest areas of deficiency for students. Since we are a relatively new school, we do not have state assessment data to share this year.

The various reports, which we can generate from HERO, our online platform, are also shared with parents so they can create a total picture of the school. These reports include: work submitted and graded, student credit attainment, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, and earned standards summary.

All of this data compiled through the comprehensive needs assessment provided the basis to discuss options that were being considered to address the learning program strengths and deficits. WAY Michigan will continue this process to include parents in the Comprehensive

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Needs Assessment for next year.

## Component 2: Reform Strategies

All parents were invited to Skype Night to review and discuss state assessment scores. Deficits were identified and discussed as well as a variety of researched and evidence based reform strategies. Parents had the opportunity to provide recommendations on the reform strategies they felt would best address the student learning deficits through our virtual program. Parents were also informed about how they could provide recommendations to the School Improvement Team. We will use this successful process for next year.

## Component 3: Highly Qualified Staff

Parents are involved in the selection of staff. When an opening occurs, at least four people interview the potential candidate. The four stakeholders must include the director, two teachers and at least one parent. All teachers that are interviewed have the credentials for a highly qualified teacher. The determination to hire a specific teacher must be a unanimous decision from all members of the interview team. At this time, we have no paraprofessional on our staff. However, if we identified this as a need, they would be highly qualified. Parents would be involved in this hiring process.

## Component 4: Strategies to Attract Highly Qualified Teachers

Strategies to attract and retain highly qualified teachers were discussed with School Improvement Team parent members. All parents were given the opportunity to provide feedback and recommendation on the process.

Parents made the following recommendations:

- Looking for ways to provide bonuses for high performing teachers
- Hiring teachers with 5 or more years of experience
- Provide a teacher mentoring program for new teachers in our school
- Advertise in different mediums and share the things that attract teachers to our virtual academy, for example, working from home, setting your own time to be online.

## Component 5: High Quality and Ongoing Professional Development

The WAY Michigan professional development is driven by the reform strategies that the academy adopts. The School Improvement Team, which included parents, played an active role in deciding the reform strategies that would be utilized to address the deficits. The professional development calendar was produced as a result of parent and staff collaboration based on data analysis, which included a review of assessments, discussion about deficits, intervention strategies, and reform strategies. Parent perception data was also a tool used to uncover areas of parent concerns and address them through professional development.

Ultimately the Professional Development Calendar involves training that would be needed for teachers, staff and parents to implement the strategies.

## Component 6: Parental Involvement

The Parent/Student/Teacher Compact and Parent Involvement Policy were developed collaboratively with our parents. All parents were invited to a Skype Night where they had the opportunity to discuss and provide input on the Compact and the Parent Involvement Policy. Parent perception information from the online surveys was also used as a tool to facilitate parent involvement in the preparation of these documents. A draft of both documents was emailed to all of our parent and we asked for their comments and input in the documents. Parents will participate in our annual revision in school year 2016-17.

## Component 7: Preschool Transition Strategies

WAY Michigan is a middle through high school program. However, we do provide transition activities for our student going from middle to high school and students who graduates. Students going from middle school to high school have a meeting with our Student Academic Support Specialist and the student's parents to discuss how high school credits are attained, how many credits are needed for graduation,

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and what are mandatory classes as determined by the State of Michigan. The Student Academic Support Specialist also develops a Student Success Plan with the student and parents, which help them identify the classes they need and what their plan of study will be for high school. This meeting is held with the parents and students in our high school to determine what their career path will be and how we can assist with the transition to their next level of education or employment. The high school transition activities are as follows: Practice filling out job applications, practice filling out college applications and financial assistance documents, applying for jobs online. Walking students through the process of identifying documents they need to apply for a job, for example, social security number. Directing them to jobs, which we are aware of in their community, that hire high school students. Discussion with a high school counselor to help them with their next steps following graduation. There is also a specific project in HERO, our online learning platform, to assist our students with school to work or school to college preparation.

### Component 8: Teacher Participation in Making Assessment Decisions

Monthly meetings are held with the director, curriculum staff, and online teachers. Teachers discuss academic pacing and student preparedness for assessments in these meetings. Reports generated from HERO, our online platform, assist with making decisions about how to prepare our students for assessment and which assessments should be used in our program. This information is presented at the School Improvement Team where staff and parents share in the decisions about assessments and how they will be administered in an online program. Parents were given the opportunity to provide recommendations and feedback on the process.

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

School Improvement Team members were provided with an explanation of how students requiring timely and additional assistance due to difficulty mastering standards are identified, assisted, and tracked. Reports are generated through HERO to identify students who are struggling. The teachers assigned to those students work with the students to scaffold and differentiate their instruction. They also assign specific times when they can Skype with their students so they can do demonstration lessons. Also, a home visit is arranged to ensure that all resources that the student needs are provided including one-to-one instruction on how to pick projects, submit projects, take the project assessment, modify assignments, and how to utilize the HERO online learning platform to assist them with their work.

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

The School Director, Title 1 Director, Finance Director, and a parent from the School Improvement Team meet monthly to ensure federal, state, and local program resources are coordinated to systematically address academic deficits. This group reports to the School Improvement Team at every meeting to guarantee that all services are appropriately coordinated based on the School Improvement Plan and the Title 1 Plan. Parent members were provided with the opportunity to give their suggestions and input in to this process. The Schoolwide Plan and Programs will be shared with parents at the beginning of the fall for school year 2016-17 utilizing several mediums link to review the plan online and a Skype Night to review the plan. Parents will be contacted via email, letters, text message robo-calls, to inform them of the meetings and where they can view the plan. Information regarding the Schoolwide Plan and Programs will also be announced in the Parent Portal Announcement Page. WAY Michigan is moving from a targeted assistance school to a schoolwide school and all parents will have the opportunity to provide input with respect to how the schoolwide plan is progressing.

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

Parents collaborate with staff in the planning, reviewing, and improvement of the Parent Involvement Plan, School Improvement Plan, and the Title 1 Programs in the following ways:

- Surveys are given before, during, and /or after programs and services.
- Participation on the School Improvement Team where all documents are reviewed and improved as necessary.
- Annual Title 1 Parent Meeting

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Possible barriers to greater parental involvement are identified (such as limited English, limited literacy, and disability) and strategies to improve parental involvement will be implemented. There is an on-going dialogue with our parents as to what is working and what needs to be modified. Since WAY Michigan is a virtual academy, all meetings are conducted through conference call centers and Skype. All of our parents have access to a computer provided by WAY Michigan.

