Single Building District Improvement Plan

WAY Michigan

Ms. Marilee Bylsma
407 E Fort Street
Detroit, MI 48226-2940

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WAY Michigan Goals Spring 2019

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

Improvement Plan Assurance

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

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 2018-19 school year with the WAY Michigan School Improvement Team. The School Improvement Team is comprised of the school director, teachers, student academic support specialists, and parents. Because WAY Michigan is a virtual academy, the meetings are conducted via Zoom 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 Zoom if they choose. Parents contributed directly to the design of the Parent Involvement Plan, Parent Survey, Parent Compact, and designing of the school-wide 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 email. Students were asked to complete an online survey. Personal phone calls, Zoom 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 School-wide 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 M-STEP, and SAT test results. 11th and eligible 12th grade students are
tested in April using the SAT and M-STEP in the following content areas: Reading, Writing, Math, Science, and Social Studies.
6th, and 7th grade students were given the M-Step test in Spring, completing assessments in Reading, Writing, and Math. 8th grade students were given the M-Step test in Spring, completing assessments in Social Studies, and Science. 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. 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 us 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 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 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 representatives conducted data analysis sessions in their respective disciplines and highlighted strengths and weaknesses to help for our school improvement goals. One of the Academic Support Specialists co-chaired the school improvement process with the principal. Parents and students supplied information and input via online surveys and communications. 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 WAY Michigan is still a relatively young school, 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 communications with mentors and teachers. 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. Parent Meetings have been conducted to allow parents time 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 Comprehensive needs assessment process included the WAY Michigan staff, parents, students, and community members. We have sent out a perception survey and emails to staff, parents, students, and community members to participate in the Comprehensive needs assessment process. This process has taken place starting in September with our "Welcome Back to School" parent meetings and have continued working with parents and community members throughout the school year.

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

Student Achievement

 What data was reviewed:

 WAY Michigan Proficiency
 2015-2016 School Year
 Less than 10 students were tested in each test. Data was not reported.

 2016-2017 School Year
 SAT
43.8% Students Proficient in English
Less than 20% Students Proficient in Math
MSTEP 11
Less than 20% Students Proficient in Social Studies
Less than 20% Students Proficient in Science
Subgroup proficiency
African American students
37.5% English Proficient
12.5% Math Proficient
White Students
40% English Proficient
10% Math Proficient
Economically Disadvantaged Students
35.7% English Proficient
7.1% Math Proficient

 2017-2018 School Year
 SAT
 20.5% Students Proficient in English

Less than 20% Students Proficient in Math

PSAT10

32.6% Students Proficient in English

4.7% Students Proficient in Math

PSAT8/9

43.1% Students Proficient in English

5.9% Students Proficient in Math

MSTEP 11

Data was not reported for Science proficiency.

Less than 20% Students Proficient in Social Studies

MSTEP 8

30.8% Students Proficient in English

Less than 20% Students Proficient in Math

Less than 20% Students Proficient in Social Studies

MSTEP 7

28.6% Students Proficient in English

Less than 20% Students Proficient in Math

MSTEP 6

Less than 10 students were tested. Data was not reported.

Subgroup proficiency

African American Students

21.1% English Proficient

0% Math Proficient

Hispanic or any race Students

33% English Proficient

0% Math Proficient

White Students

23.1% English Proficient

5.1% Math Proficient

Bottom 30% of Students

0% English Proficient

0% Math Proficient

Economically Disadvantaged Students

20.8% English Proficient

3.8% Math Proficient

English Learner

0% English Proficient

0% Math Proficient

Students with Disabilities

37.5% English Proficient

0% Math Proficient

WAY Michigan School Index 2016-17

Proficiency Score 31.7

Growth Score 33.9

Graduation Score 49.8

Overall Score 33 (Participation Score 67.3)

WAY Michigan School Index 2017-18

Proficiency Score 21.9

Growth Score 20.1

Graduation Score 36.9

Overall Score 24.4 (Participation Score 98.7)

Additional Targeted Support for White Economically Disadvantaged Subgroup

31a Accountability

3% of Students are Teen Parents. Students that are teen parents were provided extended time to meet academic requirements.

5% of Students are Homeless. Students were sent toiletries, Coat, and other amenities based on expressed need.

20% of Students did not finish High School with their 4 year cohort. Students that did not graduate with their 4 year cohort were given alternative credit track opportunities for graduation.

WAY Michigan Progress towards Proficiency, Growth, and Graduation

WAY Michigan had 56 students marked as seniors at the beginning of the school year. Since then 20 or 36% of students have graduated and 18 or 32% of students have left the program.

When looking for progress towards graduation we look at credit earned. We require students to earn 5.5 credits per you to be on track for graduation. Right now our Students with IEPs averaged only 4.71 for the school year.

WAY Michigan has used the ALEKS math program to improve Math skills. Students are placed in a prerequisite to view where their skills are in math and begins to work on their areas on need. Once the student reaches 70% of skill proficiency they are moved into the next course they need to complete. We have had 25% of students using ALEKS has progressed more than one course this school year.

WAY Michigan has created a reading club this year to help with increasing proficiency in reading. We have created a list of approved reading material and have begun to create a project for students to work on.

WAY Michigan has create a live session program to increase proficiency in reading and math. It has allowed students to work in a small group setting to work on new skills and strategies. These live sessions have included all content areas English, Math, Science, and Social Studies. Live sessions offered are targeted based on highest need.

WAY Michigan Graduation Outcome Data

2015-16 School year 43% of students attended college after graduation within 1 year

2016-17 School Year   8% of students attended college after graduation within 1 year

2017-18 School Year 25% of students attended college after graduation within 1 year

What was concluded:

WAY Michigan needs to work to increase proficiency in Math and Reading. The use of ALEKS Math program has helped with increasing the proficiency of students in Math. WAY Michigan will work to include more reading strategies in projects. The reading club will begin to address

some of the reading strategies that can be used to complete the projects.

WAY Michigan has seen some success in increasing student achievement through the live sessions. We are currently investigating the option of creating drop-in sites for students to increase work in small groups. Based on the success of the live sessions we will begin to offer thirty minute sessions focused around a specific skill.