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).

1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress

School staff annually shares the State's content expectations with parents, the state's annual assessment (M-STEP and MME) with parents, and how they can monitor their child's progress.

- The description of the curriculum and how it is tied to the state's content standards is described on our home page. It is discussed with the parents during the student's individualized orientation and induction.
- The state and local assessment are discussed with parents at enrollment and letters are sent to parents prior to state and local assessments.
- Parents are sent text to let them know that assessment data is being sent to them along with an explanation. They are also encouraged to call if they need further clarification.
- Once the assessment data is collected, the data is shared individually with each student and parent. The student academic support specialist and teachers share the responsibility of communicating the results to parents and students.
- Copies of assessment results are sent to all of our parent.
- Assessment results are shared during every home visit and parent/teacher conference.
- Parents are given the explanation of and encouraged to access the Parent Portal with their Parent Password to review their student's progress.

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

- During home visits made by the Student and Director, materials are provided to help parents work with their students.
- Various Parent Workshops are conducted online and through Skyping to assist our parents with working with their students to improve achievement.

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school

On-going professional development for staff on effective ways to increase parent involvement occurs monthly.

- Our online teachers and mentors meet monthly via the Conference Call Center and Skype for professional development.
- Topics of our ongoing professional development include: Effective Communication with Parents and Students, Strategies for Building Positive Relationships with Parents and Students, How to Use Assessment Data to Communicate Successes and Challenges with Students, Sharing Local and Online Resources for Students and Parents



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

Coordination with other programs for parent involvement includes:

- Conferences with parents regarding the monthly progress report with strategies for supporting and encouraging their students
- Spirit Week twice a year brings students and parents together in friendly competition that includes voting on student entries. This allows parents to become involved in a school activities and helps they to participate online with the total program.
- Parents are encouraged to participate in School Improvement Team Meetings via Skype and Conference calling.
- Parents are provided with a list of resources in their county, which provide parent support activities, workshops, and student enrichment opportunities.

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

Information is shared with parents in a language and format they can understand. Examples include:

- All of our documents are available in English and Spanish. We have a Spanish-speaking staff member that facilitates communication with our Spanish-speaking parents.
- We have the capacity to produce any document translated in the home language of the parent.
- Parent orientation/induction can be accommodated in Spanish. If we need another interpreter, we have staff available to support this communication.
- Parent friendly language is used in all school correspondence
- All information sent to parents is reviewed to make sure that it is easy for them to understand.
- Interpreters provided by request for all conferences and IEPs.
- Accommodations are made on an as needed basis. Notes are kept on the student's data page to indicate if they need a foreign language interpreter or deaf interpreter for the student or parent.

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

Parents are provided with other reasonable support such as:

- Since we are a virtual academy and our parents live throughout Michigan, we have a list of parent resources by county to assist our parents. These include local parenting classes, workshops, and enrichment classes.
- We build strong relationships with our parents and provide them with ongoing communication and support. When we find a need they have, we identify resources in their community that can support them along with us.
- Parents participate in the School Improvement Team.
- Parents participate through the Title1 surveys conducted throughout the year.
- Emails are sent to parents encouraging their input in curriculum and parent involvement activities.
- Parent input and collaboration on parent compact, school forms, and parent surveys

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

Staff provide opportunities for full parent participation:

- We have several Spanish-speaking staff members who can communication with our ELL parents and students. We have a contract with an agency that provides interpreters for parents who do not speak English or Spanish. We also have a deaf interpreter available if requested.
- Accommodations will be made for all parents, as needed, including parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- We have a full-time Director of Special Education who works with our special education students and parents.
- We are aware of the migratory students in our enrollment and reach out to those parents through home visits and telephone conversations to ensure that they are fully aware of their student's progress and opportunities for their participation.

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

Parents participate on the school improvement team and they are present when we conduct our annual evaluation. All parents are surveyed to determine effectiveness of parental involvement activities. Based on the recommendations of the surveys, the parent involvement component of the schoolwide plan is evaluated and adjustments are made to our parent involvement activities. Parents are also encouraged to provide feedback to teachers and the director during our Skype Nights and parent teacher conferences. WAY Michigan provides parents of participating students 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 schoolwide plan.

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

WAY Michigan will use the results of our parental evaluations to assist in modifying our school-wide program. Based on parent feedback, the parent involvement component will be reviewed and revised to meet the needs of our parents. This could impact the whole plan because we may discover a common skill or need in which both parents and students need additional support.

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

The Parent/School /Student Compact was collaboratively developed with staff, parents, and students. A team of teachers, parents, and the directors developed a sample compact, which was shared with the parents via email. The comments from the parents were then used to develop a final document. It was reviewed by all stakeholders. A copy of the compact is included in the new student enrollment packet. It is reviewed with the team leader during the student's orientation and the parent's orientation to our virtual academy. We emphasize parent participation, collaboration, and partnership during this orientation process and respond to specific needs that parents express during this time. By working together with shared responsibility our students will improve their academic achievement. New parents and students discuss this compact when they enroll and sign the compact. After the compact is signed by all stakeholders, a copy of the compact is sent to the parents and students. A copy of the compact is also given to the student's teacher. The compact is reviewed verbally during parent/teacher conferences, home visits, during school improvement sessions, in professional development sessions with staff, and in parent surveys. The Compact will be revised on an annual basis. Parents and staff will work collaboratively through this process.

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

N/A

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

The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school. This conference is conducted via Skype or Conference Call Center throughout the month of September for every student. Home visits are also conducted with parents throughout the state to ensure that all parents are contacted and have the opportunity to discuss the School-Parent Compact. A copy of the Compact is also

on our website.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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 Michigan provides our parents with assessment information that can be easily understood by our parents. We try not to use educational jargon or assessment information that is not meaningful to them. We provide the information at a user friendly written level and include easy to read charts. We have identified the parents who speak Spanish and we send all information to them in Spanish. We also have staff members that speak Spanish and they communicate with these parents as needed. Our monthly progress reports include a number that parents can call if they want more information or a greater explanation of assessment results and student performance. At the current time, we have one hearing impaired parent who we communicate with using an amplifier and with home visits.

## **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 Michigan is a middle through high school program. However, we do provide transition activities for our student going from middle to high school and students who graduate. Students going from middle school to high school have a meeting with our student academic support specialist to discuss how high school credits are attained, how many credits are needed for graduation, and what are mandatory classes as determined by the State of Michigan. The student academic support specialist also develops a Researcher (Student) Success Plan, which helps them identify the classes they need and what their plan of study will be for high school. The high school transition activities are as follows: Practice filling out job applications, practice filling out college applications and financial assistance documents, applying for jobs online. Walking students through the process of identifying documents they need to apply for a job, for example, social security number. Directing them to jobs which we are aware of in their community that hire high school students. Discussion with a high school counselor to help them with their next steps following graduation.

### **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 Michigan is a middle through high school program. However, we do provide resources to our parents regarding college applications and financial aid assistance.

## **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?**

WAY Michigan assesses students in a variety of ways. WAY Michigan's curriculum is project based. At the end of each project, the student completes an assessment. How the student scores on an assessment is recorded in our learning platform (HERO). After gathering all the data and analyzing the data, teachers work in teams with the curriculum staff to make adjustments to the lessons and content of the projects. Based on assessment results, teachers also design ways to differentiate instruction to meet the student's individual learning style. Teachers scaffold the learning or "chunk" the learning to accommodate students struggling in a specific subject area or students with special needs. During monthly professional development, teachers identify interventions that can be used with students to help them complete their coursework. All of our projects are aligned to the state standards, therefore, if the data indicates that students are not mastering a specific standard, we go back and do an analysis of the instruction to meet the needs of the students. WAY Michigan also uses the Achievement Series to allow students to test out of a specific class if they pass the assessment. Any changes in curriculum or assessments are communicated to the parents through letters sent home with the progress reports. Parents can contact any staff person through email or telephone conversations if they have any questions.

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

During the monthly professional development meetings and teacher forums, assessment data is shared with all of our teachers. At the end of every project, students complete an assessment. This data is collected from the learning platform (HERO). This data along with the data from the MME, PSAT, and M Step is used to construct a picture of our school based on these assessment instruments. This data picture provides teachers with a clear analysis of our strengths and challenges. Teachers work together to realign their instruction, scaffold their instruction, and differentiate their instruction based on the student achievement data analysis. Teachers also discuss what is working as well as the challenges students are having in a specific subject area. Since our instruction and curriculum is aligned with the state standards, this increases our students' assessment performance.

## 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.

A comprehensive review of student assessment data including the M-Step (Not Proficient), the NWEA MAP, the PSAT 8/9, the PSAT 10, the MME, and classroom performance on individualized standards mastery is used to identify students who are failing or most at risk of failing to meet the state core curriculum standards. Students identified were not proficient on the state standardized tests (Levels 3 & 4) and were below grade level on the NWEA MAP (Levels low and low-average). Students complete the NWEA MAP assessment for Reading, Math and Language upon entry into the program and at the end of the school year. Students complete on-going NWEA MAP assessments to identify current ability levels. Based on their scores, these students receive additional support from our Student Academic Support Specialist. The Student Academic Support Specialist bi-weekly evaluates each student's project completion and standards mastery data to determine if they need continued additional interventions or can continue to make growth without additional interventions. This ensures that students are receiving the specific interventions that they need and allows students to exit services once they achieve their objectives. Online mentors have been trained to use the Data Driven Dialogue protocol 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. In addition, experts differentiate lessons by providing small group instruction, extended time for assignments, and giving students choice in the project to demonstrate mastery of specific standards. These modifications and adjustments can be made in all content areas: reading, math, writing, science and social studies.

Students are identified based on their weekly and monthly progress towards required goals. If student progress goals are missed for a period greater than 2 weeks, students are referred to the Student Academic Support Specialist for additional support. The Student Academic Support Specialist works across grade spans and subject areas to support students who have academic, social, and behavioral needs.

English Language Arts

Reading

Grade Span: 7th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

M-STEP: Not Proficient

NWEA: Bottom 20%

<.5 credit attainment per quarter

Writing

Grade Span: 7th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

M-STEP: Not Proficient

< 2 Writing Projects with a Writing Project Score of less than 1 on a 4 point rubric

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Math:

Grade Span: 7th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

M-STEP: Not Proficient

NWEA: Bottom 20%

<.5 credit attainment per quarter

Science

Grade Span: 7th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

M-STEP: Not Proficient

NWEA: Bottom 20%

<.5 credit attainment per quarter

< 3 Science projects scored at proficient in a quarter

Social Studies

Grade Span: 7th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

M-STEP: Not Proficient

<.5 credit attainment per quarter

< 3 Science projects scored at proficient in a quarter

## **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?**

Students who are experiencing difficulty mastering the State's academic achievement assessment standards in reading and writing work directly with the Student Academic Support Specialist to identify skills that need improvement and focus on developing mastering those skills.

READING GRADES 7th-12th

Intervention provided by: Student Academic Support Specialist and Online Experts

Provided through additional online support of at least 30 minutes two times per week.

Individualized and small group supports and service with the student academic support specialist are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in reading. Thinking maps, scaffolding, and reading apprenticeship strategies are used by our student academic support specialist as an additional support in improving student achievement.

The Student Academic Support Specialist identifies the greatest area of need for the identified student (decoding, fluency, vocabulary, comprehension) and develops a plan of action to implement supports to improve the student's skills. The Student Academic Support Specialist and our online experts (teachers) work one-on-one with students to improve reading and writing abilities. Supports for these students include allowing students to access videos in addition to just reading text, posting the main lesson in PowerPoint format rather than narrative form, and posting a video from YouTube.

WRITING GRADES 7TH-12th :

Intervention provided by: Student Academic Support Specialist and Mentor

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Provided through additional online support of at least 30 minutes two times per week.

Individualized and small group supports via Skype are available for students who have difficulty with writing as identified by having difficulties achieving state achievement standards at a proficient or advanced level in writing. Process Writing and 6+ 1 Writing Trait strategies are used as an additional support in improving student achievement in writing for our struggling students.

**MATH GRADES 7th-12th :**

Intervention provided by: Student Academic Support Specialist and Mentors

Provided through additional online support of at least 30 minutes two times per week.

Individualized and small group supports via Skype and scaffolding using Think Through Math are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Math. Thinking maps and reading apprenticeship strategies are used by our math instructors as an additional support in improving student achievement. Think Through Math: a supplemental program that meets the students where they are and scaffolds math skills toward grade level proficiency is also used to differentiate instruction.

**SCIENCE GRADES 7th-12th :**

Intervention provided by: Student Academic Support Specialist and Mentors

Provided through additional online support of at least 30 minutes two times per week.

Individualized and small group supports via Skype, as well as, Science lessons conducted by our online experts are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Science. Tiered assignments support our students' various learning styles. Finding Science in the real world allows students to experience Science subject matter in their homes and communities.