We have identified several subgroups of students that will need attention to improve performance. These groups include white/economically disadvantaged, teen parents, homeless, and students that did not graduate with their 4 year cohort. To address the subgroups we plan to create action plans to address the needs for each subgroup. Additionally, we need to target credit attainment and graduation progress for students with IEPs. Being below the 5.5 credits required per year they are not on track to graduate on time.

We have concluded that more data needs to be collected on the student outcome data. Most of the data currently on file is for students that have graduated from our program, but does not follow students that transfer or leave the program prior to graduation. We have noted that part of the change in the percent of students attending college was based on the increasing number of students graduating. Our college and career coach will work with our seniors to prepare them for the college and career transition.

Program/Process (The School Systems Review or NCA's Self Assessment or Assist-SA at a minimum)

What data was reviewed:

Self Assessment and 3rd Party review of Programs/Processes
WAY Michigan parents are given a parent portal access to review our curriculum, HERO learning program, and student access. WAY Michigan has sent out a perception survey to parents, students, staff, and community members to note their knowledge and rating of current programs we offer. In August, the staff gather and complete an informal self assessment on the programs and processes. During this time we create a what went well and what we need to work on as a staff. Our charter authorizer does semi-annual site visits and conducts interviews with staff to evaluate the processes at WAY Michigan. WAY Michigan has an ALEKS representative that comes in on a bi-weekly to monthly basis to review the progress and processes in place for our students to succeed using ALEKS Math Support.

WAY Michigan Community Partnerships
WAY Michigan has a list of community partnerships that is stored at the district office. Due to our unique student population, we have to address community needs throughout the state of Michigan. Our most recent partnership has come in the form of a grant received from T-Mobile in which we were awarded funding for technology to supply internet access to our economically disadvantaged families.

WAY Michigan Services for Academic and Non-Academic Needs
WAY Michigan provides a variety of non-academic needs to help our students reach their fullest potential. We have provided care kits and jackets to students that are homeless. During state testing in the spring we provide gas cards to parents and students that have to drive a large distance to one of our testing sites. WAY Michigan offers a 10 student to 1 mentor ratio. These Mentors work with the students to see what needs they require to be successful and to guide them through the HERO curriculum. We offer parent meetings to keep our parents knowledgeable on the programs we offer and how to properly support their students' schooling.

WAY Michigan offers a number of different services to support students academic needs. One of the programs that is core to our school is providing technology/internet access and technology support to our students. This provides students with a way to access the curriculum and to receive support on how to use the technology effectively. We offer the ALEKS math support program to help students improve their math

skills. Additionally, we offer live sessions for students to have an opportunity to work with one of our teachers in a small group setting and receive support on working through our projects. This year we have offered several field trips for our students. We use these field trips to provide a social experience to our students while tying the information back to a project in our curriculum. WAY Michigan offers opportunities for students to work one on one with our teachers and our paraprofessional. We have received positive feedback from our students as it provides some individualized experiences.

Funding Sources for WAY Michigan Programs

WAY Michigan receives the majority of its funding through State funding and Federal Grants. Currently, we received Title I, II, and IV funding to provide services and programs for our school. Additionally, we receive funding for our 31A At-Risk students. We do receive a small amount of funding from grants such as MCAN and T-Mobile.

WAY Michigan Career and College Ready Supports

WAY Michigan offers a Career Development course and several projects that address goal setting and career skills. As a school we use Career Cruising for students to create an Educational Development Plan that includes goal setting, career planning, creating a post-secondary plan, and more. We have a College and Career Coach that works with students to prepare for their future after graduation. This includes applying to college, applying for FAFSA, creating a resume, and providing information about various jobs and colleges. WAY Michigan offers dual enrollment for students to participate in and begin to interact with college level curriculum.

College Experiences: WAY Michigan has offered college visits and provides information about colleges that the student may be interested in. Students have the opportunity to visit as many college campuses without penalty of missing academic opportunities. We offer college counseling in the form of our College and Career coach. They have access to a program that can help determine their admissions rating to help decide on which colleges to apply to.

Career Prep Experiences: WAY Michigan use Career Cruising to allow students to explore careers. Students are assessed for their skills and interests to help guide the student to careers they may want to research further.

What was concluded:

We have concluded that we offer several avenues for stakeholders, such as parents, students, and community members to provide feedback on our program. Our self-assessment process of reviewing our programs and processes in August has been beneficial to keep our programs and processes in line with the current needs of our students. WAY Michigan does have some college and career readiness supports, but we can work on increasing the effectiveness of our College and Career Coach. One way of doing this is by setting a plan for our College and Career Coach in August so they can receive the support of the staff as a whole on the initiatives that they plan to implement.

We have concluded that WAY Michigan needs to develop a plan to engage their community partners more regularly. Staff does not have knowledge of the full list of partners and how to engage with them to support their students. WAY Michigan provides a large variety of services to the students. We do a great job of providing quality services to the students, but may need to work on providing more avenues for the parents, students, and community members to be aware of the services we offer. WAY Michigan will continue to search for new avenues to receive funding and provide more services to students to meet their needs as they change. We have a staff member who is responsible for seeking out new grants to receive new funding.

Perceptions (Parents and Staff at a minimum)
What data was reviewed:

WAY Michigan Perceptions Survey Sent to Staff, Parents and Students.

Knowledge of our programs provided

Live Sessions with Teachers (88% of Stakeholders aware)

Field Trips (69% of Stakeholders aware)

ALEKS Math Support program (60% of Stakeholders aware)

One on One opportunities with teachers (54% of Stakeholders aware)

Technology Support (52% of Stakeholders aware)

Achievement Testing (51% of Stakeholders aware)

Loaning of Technology (45% of Stakeholders aware)

Mentoring Program (42% of Stakeholders aware)

Parent Meetings (42% of Stakeholders aware)

One on One opportunities with paraprofessional (33% of Stakeholders aware)

Rating the WAY Michigan Programs.