**SOCIAL STUDIES GRADES 7th-12th :**

Intervention provided by: Student Academic Support Specialist and Mentors

Provided through additional online support of at least 30 minutes two times per week.

Individualized and small group supports and service with student academic support specialist are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Social Studies. Thinking maps and reading apprenticeship strategies are used by our online experts and our student academic support specialist as an additional support in improving student achievement.

Further strategies used by our online experts include:

**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.

**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 hands-on assignments. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

**Data Driven Dialogue** includes the following types of information: student attendance, credit attainment, project submission, and test scores.

These conversations are held amongst staff members, the student academic support specialist and students to differentiate individualized learning plans. This is a cross-curricular strategy that supports English, Math, Science and Social Studies. Graphic organizers provide a user-friendly format to assist our students in guiding and organizing his/her 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 data) and other forms of assistive technology, 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. In addition to working individually with students, the Student Academic Support Specialist also works with the online expert teaching staff to provide tools and supports that will assist students in their subjects. For example, common graphic organizers are shared among the online experts to scaffold through the material. Student progress is monitored weekly by a mentor and bi-weekly by the student academic support specialist. Each student has a dashboard in HERO that clearly outlines their project completion and credit attainment for the last seven days. If a student is not meeting weekly goals, the student's mentor and student collaborate to create a comprehensive learning plan that identifies areas for improvement across all content areas. Students who continue to experience difficulty are referred to the Student Academic Support Specialist for further evaluation and support.

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

Each student has multiple levels of personalized support in the WAY model. Students enter the program during an individualized induction in which the student explores his/her equipment and learns to navigate the online learning environment. After the induction, WAY staff members follow up to ensure that the student can access the learning environment from home, answer any questions from the student or guardian(s), and review the researcher and guardian agreements. Once they are enrolled in the program, students have access to our online learning environment 24 hours a day, 365 days per year with a community of highly qualified staff to assist them. Staff are available online 24 hours a day to ensure that a student can communicate with a live person whenever they need assistance. Additionally, researchers may receive one on one instructional support as needed in the learning lab. Students receive the services of our Student Academic Support Specialist that acts as a direct support to the researcher. The team leader conducts home visits; maintains a good relationship with the student and their family members; assists with the identification of local resources that are available to support the student's learning such as internships, community projects, and social services; and oversees all aspects of the student's education. Students are also followed closely within the reporting system to ensure that social or academic interventions are timely. Detailed reports from mentors and team leaders are submitted weekly for review by the program director. Our online experts, teachers, differentiate instruction in a variety of ways. Daily, students are provided the opportunity to complete projects to demonstrate their mastery of the Common Core State Standards. For example, in Math, students might create blueprints of their future house; in Social Studies the online expert may scaffold the project so the student can work on smaller parts of the assignment and achieve success at each level working toward the final project. Social Studies projects might include such things as writing letters to local politicians based on student concerns in their community. Science experiments are conducted by our online experts. Students Skype in at a specific time to observe the experiment and discuss the lesson with the online expert and fellow students. In Science students may also complete projects based on their unique skills and interests including the impact of "Hot Cheetos" on the human body; students needing greater levels of assistance will receive more direct instruction. In Reading students may receive varying levels of text based upon their level of understanding and comprehension. These students can also use the feature in HERO which reads the passage out loud to them. In Writing various learning styles are addressed by including different styles of projects including written, verbal, and visual aspects into the same assignment. Our online experts, teachers, tailor lessons to address the individual needs of every student. Teachers address various learning levels by: extended time for assignments - additional days to complete a project (if needed) - giving the choice to create real world connections to demonstrate mastery of the standard - scaffolding on-line projects in HERO. HERO is the program's online learning environment where students may access their graduation plan, transcripts, online assignments, as well as receiving help from online teachers. - building in scaffolds to address specific skills needed to complete projects Teachers address various learning styles by: - providing audio and visual versions of text - offering multiple choices for artifacts including student choice. Students have the opportunity to collaborate with online teachers to create projects based on needed standards and their interests. - direct instruction and independent work time the Student Academic Support Specialist addresses various learning styles in the school by: - conducting home visits to identify a student's learning style and strengthen parent. The Student Academic Support Specialist conducts student meetings bi-weekly, or as needed

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to discuss student progress, assist students in selecting projects that meet their requirements, and assisting them with remedial strategies for student success.

## 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 Michigan utilizes federal, state and local funds to support and facilitate the goals stated in the school improvement plan. The supporting funds utilized by WAY Michigan are derived from the following sources:

Federal Funding Title IA

- (FTE = .90) WAY Michigan Student Academic Support Specialist

Federal Funds Title IIA

Professional Development

Supplies

Federal Funds Title III

- Member of WayneRESA Consortium Support for EL students

Federal Funds IDEA

Staffing:

Occupational Therapist

Psychological Services

Speech Pathologist

Social Workers

Teacher Consultant

Federal Funds

Charter School Program Implementation Grant

Instructional Computers (6 Grade)

Science Lab & Materials

TRIG GRANT

Increase/Upgrade Internet Speeds

State Funding

31A Funds

Funding

- Mentoring Activities

GENERAL FUNDS

- Used for core curricular needs as required by law

Local Funding

General funds are provided for core curricular needs as required by law.

Community Partnerships:

ProsperUs-Tech Town: They work with our students who are interested in entrepreneurial projects, they have classes related on how to start a business and keep it going.

Wayne State TRIO: They assist students with the process of applying for financial aid and assist students with enrolling in various colleges and universities.

Department of Human Services: They provide knowledge of resources and work/college related activities.

Greening of Detroit: They provide part-time summer jobs for our students.