Loaning of Technology (Rated 4 out of 5 Very Effective)

Technology Support (Rated 4 out of 5 Very Effective)

One on One opportunities with teachers (Rated 4 out of 5 Very Effective)

Achievement Testing (Rated 3 out of 5 Effective)

Mentoring Program (Rated 3 out of 5 Effective)

Live Sessions with Teachers (Rated 3 out of 5 Effective)

ALEKS Math Support Program (Rated 3 out of 5 Effective)

One on One opportunities with paraprofessional (Rated 3 out of 5 Effective)

Field Trips (Rated 3 out of 5 Effective)

Parent Meetings (Rated 3 out of 5 Effective)

What are WAY Michigan Student Needs?

Students needs included the following: Graduation, Dual Enrollment, Clear Communication, Learner specific help, quality curriculum/projects, Math support, more live sessions, timely responses to questions, and understanding of life altering situations.

Are your Student needs being met?

54% of Stakeholders responded Yes

39% of Stakeholders responded Sometimes

7% of Stakeholders responded No

What is WAY Michigan Missing from the Program?

Responses to what is missing includes: Human Interaction/Group work, another foreign language course, engaging projects/curriculum, more empathy from staff and teachers, Test out options for all core courses, more help in math, more live sessions for middle school students, student portal for students to communicate with each other, updating projects/curriculum, and drop-in centers.

Comments about WAY Michigan.

Comments included: Too much material in Math projects, Asking for leniency when life events affect academic performance, Fix projects, Use strategies to reduce student stress, and More diverse testing options.

What was revealed:

Stakeholders were not as aware of the programs WAY Michigan offered as we would have expected. We were surprised by the requests for more live session opportunities as participation in the program has not always met our expectations. We found out that all of the programs we offer were rated effective or above. We were happy to hear that only 7% of stakeholders feel their needs are not being met. We have a large variety of student needs and are happy that we were able to address most of their needs. We were shocked to hear that only 45% of stakeholders knew about loaning of technology and only 42% of stakeholders knew about our mentoring program. These two programs are a key component of our school and explained prior to completing the enrollment process.

What was concluded:

In regards to this data, we have concluded that we need to continue to communicate the programs we offer in several different ways, including email, remind 101 text messages, and other avenues. We will need to communicate information to stakeholders about programs we offer to make sure they are able to take advantage of them. For the parent meetings, we will work to send out messages to the parents well in advance so that parents can plan to attend. We will review the student needs and implement new strategies or programs to meet their needs.

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
 WAY Michigan Goals:
All WAY Michigan students will be provided a well rounded education that will prepare students for college and career readiness.
All WAY Michigan students will be prepared to make safe and healthy choices in social and academic settings.

 WAY Michigan Subgroups that will receive the focus of objectives and interventions:
 White Economically Disadvantaged, as they have tested in the lowest 5% proficiency. Students from this sub-group will have equal opportunity to participate in the ALEKS math support intervention to improve proficiency in math. These students will be targeted for one on one work sessions with our teachers to work on specific skills and strategies to increase student achievement. WAY Michigan plans to continue to communicate with the student and legal guardians for the student needs. We will connect the student with the services we provide to meet the needs of that student.

 WAY Michigan Content Area Coverage
 WAY Michigan will cover the content areas by creating objectives under our first goal to meet the students needs for a well-rounded education and preparation for career and college choices. To provide a well-rounded education, we seek to create and revise rigourous projects that meet a number of subjects areas within the same project and require activities and products that connect the students to their community and the world around them. For Language Arts, we seek to create projects that target reading and writing skills that students can further develop with help from online experts and be used to make real-world connections. For Social Studies, we seek to create projects that focus on reading and critical thinking skills that can be used to make real-world connections and choices. For math, we seek to create projects that help students understand how to apply math skills in daily life and make real-world connections. For science, we seek to create projects that will help students to understand current events and issues in the natural world, to help students interpret the research and data they are exposed to, and to evaluate the information in light of scientific principles.

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 is addressing all students within the objectives, strategies, and activities by providing a well-rounded education. We offer services that address the needs of all students, such as mentoring program, loaning of technology/internet access, ALEKS math support, and more. We continuously target students farthest from the standards by providing one on one work opportunities with teachers and our school paraprofessionals.

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 online 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 personalized feedback.

The curriculum is based on the Common Core State Standards, Michigan Science Standards, and Michigan Curriculum Framework. 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.

Some students prefer to work independently; others choose to work through the material with an online expert through chats or Zoom. 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.

Students receive intervention through our Student Academic Support Specialists. Students complete ongoing state-wide assessments to identify current ability levels. Based on their scores, these students receive additional support from our Student Academic Support Specialists. He or she contacts the students throughout the day to provide intervention support and strategies. He or she also monitors their work and progress through our HERO learning system. In addition, he/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 he/she sees that they need additional support. H or 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.

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 online 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

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.

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 researchers, with support from experts.

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 using Zoom, 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, Zoom, 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 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 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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- Reading Apprenticeship: 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.
- Extended Learning Opportunities with online experts available 24/7. We require our students to be online 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 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 Zoom 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
- 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 Zoom 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, the PSAT 8/9, the PSAT 10, the SAT, 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. Based on their scores, these students receive additional support from our Student Academic Support Specialist. The Student Academic Support Specialist 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 Zoom 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 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 Zoom, 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 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 one teacher leave the school this year. The WAY Michigan retention rate is 97% of teachers retained. We have online experts (teachers) who provide instruction and evaluation based on their certification, for all of our students.

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

WAY Michigan has 30 teachers. Of our teachers 17%(5) have 1-5 years of teaching experience, 47% (14) have 6-10 years of teaching experience, 33% (10) 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 teach 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 on job board websites. 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 offer a well rounded education that prepares students for college and career readiness. Additionally, we have a goal to help students make safe and healthy decisions in social and academic environments. 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, our priority for achievement strategies should be focused on providing students with ways to engage in the curriculum to increase proficiency. Additionally, we 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.

We have addressed college and career readiness by sending staff to the MCAN 2019 conference. They were able to bring back new information and strategies for engaging with students to prepare them for life after high school. In addition, we required all of our mentors to receive training in Check and Connect. This program provided strategies and interventions for students at risk for dropping out to engage them and work toward graduation and college/career goals.

We have addressed the making of healthy and safe decisions by sending staff to trainings on non-violent crisis intervention and restorative practices. The goals of these professional development sessions were to help teachers interact with students in crisis and provide them with choices to make healthy and safe decisions. We want to work to avoid excluding students from educational opportunities while reforming their decision making process. In addition, we provided training for mentors on trauma-informed support. This training provided mentors with the information to under trauma that students go through and how it may affect their performance and decision making abilities.

We have addressed a well-rounded education by providing training on equity planning and student/family voice. These trainings provided staff with the opportunity to address student and parent engagement in school programming. Additionally, it allowed staff to work through strategies and interventions we could put in place to break down or reduce barriers students have to participate in educational opportunities.

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 year long 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. 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		2019-20 PD Plan

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. We have invited parents to be 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 Zoom meetings. 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, individual meetings, home visits, and conversations. Many efforts were put in place to increase and involve all parents in the development of the schoolwide plan. Email, 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 Google Forms 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, disability, and student does not live with custodial parent) 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 Zoom meetings. 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 researcher in need. 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 Needs Assessment for next year.

Component 2: Reform Strategies

All parents were invited to review and discuss state assessment scores during a parent meeting. 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

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, if available. 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.

Component 4: Strategies to Attract Highly Qualified Teachers

Strategies to attract and retain highly qualified teachers were discussed with School Improvement Team and parents that wished to participate. 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 available 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 and staff 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 parent meeting 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 parents and we asked for their comments and input in the documents. Available parents will participate in our annual revision in school year 2018-19.

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, 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 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 available parents share in the decisions about assessments and how they will be administered in an online program. Available 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 if available 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 participants 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 2019-20 utilizing several mediums link to review the plan online and a parent meeting using Zoom to review the plan. Parents will be contacted via email, letters, text message, 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.

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

Available 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, disability, and student does not live with custodial parent) and strategies to improve parental involvement will be implemented. There is an ongoing 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 Zoom. All of our parents have access to a computer, either personal or one 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		WAY MI Parent Handbook

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

1118 (e) Building Capacity for Involvement

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, PSAT, and SAT) 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 texts 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.
- Parents are given the explanation of and encouraged to access the Parent Portal with their Parent Password to review their student's progress.

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 Staff, materials can be provided to help parents work with their students.
- Various Parent Workshops are conducted online and through Zoom meetings to assist our parents with working with their students to improve achievement.

3. Shall educate staff on 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. Ongoing professional development for staff on effective ways to increase parent involvement occurs monthly.
- Our online teachers and mentors meet monthly 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.

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.

- Parents are encouraged to participate in School Improvement Team Meetings via Zoom.

- Parents are provided with a list of resources in their county, which provide parent support activities, workshops, and student enrichment opportunities.

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.

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 Process.

- Parents participate through the Title 1 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) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups.

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 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 have the opportunity to participate in the school improvement process 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 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 Student and Parent/Guardian 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 teachers and mentors. 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 the Parent/Teacher meeting 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 Zoom in the month of September for every available parent. 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.

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

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.

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?

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

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. 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 SAT, 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 out 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, NWEA MAP Growth Assessment, PSAT 8/9, PSAT 10, SAT, and project 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 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 ongoing 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 monthly 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: 6th-12th grade
Identification/Criteria for Selection:
SAT: Not Proficient
PSAT 10: Not Proficient
PSAT 8/9: Not Proficient
M-STEP: Not Proficient
NWEA: Bottom 20%
<.5 credit attainment per month

Writing
Grade Span: 6th-12th grade
Identification/Criteria for Selection:
SAT: Not Proficient

PSAT 10: Not Proficient

PSAT 8/9: Not Proficient

M-STEP: Not Proficient

<.5 credit attainment per month

Math:

Grade Span: 6th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

PSAT 10: Not Proficient

PSAT 8/9: Not Proficient

M-STEP: Not Proficient

NWEA: Bottom 20%

<.5 credit attainment per month

Science

Grade Span: 6th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

PSAT 10: Not Proficient

PSAT 8/9: Not Proficient

M-STEP: Not Proficient

NWEA: Bottom 20%

<.5 credit attainment per Month

Social Studies

Grade Span: 6th-12th grade

Identification/Criteria for Selection:

SAT: Not Proficient

PSAT 10: Not Proficient

PSAT 8/9: Not Proficient

M-STEP: Not Proficient

<.5 credit attainment per Month

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 6th-12th

Intervention provided by: Student Academic Support Specialist, Online Experts and Mentors

provide additional online support of at least three to five 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 6TH-12th

Intervention provided by: Student Academic Support Specialist, Online Experts and Mentors

provide additional online support of at least three to five times per week. Individualized and small group supports via Zoom 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 6th-12th :

Intervention provided by: Student Academic Support Specialist, Online Experts and Mentors

provide additional online support of at least three to five times per week. Individualized and small group supports via Zoom and scaffolding using ALEKS 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 an additional support in improving student achievement. ALEKS 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 6th-12th :

Intervention provided by: Student Academic Support Specialist, Online Experts and Mentors

provide additional online support of at least three to five times per week. Individualized and small group supports via Zoom, 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 6th-12th :

Intervention provided by: Student Academic Support Specialist, Online Experts and Mentors

provide additional online support of at least three to five 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 online 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 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 a detailed 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.