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

1. Comprehensive Needs Assessment - General Fund - School Improvement Team Work
2. Schoolwide Reform Strategies - General Fund/Title IIA - School Improvement Team Work,
3. Highly Qualified Professional Staff - No funding necessary - All staff are currently HQ.
4. Strategies to Attract Highly Qualified Teachers - General Fund/Title II - New Teacher Orientation, Targeted and Job-Embedded Professional Development
5. Highly Qualified and Ongoing Professional Development Title IA/Title IIA - Training for Title I Staff, Monthly Professional Development for online experts, mentors, and student academic support specialist.
6. Strategies to Increase Parent Involvement - Title IA/General Fund/Title IIA/PTO - "Skype Nights ", Parent Training Sessions via Skype and Conference Centers, and Home Visits
7. Preschool Transition Strategies - no funding necessary - WAY MICHIGAN is considered a secondary school.
8. Teacher Participation in Decision Making General Fund/Title IIA -,School Improvement Team, Monthly Data Dialogues with Online Mentors
9. Additional Assistance to Students Having Difficulties - 31A/Title IA - Academic Support Specialist, IDEA--Staff salaries, Charter School Implementation Grant--Computers Science Lab Materials, 31A Mentoring
10. Coordination and Integration of Resources:  
ProsperUs-Tech Town: They work with our students who are interested in entrepreneurial projects, they have classes related on how to start a business and keep it going.  
Wayne State TRIO: They assist students with the process of applying for financial aid and assist students with enrolling in various colleges and universities.  
Department of Human Services: They provide knowledge of resources and work/college related activities.  
Greening of Detroit: They provide part-time summer jobs for our students

### **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.**

FEDERAL PROGRAMS- Title I, Title II, Title III, McKinney Vento (homeless), Job Corp. Social Security Disability Commission for students with disabilities.

Application for Federal Student Aid (FAFSA), WSU Federal TRIO Programs

LOCAL PROGRAMS- Community Resources based on the student's geographical location (Violence prevention, drug prevention, community outreach, housing)

Coordinate with the Department of Human Resources for students and families in need.

Foster Care Educational Services, Parenting Classes for new parents in their local community.

## Evaluation:

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

WAY Michigan staff and parents are committed to evaluating the implementation of our schoolwide program through a systematic process. Staff and parents work collaboratively to design a structured comprehensive plan that describes the process that will be implemented to effectively evaluate the schoolwide program. The School Improvement Plan describes the process for designing and implementing targeted interventions and supports to improve student achievement with emphasis on our lowest achieving students. The schoolwide program implementation will be included in every School Improvement Team meeting.

WAY staff and parents will evaluate the effectiveness of the school program, monitoring design implementation and data analysis of local and state assessments throughout the 2016-17 school year as part of our School Improvement Team Meetings. At each meeting school staff and parents will discuss the implementation of the schoolwide Title 1 program and identify strategies to improve the implementation of the program. We will make changes to ensure that all students are making appropriate academic gains. We evaluate the implementation of the program through the use of data collected from student, parent, and staff surveys; progress reports, attendance reports, curriculum standards achievement reports; data analysis of NWEA, MME, M-STEP, PSAT 9, PSAT 10 as it becomes available. WAY Michigan is a virtual online academy. A significant attribute of our HERO learning system is that reports can be generated with just a click on the reporting tool in the system. This allows us to have instant reports on the school such as student retention, student credit attainment, work submitted, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, individual student interventions, and communication with teachers. The data in this system allows us to assess the progress of our school and the progress of each individual student. These reports are presented at all School Improvement Team meetings and shared with parents on a regular basis through our progress reports and parent/teacher conferences.

By utilizing all the data that we have, we will follow the MDE Program Evaluation Tool to assist us with as organized methodical way to evaluate the schoolwide implementation. It will also help to focus the discussions about each program and review the evidence necessary to make a determination about full implementation.

In the Spring, we will have a specific School Improvement Team meeting to focus on the data for the year and we will work collaboratively with our parents to design changes in the schoolwide program. These changes will be implemented by September of the following school year. All parents will be notified of the changes by letters mailed to their homes, emails, and posted on our announcement page.

Documentation in the form of agenda's, minutes, and sign-in sheets will be kept by the School Improvement Team. Parent communication logs will also be kept by all staff to document efforts to include all parents in the decision-making process. Administration will also progress monitor the evaluation of the school program implementation by conducting formal evaluations of all staff. Targeted professional development will be arranged to support the program activities that have been selected to improve the academic achievement of all our students. This will ensure that all programs are implemented with fidelity.

### 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 Michigan conducted and engaged in a collaborative manner with students, parents, and staff to focus on looking closely at data that informs each stakeholder of deficit or non-proficient scores in core content subjects. Many things were done at WAY Michigan to evaluate the results of our schoolwide program. These include:

- Monthly meetings with our online teachers reviewed local and state assessments and determine needs of our students through collegial  
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discussions.

- The director and teachers monitors data collected through our HERO learning system to make instructional decisions based on student progress. This includes differentiating instruction through the use of a variety of instructional modalities.
- The School Improvement Team meets throughout the year to review reports on the school such as student retention, student credit attainment, work submitted, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, individual student interventions, and communication with teachers. This data will be shared with students, parents, and staff.
- Professional development will be implemented based on the needs identified in our school data.
- The director will meet with individual teachers to review and discuss each student's achievement data.
- The School Improvement Team focused on looking closely at data that informs staff, parents, and students of deficit or non-proficient scores in core content subject matters. Targeted and prescriptive supports and interventions will be identified for students in the lowest 30% in these subject areas. Parents will be notified of the results and interventions. They will also provide input on the plans for their student.
- The MDE Program Evaluation Tool is used to evaluate the results of the schoolwide program. This tool allows us to systematically review all program components and determine their effectiveness.
- Student Success Plans will be developed in coordination with school staff and parents for each student based on their data profile including areas of strengths and deficits. These plans will include clear measurable goals for student growth.
- WAY Michigan will meet with parents via Skype, telephone conference centers, and home visits to have ongoing conversations with them to give them the opportunity to share their concerns, review student data, and develop interventions for students who are identified in the lowest 30% of core subjects.
- At the annual Title 1 meeting all student data will be share including state assessment: MME, PSAT 9, PSAT 10, M-STEP.

### **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.**

WAY Michigan will monitor and analyze the effectiveness of school programs using data on an ongoing basis throughout the year. Monthly reports are generated based on our HERO learning system. This allows us to have instant reports on a student such as, work submitted and graded, student credit attainment, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, individual student interventions, and communication with teachers. The data in this system allows us to assess the progress of our school and the progress of each individual student. These reports are used by the director and online teachers in their monthly meetings, to analyze the data and measure the growth of all of our students. It also allows us to focus on individual students and revise what we are doing and revise our instruction. By utilizing the MDE Program Evaluation Tool, we will be able to provide evidence of that growth that our students achieve. It will also assist us with making adjustments during this monitoring process.

Students are continually monitored through our system by the directors and teachers. Every teacher has 10 students that the teacher is accountable for in terms of their progress. These teachers meet monthly with the director to ensure that students are on track and to make adjustments as needed. Students that have received interventions but no longer require them, will be removed from supports, but continuously progress monitored.

Our data reporting system allows us to determine what professional development is needed, how to redeploy our resources, make adjustments to existing strategies, and differentiate instruction.

Our school is open 24/7. Parents can contact teachers at any time. Parents also have a Parent Password, which allows them to go in to the Parent Portal and review their student's progress, credit attainment, attendance, etc. The School Improvement Team will look at the results of our Comprehensive Needs Assessment in the Spring of each year to determine if we are making progress on the identified needs and if achievement gaps are decreasing

#### **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?**

Each year, WAY Michigan School Improvement Team will meet to analyze all the data that has been collected through our HERO learning platform: work submitted and graded, student credit attainment, projected graduation rate, attendance (days and time logged in to the system), transcripts, course completion, individual student interventions. The data analysis will also include state assessment data and data from the NWEA which we give two times a year. At this time, the School Improvement Team will look for ways to increase achievement for all students. Intervention programs and remediation strategies will be evaluated and a decision will be made as to revising the plan to ensure continuous improvement of all students. There will be a targeted focus on the students who are below the 30th percentile on standardized assessment. This information will be shared with parents via email, letters mailed home, and Skype conversations.

Parent surveys will be conducted prior to the meeting. This will allow parents to provide input in to the schoolwide plan. Parents are also members of the School Improvement Team. A copy of the revised plan will be shared with all parents via email, parent/teacher conferences, and home visits. In the spring, the results of the evaluation will be reviewed and considered as we revise our School Improvement Plan for the following school year.

# **Title I Targeted Assistance Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

We conducted the needs assessment using MAP, ACT, MME, credit attainment reports, student and teacher focus group interviews, student surveys, and input from the central office team and the board of directors for WAY Michigan. These teams met to analyze data and discuss trends and patterns.

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

We identified students who did not meet proficiency in the four core academic areas using their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data.

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

We identified students who did not meet proficiency in the four core academic areas using their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data.

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

N/A

## **Component 2: Services to Eligible Students**

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

Interventionists provide additional assistance to struggling in the 4 core academic areas.

### **Component 3: Incorporated Into Existing School Program Planning**

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

These students receive additional scaffolds and live one on one instruction in the online learning environment.

## Component 4: Instructional Strategies

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

- Math Meetings
- Reading Apprenticeship

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

- Daily 3 Math Program
- Reading Apprenticeship

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

Our online learning environment is accessible 24/7/365 which gives students unlimited access to online resources, curriculum, and live instructors.

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

N/A-we are a 100% online school

## **Component 5: Title I and Regular Education Coordination**

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

N/A we do not have LEP students.

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

N/A

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**Component 6: Instruction by Highly Qualified Staff**

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

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

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## Component 7: High Quality and Ongoing Professional Development/Learning

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

A summer institute for new and returning teachers will occur before the school year, as well as once monthly sessions for all teachers. Additionally, every teacher is paired with a mentor teacher to ensure that they are supported with these strategies.

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

N/A

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



## Component 8: Strategies to Increase Parental Involvement

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

Parents provide input into their child's learning plan upon enrollment.

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

Parents have digital access to a live data dashboard that helps them see how students are progressing through our program.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	This is our first year, but they will have the opportunity to evaluate the plan moving forward. This year, parents provided commentary through an online survey.	

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

N/A

**5. Describe how the parent involvement activities are evaluated.**

Through survey data.

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

The central office team for the WAY network developed this compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	This is our first year in operation. The compact will be distributed this fall.	

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

Parents receive an email with instructional videos and an individual student report with the results.

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	This is our first year in operation. This will be distributed in the fall.	

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

N/A

## **Component 9: Coordination of Title I and Other Resources**

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

All programs are designed and developed to meet the needs of the enrolled students. These services work in tandem to support the child with their specific needs.

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

Our programs focus on academic achievement. The interventionists provide targeted assistance to students who need the most support in the 4 core academic areas.

## **Component 10: Ongoing Review of Student Progress**

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

We review proficiency in the four core academic areas using their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data.

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

Students work one on one with interventionists to design a learning plan specific to their needs as evidenced by their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data.

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

Teachers receive monthly professional development on how to identify learning challenges in the 4 core areas, and work with the curriculum development team, the director of student services, and teacher leaders in each academic area to design responses to identified challenges.

## **Evaluation**

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

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

We review proficiency in the four core academic areas using their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data. We conduct focus group interviews with students and interventionists.

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

We review proficiency in the four core academic areas using their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data. We conduct focus group interviews with students and interventionists. We disaggregate data by strands and sub groups to see if we achieved growth in targeted areas for targeted students.

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

We review proficiency in the four core academic areas using their credit attainment, proficiency levels, GPAs, work samples, and MAP/MME/ACT data. We conduct focus group interviews with students and interventionists. We disaggregate data by strands and sub groups to see if we achieved growth in targeted areas for targeted students. We measure success by the percent of students who have met or exceeded their targeted growth areas.

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

Once we identify areas of need, we conduct department/subject area meetings to determine what best practices must be implemented to increase achievement/respond to gaps.

## **Goals and Plan 2017-2018**

## **Overview**

### **Plan Name**

Goals and Plan 2017-2018

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at WAY Michigan will be proficient at math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$13459
2	All students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$6628
3	All students will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	All Students at WAY Michigan will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$20959
5	All students will become proficient in Reading	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$45000



## Goal 1: All students at WAY Michigan will be proficient at math.

### Measurable Objective 1:

100% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of earning a minimum of 1 math credit in Mathematics by 06/30/2016 as measured by credit attainment reports.

### Strategy 1:

Aleks - Aleks is an extremely effective and vetted math supplement that is widely used across the country. Students take a test at the beginning of the program. Based on the results, they then are given the remaining standards in a piechart. They work on these math problems until the system determines the student has reached proficiency. They can use this as supplement to the projects to better understand how to successfully work on these problems.

Research Cited: The following study indicates the success of Aleks.

[http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1098&context=msit\\_diss](http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1098&context=msit_diss)

This study was designed to determine the effect of ALEKS on mathematics achievement in College Mathematics I. The findings reported in the previous chapter indicate that ALEKS showed a significant effect on students' achievement in College Mathematics I. These findings offer insight on how to interpret and use some of the ALEKS reports. In this chapter, I provide a summary of the study and discuss what the results mean in the context of using ALEKS as a tutoring system for mathematics. Finally, I provide a conclusion and recommendations for further research in the area of teaching and learning with intelligent tutoring systems.