In Science, students may also complete projects based on their unique skills and interests. 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 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

- WAY Michigan Student Academic Support Specialist

- Attendance Liaison

- Data Coach

-Internet Access

-Parent Involvement Supplies

-Supplies

Federal Funds Title IIA

-Professional Development

-Supplies

-Data Coach

Federal Funds Title IV

-Supplies

-College and Career Counselor

-Parent Mailings

-Community Activities

Staffing:

Occupational Therapist

Psychological Services

Speech Pathologist

Social Workers

Teacher Consultant

Federal Funds

Charter School Program Implementation Grant

Instructional Computers (6-12th Grade)

Science Lab & Materials

Art Materials

TRIG GRANT

Increase/Upgrade Internet Speeds

T-Mobile Grant

Reimbursements for providing Hot-Sports and Chromebooks to economically disadvantaged students

31A Funding

- Mentoring Activities

General/State Funding

- Used for core curricular needs as required by law

Community Partnerships:

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, Parent Training Sessions via Zoom 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, Art Materials, T-Mobile Grant, and 31A Mentoring.

      10. Coordination and Integration of Resources:

      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 IV, and McKinney Vento (homeless). Social Security Disability Commission for students with

disabilities. Application for Federal Student Aid (FAFSA).

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 evaluates the implementation of the school improvement plan by reviewing our services and procedures throughout the year. We have used the MDE program evaluation tool to evaluate the success of our academic support specialist and attendance liaison positions. These positions were put in place to help improve student engagement and achievement.

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 evaluates the impact of the program by analyzing the proficiency data and stakeholder surveys. This includes looking at how students show growth and eventually graduate from the program. We have used the MDE program evaluation tool to review the impact of our academic support specialist and attendance liaison positions.

What data was reviewed:

Students
Demographics
56.8% Female
43.2% Male
64.9% Caucasian
20.3% African American
6.8% Hispanic
6.8% Multiethnic
1.2% Declined to State
68.2% Free and Reduced Lunch Eligible
2% English Language Learner
9.5% Students with IEP

Mobility/Student Retention

2015-16 School Year	46% Maintained	12% Graduated	42% Exited
2016-17 School Year	76% Maintained	7% Graduated	17% Exited
2017-18 School Year	61% Maintained	17% Graduated	22% Exited

Attendance

The average monthly online attendance for WAY Michigan is 70% of days possible are being attended.

Discipline

No incidents of suspension or expulsion due to inappropriate behavior.

Non-Academic Needs

WAY Michigan determines the non-academic needs by requiring regular communication between the student and their mentor. Mentors provide life coaching and other emotional supports to students to provide them a support system to remain successful. Additionally, we survey the students for At-Risk factors so that we can address any barriers the students have that affect their academic performance. We provide internet access to students to address their needs surpassing the basic academic requirements. WAY Michigan creates care packages to send to students recognized as homeless to address their basic needs. We provide access to social work services for students that require them.

What was concluded:

We have concluded that we have students that have a variety of needs to be met. We provide services and programs to cover as many of the needs that we are able to. WAY Michigan does provide students and parents with outside programs they can research to meet needs that can not be met by our school. We have improved our student retention rate and improved our graduation rate from 2015-16 to 2017-18. We believe that we will need to improve on the data reporting for student retention to reflect the percentage of seniors graduating and the reason that students have left WAY Michigan. We have noticed that we have a high percent (68.2%) of economically disadvantaged students. This requires that we focus on reducing the effects of At-Risk factors for our students to be successful. WAY Michigan plans to address the online attendance to increase the amount of time students spend interacting with our curriculum.

Staff/Teachers

Demographics

80% Female

20% Male

100% Caucasian

Turnover

WAY Michigan has held a total of 32 teachers in its time opened. It has retained 94% of these teachers.

Attendance

WAY Michigan has maintained a 99% attendance with its teaching staff.

Qualifications

100% of WAY Michigan teachers meet the requirements as High Qualified teachers. 80% of WAY Michigan teachers have continued on to complete a Master's degree.

What was concluded:

WAY Michigan will need to work towards having a greater diversity in staff when the opportunity arises. We believe that it is essential to maintain the high percentage of teacher retention and teaching staff holding a master's degree. WAY Michigan prides itself on maintaining great attendance for its teaching staff.

Summary/Conclusions

What are the primary gaps?

We have come to the conclusion that WAY Michigan has several Gaps that need to be addressed. Our students have a gap in their mathematical proficiency. We believe that we need to increase the amount of teaching staff to address math proficiency concerns. Additionally, we have found there is a general gap in proficiency for science, social studies, and English. We plan to work on improving the strategies in place to achieve growth in proficiency. We believe that there is a gap in parent engagement. As a staff, we plan to investigate the effectiveness of our parent meetings and how we can further engage parents. We also plan to gather more information regarding students who have left the program through graduation and otherwise. We have a gap in staffing reflecting the student population that we serve. The last gap that we want to address is student and parent knowledge of resources and services available.

What are your areas of priority?

1.Content Area of priority is Math and Reading.

2.Subgroup priority is white economically disadvantaged, homeless, teen parents and students that have not graduated with their 4 year cohort.

3. Aggregate priority to improve proficiency, knowledge of programs, and parent engagement.

4. Perception priority is to change student opinions of WAY Michigan as a temporary school solution and improve projects in our curriculum.

5. Demographic priority is to track the number of economically disadvantaged students that enroll at WAY Michigan.

6. Professional Development priority is to work on cultural awareness, restorative practices, and content specific topics.

7. Program change priority is to improve and increase the amount of live sessions and opportunities for staff to interact with students at an individual or small group basis.

8. Staffing challenge is to increase the diversity of teachers.

9. Priority in changes with the services provided is increase the amount of mini live sessions to address specific skills students need to be successful.

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 uses state testing data and NWEA MAP growth tests to demonstrate growth of student proficiency from year to year. We have specifically targeted students that are furthest away from the standards to bring them back on track. Using the MDE program evaluation tool we have reviewed how the academic support specialist and attendance liaison roles have improved student growth.

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

The process for WAY Michigan to make the necessary revisions to the school improvement plan starts with reviewing the school calendar to create a time frame to proceed in implementing and evaluating the plan. Based on the comprehensive needs assessment we will begin to plan for the new strategies we would like to implement. The planning will continue through August in preparation to fully implement the program. The implementation of the school improvement plan will begin when the students return to school in September. We will monitor the plan that we have set in place through the Christmas break. When we return in January we will begin the evaluation process of the plan. Then we will assess the needs of our students for the following year beginning in May. During the school year we will repeat this process periodically on a monthly basis to address the success in implementing specific strategies under each of WAY Michigan's goals.

WAY Michigan Goals Spring 2019

Overview

Plan Name

WAY Michigan Goals Spring 2019

Plan Description

Throughout the course of the 2019-2020 school year, WAY Michigan staff at the direction, supervision, and assistance from the director, will implement all goals with fidelity and vigor. Our goal is to prepare all students with the tools necessary to become productive members of society and excel at whatever the student plans to do after earning a WAY Michigan diploma.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All WAY Michigan students will be provided a well rounded education that will prepare students for college and career readiness.	Objectives: 5 Strategies: 11 Activities: 33	Organizational	$133039
2	All WAY Michigan students will be prepared to make safe and healthy choices in social and academic settings.	Objectives: 2 Strategies: 3 Activities: 11	Organizational	$33356

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

Measurable Objective 1:

achieve college and career readiness by preparing all secondary students for post-secondary success considering their interests, aptitudes, and skills by 06/14/2024 as measured by the completion of an Educational Development Plan by grade 12.

Strategy 1:

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

Research Cited: Predictors of Post-Secondary Success, College and Career Readiness and Success Center at AIR, by Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC. and Megan Sambolt, AIR and Michigan Revised School Code 380.1277.

Activity - Employability Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will Receive instruction in Employability Skills relating to problem solving, personal management, organizational, and negotiation skills, and teamwork.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	No Funding Required	Director, and Teachers

Activity - Career Information Resources and Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will provide all secondary students with career informational resources and experiences such as: Career Fairs, Speakers, Mock Interviews, Materials from Employers, and College Tours. Opportunities for follow up and reflection will be included.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	No Funding Required	Director, Teacher, College and Career Coach

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to discuss career interests, options, and preparations with school college and career coach or knowledgeable staff at least annually. EDP review will be included in discussions.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	No Funding Required	Director, Teachers, College and Career Coach

Activity - Grade 12 Career Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every 12th grade student will bee instructed in how to develop and use a resume, letter of reference, school record, and talent portfolio prior to graduation as part of Michigan's graduation requirements.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	No Funding Required	Director and College and Career Coach.

Activity - Parent Information Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide Parents and Families of secondary students with career preparation opportunities such as: Dual Enrollment, FAFSA, Scholarships, College/Tech School application timelines and submissions, Military Career options, and etc.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	No Funding Required	Director, College and Career Coach, and Parent Liaison.

Activity - Career Cruising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will participate in the Career Cruising platform to create an Educational Development plan. This will include a career matchmaker assessment, a skills assessment, Education Plan, Post-Secondary Plan, Short-term/Long-term Goals and more.	Career Preparation/Orientation	09/04/2018	06/14/2024	$1000	Title I Part A	Director, Mentor, and College and Career Coach.

Strategy 2:

College and Career Readiness - Staff will implement a college going and career minded culture in the cyber public academy.

Research Cited: Camara, W., O'Connor, R., Mattern, K., and Hanson, M. (2015). Beyond Academics: A Holistic Framework

for Enhancing Education and Workplace Success. ACT Research Report Series 2015 (4), ACT, Inc. Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery, Job

Growth and Education Requirements Through 2020. Washington DC: Georgetown University Public Policy Institute Center on Education and the Workforce.

cew.georgetown.edu/recovery2020 Carnevale, A. P., Jayasundera, T., & Hanson, A. R. (2012). Career and Technical Education Five Ways That Pay Along The Way to

the B.A., Executive Summary. Washington DC: Georgetown University Public Policy Institute Center on Education and the Workforce.

Consortium on Chicago School Research (2008). From High School to the Future: Potholes in the Road to College. Chicago: Chicago Public Schools.

www.ccsr.uchicago.edu/downloads/1835ccsr_potholes_summary.pdf Conley, D. T. (2011). Redefining College Readiness Volume 5. Eugene: Educational Policy

Improvement Center. Conley, D. T., & McGaughy, C. (2012, April). College and Career Readiness: Same or Different? Educational Leadership, pp. 28-34. Duckworth,

A., Peterson, C. (2007). Grit: Perseverance and Passion for Long-Term Goals. Journal of Personality and Social Psychology, vol. 92, no. 6, p. 1087-1101. Dweck, C. S.

(2010, January). Mind-Sets and Equitable Education. Principal Leadership, pp. 26-29.

A professor of Psychology at Stanford University, Carol S. Dweck wrote the highly popularized Mindset:

The New Psychology of Success (2007). Kirst, M. W. (2004, November). The High School/College Disconnect. Educational Leadership, pp. 51-55. Kotter, J. (March-

April 1995). Leading Change: Why Transformation Efforts Fail. Harvard Business

Review. Savitz-Romer, M., & Bouffard, S. M. (2012). Ready, Willing, and Able: A Developmental Approach to College Access and Success. Cambridge: Harvard

Education Press. Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can

do: A practice guide (NCEE #2009-4066). Washington, DC: Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate

the path to college: What high schools can do: A practice guide (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Activity - PSAT and SAT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete tasks in the Method Test Prep to prepare for the college readiness assessments. The College and Career Coach will design a program and monitor the progress of students completing the prep tasks.	Academic Support Program	09/04/2018	06/14/2024	$0	No Funding Required	Director and College and Career Coach

Activity - MCAN Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coach and teacher will attend the MCAN conference to create a college going and career oriented culture among students and families. Strategies to be implemented College Cash and Decision Day.	Professional Learning	08/01/2018	06/14/2024	$500	Title II Part A	Director and College and Career Coach

Activity - College and Career Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The College and Career Readiness will guide identified students through the process of college readiness, technical readiness and career readiness. The Coach will problem-solve and overcome barriers that may interfere with students planning for their future.	Career Preparation/Orientation	08/01/2018	06/14/2024	$3000	Title IV Part A	Director and College and Career Coach

Strategy 3:

Data Driven Dialogue - Data Driven Dialogue Protocol will be used to build capacity in teachers and students to lead discussions around data to increase student growth and achievement. All Instructional staff will collaborate in cohort teams to analyze student achievement data using the Data Driven Dialogue protocol. Data will be used to plan and drive instruction and curriculum development.

Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry. Bruce Wellman, MiraVia, LLC.

Mentoring Matters: A Practical Guide to Learning-Focused Relationships: Bruce Wellman, MIraVia LLC.

How To Talk So Teachers Listen. Bruce Wellman, MiraVia LLC.

Activity - Data Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will work to support the progress of the Data Driven Dialogue Protocol to build capacity in teachers and students to lead discussions around data to increase student growth and achievement	Professional Learning	09/04/2018	06/14/2024	$5000	Title I Part A	Director and Data Coach.

Measurable Objective 2:

demonstrate student proficiency (pass rate) in Social Studies for all WAY Michigan Students by 06/14/2024 as measured by local and state assessments.

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: MPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL) ISSN(E): 2321-8878; ISSN(P): 2347-4564 Vol. 2, Issue 5, May 2014, 195-202

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Activity - Personalize 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	06/14/2024	$0	No Funding Required	Social Studies Teachers

Activity - Thinking Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train students on how to use thinking maps to organize course content.	Academic Support Program	09/04/2018	06/14/2024	$0	No Funding Required	Directors and Teachers.

Activity - Google Fest-MACUL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leader to attend Google Fest-MACUL Conference to share ideas for integrating technology applications and software into project based learning.	Professional Learning	09/03/2019	06/12/2020	$180	Title II Part A	Team Leader

Strategy 2:

Project Based Learning - All teachers will implement project-based learning. They will use the Buck Institute for Education project template to create and modify projects to meet the needs of their students.

Research Cited: Thomas, J.W. (2000). A review of research on project-based learning. San Rafael, CA: Autodesk Foundation

Marx, R.W., Blumenfeld, P.C., Krajcik, J.S., & Soloway, E. (1997). Enacting project-based science: Challenges for practice and policy. Elementary School Journal, 97 (4) 341-358

Activity - Engaging Secondary Students with US History	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leader to attend Conference to share ideas for engaging students in social studies through project based learning.	Professional Learning	09/03/2019	06/12/2020	$165	Title II Part A	Team Leader.

Activity - Echoes and Reflections: Teaching the Holocaust and Genocide Level 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leader to attend the Holocaust and Genocide Training in order to enhance instruction on this topic within project based learning.	Professional Learning	09/03/2019	06/12/2020	$15	Title II Part A	Team Leader

Activity - Michigan Council of Social Studies Fall Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leader to attend Conference to share ideas for integrating new techniques of teaching social studies content into project based learning.	Professional Learning	09/03/2019	06/12/2020	$200	Title II Part A	Team Leader

Activity - NCHE Past, Present, and Future - NCHE at 30	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teacher to attend the Training in order to enhance instruction on a variety of historical topics within project based learning.	Professional Learning	09/03/2019	06/19/2020	$400	Title II Part A	Social Studies Teacher

(shared) Strategy 3:

Instructional Paraprofessional Services - Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.

Research Cited: Barrio, B. L., & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development aligned with universal design for learning framework in rural communities. Rural Special Education Quarterly, 36(3), 136-145. http://eric.ed.gov/?id=EJ1152892

Bingham, G. E., Hall-Kenyon, K. M., & Culatta, B. (2010). Systematic and engaging early literacy: Examining the effects of paraeducator implemented early literacy instruction. Communication Disorders Quarterly, 32(1), 38-49. http://eric.ed.gov/?id=EJ902926

Feldman, E. K., & Matos, R. (2013). Training paraprofessionals to facilitate social interactions between children with autism and their typically developing peers. Journal of Positive Behavior Interventions, 15(3), 169-179. http://eric.ed.gov/?id=EJ1010883

Activity - Paraprofessional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.	Academic Support Program	01/01/2019	06/14/2024	$34876	Title I Part A	Director and Paraprofessional.

Measurable Objective 3:

demonstrate student proficiency (pass rate) in Science for all WAY Michigan Students by 06/14/2024 as measured by local and state assessments.

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 Vol. 2, Issue 5, May 2014, 195-202

Activity - Personalize 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	06/14/2024	$0	No Funding Required	Science Teacher

Activity - Science Live Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students (5-10) will attend virtual meetings (Google Hangouts, Zoom, etc...) with a highly qualified Science teacher to get targeted instruction. Student progress is monitored weekly in order to plan for instruction.	Direct Instruction	08/01/2017	06/14/2024	$0	No Funding Required	Science Teacher

Strategy 2:

Using Project Based Learning - Teachers will implement project-based learning in science. They will use the Buck Institute for Education project template to create and modify projects in the curriculum to meet the needs of their students.

Research Cited: Thomas, J.W. (2000). A review of research on project-based learning San Rafael, CA: Autodesk Foundation

Marsx, R.W., Blumenfeld, P.C., Krajcik, J.S., Soloway, E. (1997). Enacting project-based science: Challenges for practice and policy. Elementary School 341-358

Activity - Application of Michigan Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the Next Generation Science Standards to implement during the live online sessions.	Professional Learning	09/03/2019	06/12/2020	$35	Title II Part A	Science Teacher

Activity - Administering the Michigan Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the Next Generation Science Standards to implement during the live online sessions.	Professional Learning	09/03/2019	06/12/2020	$200	Title II Part A	Science Teacher

(shared) Strategy 3:

Instructional Paraprofessional Services - Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.

Research Cited: Barrio, B. L., & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development aligned with universal design for learning framework in rural communities. Rural Special Education Quarterly, 36(3), 136-145. http://eric.ed.gov/?id=EJ1152892

Bingham, G. E., Hall-Kenyon, K. M., & Culatta, B. (2010). Systematic and engaging early literacy: Examining the effects of paraeducator implemented early literacy instruction. Communication Disorders Quarterly, 32(1), 38-49. http://eric.ed.gov/?id=EJ902926

Feldman, E. K., & Matos, R. (2013). Training paraprofessionals to facilitate social interactions between children with autism and their typically developing peers. Journal of Positive Behavior Interventions, 15(3), 169-179. http://eric.ed.gov/?id=EJ1010883

Activity - Paraprofessional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.	Academic Support Program	01/01/2019	06/14/2024	$34876	Title I Part A	Director and Paraprofessional.