#### Summary of the Study

The purpose of this research was to investigate the effect of ALEKS on students' achievement in mathematics in an online learning environment and to determine the cognitive complexity for mathematical tasks enacted by ALEKS' pretest and posttest assessments. The participants of this study were enrolled in one of five different sessions of the College Mathematics I in a 4-year private university located in the southwestern region of United States. I taught all the five sessions. The theoretical frameworks underlying the present study were Knowledge Space Theory and Webb's (1997) Depth of Knowledge Model (1997). KST explains how to reveal a learner's knowledge structures and achievement in a particular subject domain, while Depth of Knowledge is a scale of cognitive demand. ALEKS's design is based on Knowledge Space Theory. Webb's DOK

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Model was used to determine the cognitive complexity of ALEKS's pretest-posttest question items.

Activity - Teacher Training on the Aleks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Researchers will be given access to Aleks, an online math supplement. They will all be trained on how to use this system.	Professional Learning, Tutoring	08/31/2017	06/30/2018	\$2000	Title I Part A	All math teachers; curriculum specialist; director

### Strategy 2:

Best Practices Math - Online experts will become proficient in the use of "The 8 Mathematical Practices" of making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision and look for and make use of structure.

Activity - Professional Development Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online experts will become proficient in the use of "The 8 Mathematical Practices" of making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision and look for and make use of structure.	Professional Learning	08/01/2017	06/30/2018	\$0	Title II Part A	Online experts and student academic support specialist.

Activity - Student Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contact parents and students to reengage, discuss progress, and ensure credit attainment is met. Parent mailings will be used as a way to support to parents by distributing an academic newsletter containing reading and math strategies, websites for practicing skills and announcements of online parent meetings and workshops. The Attendance Liaison will file truancy in the appropriate jurisdiction and communicate with parent options for students failing to meet the minimum attendance requirements.	Academic Support Program, Behavioral Support Program	08/01/2017	06/30/2018	\$11459	Title I Part A	Superintendent Student Academic Support Specialist Director

## Goal 2: All students will be proficient in Social Studies

### Measurable Objective 1:

100% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of earning a minimum of 1 credit in Social Studies in Social Studies by 06/30/2016 as measured by credit attainment reports.

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### Strategy 1:

Using Audio Visual Tools - Teachers will work together to promote the use of audio visual tools (send email reminders to students to look at their feedback letters and resources, create and share how-to videos in operating these features/where to find them, get researcher testimonials about how helpful these tools are for revising and learning about the next steps for the project.) Using these tools will help students acquire deeper understanding of the social studies content and increase their credit attainment.

Research Cited: IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL) ISSN(E): 2321-8878; ISSN(P): 2347-4564

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Activity - Personalized Recordings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create personalized recordings (under 5 minutes) to communicate feedback to students. Some examples of recording tools teachers will use include PowToons, Voki, GoAnimate, etc.	Technology	08/01/2017	06/30/2018	\$0	No Funding Required	Social Studies teachers
Activity - Mentoring Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online mentors will attend off hours training on mentoring strategies to use when engaging students via the online learning system to increase student achievement. Strategies include: student accountability, building rapport with students, goal setting, increasing student engagement online.	Academic Support Program	09/05/2017	08/31/2018	\$6628	Title II Part A	Superintendent and School Director

## Goal 3: All students will be proficient in Science

### Measurable Objective 1:

100% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of earning a minimum of 1 credit in Science by 06/30/2016 as measured by credit attainment reports.

### Strategy 1:

Audio Visual Tools - Teachers will work together to promote the use of audio visual tools (send email reminders researchers to look at their feedback letters and resources, create and share how-to videos in operating these features/where to find them, get researcher testimonials about how helpful these tools are for revising and learning about the next steps for the project.) Using these tools will help students acquire deeper understanding of the science content and increase their credit attainment.

Research Cited: IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL) ISSN(E): 2321-8878; ISSN(P): 2347-4564

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Activity - Personalized Recordings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create personalized recordings (under 5 minutes) to communicate feedback to students. Some examples include PowToons, Voki, GoAnimate, etc.	Technology	08/01/2017	06/30/2018	\$0	No Funding Required	Science teachers

  

Activity - Science Demonstration Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online science experts will conduct live Science experiments which the students can view by Skyping in to the lesson.	Direct Instruction	08/01/2017	06/30/2018	\$0	Title I Part A	Science online experts

## Goal 4: All Students at WAY Michigan will become proficient writers.

### Measurable Objective 1:

75% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of a level 1 in English Language Arts by 06/30/2016 as measured by the research and citation-based standards ELA9/10.WRI.7 and ELA9/10.WRI.8.

### Strategy 1:

Pre-selected Research Projects - We will limit some of the choice in our curriculum and direct our students to more research-based projects in different subject areas.

Activity - Pre-determined ELA Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our curriculum developers will create predetermined learning pathways that include more research-based projects that focus on the research and citation-based standards ELA9/10.WRI.7 and ELA9/10.WRI.8	Professional Learning	08/01/2017	06/30/2018	\$0	No Funding Required	ELA Project Development Team

  

Activity - Resource Bank	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum team will develop and distribute more simplified research and citation resources with examples.	Professional Learning, Direct Instruction	08/01/2017	06/30/2018	\$0	No Funding Required	ELA Project Creation Team

  

Activity - Research Office Hours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELA, Social Studies, and Science teachers will offer online office hours for students who are struggling to complete research papers and use proper citations. The online teachers will be available twice per week to assist students with their research. In addition to the office hours, the data coach will provide necessary data for teachers and other support personnel researched-based decisions. The data coach will assist teachers and students by collecting, analyzing, and using technology driven data in the academic core areas to identify trends in student achievement and create action plans for improvement of school wide student achievement.	Academic Support Program	08/01/2017	06/30/2018	\$9500	Title II Part A, Title II Part A	ELA, Social Studies and Science teachers
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Activity - 6 Plus 1 Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These writing types increases the time spent on writing and increase the amount of writing students are engaged in across all content areas.	Direct Instruction	08/01/2017	06/30/2018	\$0	Title II Part A	Online experts

Activity - Attendance Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Liaison will contact students and parents to overcome barriers to accessing courses and completing assignments in order to increase student achievement.	Behavioral Support Program	09/05/2017	06/29/2018	\$11459	Title I Part A	Attendance Liaison and School Director

## Goal 5: All students will become proficient in Reading

### Measurable Objective 1:

85% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency reading comprehension in Reading by 06/30/2017 as measured by local and state assessments.

### Strategy 1:

Reading Apprenticeship - Reading Apprenticeship strategies such as: pre-reading, during reading, and post-reading strategies used through Reading will improve the instruction on vocabulary, fluency, and comprehension. By using strategies such as think alouds, talking to the text, and double entry journals, there will be more instruction specific to struggling readers. Focusing on making knowledge visible to others through the use of these strategies will increase the instruction on fluency and comprehension. Lastly, the reading strategies also focus on increasing instruction for students to self-regulate their own reading processes. By teaching reading across the curriculum, students focus on reading expository texts and improving their reading comprehension in a variety of subjects.

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Reading Apprenticeship strategies such as: pre-reading, during reading, and post-reading strategies used through Reading will improve the instruction on vocabulary, fluency, and comprehension. By using strategies such as think alouds, talking to the text, and double entry journals, there will be more instruction specific to struggling readers. Focusing on making knowledge visible to others through the use of these strategies will increase the instruction on fluency and comprehension. Lastly, the reading strategies also focus on increasing instruction for students to self-regulate their own reading processes. By teaching reading across the curriculum, students focus on reading expository texts and improving their reading comprehension in a variety of subjects.</p>	<p>Implementation</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Online Experts</p>
<p>Activity - Student Academic Support</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Meets with targeted students to provide academic support intervention services to improve their achievement. Works collaboratively with school staff to develop and implement a plan to ensure the elimination of learning gaps.</p>	<p>Academic Support Program, Teacher Collaboration</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$45000</p>	<p>Title I Part A</p>	<p>Superintendent School Academic Support Specialist</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Math	Online experts will become proficient in the use of “The 8 Mathematical Practices” of making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision and look for and make use of structure.	Professional Learning	08/01/2017	06/30/2018	\$0	Online experts and student academic support specialist.
Research Office Hours	ELA, Social Studies, and Science teachers will offer online office hours for students who are struggling to complete research papers and use proper citations. The online teachers will be available twice per week to assist students with their research. In addition to the office hours, the data coach will provide necessary data for teachers and other support personnel researched-based decisions. The data coach will assist teachers and students by collecting, analyzing, and using technology driven data in the academic core areas to identify trends in student achievement and create action plans for improvement of school wide student achievement.	Academic Support Program	08/01/2017	06/30/2018	\$4500	ELA, Social Studies and Science teachers
Mentoring Strategies Training	Online mentors will attend off hours training on mentoring strategies to use when engaging students via the online learning system to increase student achievement. Strategies include: student accountability, building rapport with students, goal setting, increasing student engagement online.	Academic Support Program	09/05/2017	08/31/2018	\$6628	Superintendent and School Director
6 Plus 1 Writing	These writing types increases the time spent on writing and increase the amount of writing students are engaged in across all content areas.	Direct Instruction	08/01/2017	06/30/2018	\$0	Online experts

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Research Office Hours	ELA, Social Studies, and Science teachers will offer online office hours for students who are struggling to complete research papers and use proper citations. The online teachers will be available twice per week to assist students with their research. In addition to the office hours, the data coach will provide necessary data for teachers and other support personnel researched-based decisions. The data coach will assist teachers and students by collecting, analyzing, and using technology driven data in the academic core areas to identify trends in student achievement and create action plans for improvement of school wide student achievement.	Academic Support Program	08/01/2017	06/30/2018	\$5000	ELA, Social Studies and Science teachers
<b>Total</b>					<b>\$16128</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre-determined ELA Pathways	Our curriculum developers will create predetermined learning pathways that include more research-based projects that focus on the research and citation-based standards ELA9/10.WRI.7 and ELA9/10.WRI.8	Professional Learning	08/01/2017	06/30/2018	\$0	ELA Project Development Team
Resource Bank	The curriculum team will develop and distribute more simplified research and citation resources with examples.	Professional Learning, Direct Instruction	08/01/2017	06/30/2018	\$0	ELA Project Creation Team
Personalized Recordings	Teachers will create personalized recordings (under 5 minutes) to communicate feedback to students. Some examples include PowToons, Voki, GoAnimate, etc.	Technology	08/01/2017	06/30/2018	\$0	Science teachers
Personalized Recordings	Teachers will create personalized recordings (under 5 minutes) to communicate feedback to students. Some examples of recording tools teachers will use include PowToons, Voki, GoAnimate, etc.	Technology	08/01/2017	06/30/2018	\$0	Social Studies teachers
<b>Total</b>					<b>\$0</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Across the Curriculum	Reading Apprenticeship strategies such as: pre-reading, during reading, and post-reading strategies used through Reading will improve the instruction on vocabulary, fluency, and comprehension. By using strategies such as think alouds, talking to the text, and double entry journals, there will be more instruction specific to struggling readers. Focusing on making knowledge visible to others through the use of these strategies will increase the instruction on fluency and comprehension. Lastly, the reading strategies also focus on increasing instruction for students to self-regulate their own reading processes. By teaching reading across the curriculum, students focus on reading expository texts and improving their reading comprehension in a variety of subjects.	Implementation	07/01/2016	06/30/2017	\$0	Online Experts
<b>Total</b>					<b>\$0</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Academic Support	Meets with targeted students to provide academic support intervention services to improve their achievement. Works collaboratively with school staff to develop and implement a plan to ensure the elimination of learning gaps.	Academic Support Program, Teacher Collaboration	07/01/2016	06/30/2017	\$45000	Superintendent School Academic Support Specialist
Attendance Liaison	Attendance Liaison will contact students and parents to overcome barriers to accessing courses and completing assignments in order to increase student achievement.	Behavioral Support Program	09/05/2017	06/29/2018	\$11459	Attendance Liaison and School Director
Teacher Training on the Aleks	Researchers will be given access to Aleks, an online math supplement. They will all be trained on how to use this system.	Professional Learning, Tutoring	08/31/2017	06/30/2018	\$2000	All math teachers; curriculum specialist; director
Science Demonstration Lessons	Online science experts will conduct live Science experiments which the students can view by Skyping in to the lesson.	Direct Instruction	08/01/2017	06/30/2018	\$0	Science online experts
Student Academic Support	Contact parents and students to reengage, discuss progress, and ensure credit attainment is met. Parent mailings will be used as a way to support to parents by distributing an academic newsletter containing reading and math strategies, websites for practicing skills and announcements of online parent meetings and workshops. The Attendance Liaison will file truancy in the appropriate jurisdiction and communicate with parent options for students failing to meet the minimum attendance requirements.	Academic Support Program, Behavioral Support Program	08/01/2017	06/30/2018	\$11459	Superintendent Student Academic Support Specialist Director
<b>Total</b>					<b>\$69918</b>	