Measurable Objective 4:

demonstrate student proficiency (pass rate) in Reading and Writing for all WAY Michigan Students by 06/14/2024 as measured by local and state assessments.

Strategy 1:

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.

Research Cited: Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008) Reading Apprenticeship.

Activity - Reading Apprenticeship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	07/01/2016	06/14/2024	$0	No Funding Required	Director and Teachers

Activity - Student Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	07/01/2016	06/14/2024	$53320	Title I Part A	Team Leader

Activity - English Language Learner Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sheltered Instruction Observation Protocol (SIOP) will be used to support English Language Learners in small groups to increase their proficiency in reading, speaking and listening.	Academic Support Program	09/04/2018	06/14/2024	$0	No Funding Required	Director and Teachers

Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will a leadership academy to develop leadership skills and strategies to shape culture, build capacity in staff, collaborate with staff, communicate effectively and become an instructional leader.	Professional Learning	08/01/2018	06/14/2024	$0	No Funding Required	Superintendent and Director

Activity - Michigan Charter School Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and Team Leader will attend a leadership symposium to develop leadership skills and strategies to shape culture, build capacity in staff, collaborate with staff, communicate effectively and become an instructional leader.	Professional Learning	09/03/2019	06/12/2020	$1150	Title II Part A	Director and Team Leader

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part-time Reading Specialist will research and use strategies to improve reading skills of targeted students. The students targeted will be students who are not proficient in Reading as according to local and state assessments.	Academic Support Program	09/03/2019	07/01/2020	$30000	Title I Part A	Director and Reading Specialist

Strategy 2:

College Writing Strategies - Teachers will implement writing in a variety of context and across all content areas. Writing across the content areas will allow teachers to appraise how well students grasp information and where deeper elaboration of key concepts are needed. A writing assessment will be given twice a year to track progress towards college level writing skills.

Research Cited: Chancer, Joni. 2001. "The Teacher's Role in Portfolio Assessment."Berkeley, California: National Writing Project.

Slagle, Patricia A. 1997. " Getting Real: Authenticity in Writing Prompts." Quarterly (19) 3.

Activity - English Language Learner Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sheltered Instruction Observation Protocol will be used with English Language Learners in small groups to increase their proficiency in writing, listening and speaking.	Academic Support Program	09/04/2018	06/14/2024	$0	No Funding Required	Director and Teachers

Activity - Collins Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Collins Writing Program provides a proven, unified, research-based writing program that is used in all classrooms, in all subject areas, and at all grades. It equips all teachers with writing strategies designed to help students understand and remember content. The program is organized around Five Types of Writing and the outcomes expected for each. The Five Types of Writing assignments develop students' essential writing and thinking skills in the context of their everyday classroom learning. The Five Types of Writing framework can be used strategically to meet the unique requirements of each content area whether they are: informal and routine, or more formal, short or long, research-based or experienced-based, critical or creative, informative, argumentative, or narrative	Direct Instruction	09/04/2018	06/14/2024	$0	No Funding Required	Director and Teachers

(shared) Strategy 3:

Instructional Paraprofessional Services - Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.

Research Cited: Barrio, B. L., & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development aligned with universal design for learning framework in rural communities. Rural Special Education Quarterly, 36(3), 136-145. http://eric.ed.gov/?id=EJ1152892

Bingham, G. E., Hall-Kenyon, K. M., & Culatta, B. (2010). Systematic and engaging early literacy: Examining the effects of paraeducator implemented early literacy instruction. Communication Disorders Quarterly, 32(1), 38-49. http://eric.ed.gov/?id=EJ902926

Feldman, E. K., & Matos, R. (2013). Training paraprofessionals to facilitate social interactions between children with autism and their typically developing peers. Journal of Positive Behavior Interventions, 15(3), 169-179. http://eric.ed.gov/?id=EJ1010883

Activity - Paraprofessional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.	Academic Support Program	01/01/2019	06/14/2024	$34876	Title I Part A	Director and Paraprofessio nal.

Measurable Objective 5:

demonstrate student proficiency (pass rate) in Mathematics for all WAY Michigan Students by 06/14/2024 as measured by local and state assessments.

Strategy 1:

Math Intervention - Students will be given additional support in math courses (Math 7, 8 , pre-algebra and algebra I) based on an identified need for remediation and

supplemental instruction.

Research Cited: Cosyn, E., & Thiery, N. (2000). A Practical Procedure to Build a Knowledge Structure. Journal of Mathematical Psychology, 44, 383-407.

Degreef, E., Doignon J.-P., Ducamp A., & Falmagne J.-C. (1986). Languages for the assessment of knowledge. Journal of Mathematical Psychology, 30, 243-256.

Doignon, J.-P. & Falmagne, J.-C. (1985). Spaces for the assessment of knowledge. International Journal of Man-Machine Studies, 23, 175-196.

Doignon, J.-P. & Falmagne, J.-C. (1999). Knowledge Spaces. Springer-Verlag. Dowling, C.E. (1993). Applying the basis of knowledge space for controlling the questioning of an expert. Journal of Mathematical Psychology, 37, 21-48.

Dowling, C.E. (1993). On the irredundant construction of knowledge spaces. Journal of Mathematical Psychology, 37, 49-62.

Falmagne, J.-C. (1989). A latent trait theory via stochastic learning theory for a knowledge space. Psychometrika, 54, 283-303.

Falmagne, J.-C. & Doignon, J.-P. (1988). A class of stochastic procedures for the assessment of knowledge. British Journal of Mathematical and Statistical Psychology, 41, 1-23.

Falmagne, J.-C. & Doignon, J.-P. (1988). A markovian procedure for assessing the state of a system. Journal of Mathematical Psychology, 32, 232-258.

Falmagne, J.-C. & Doignon, J.-P. (2011). Learning Spaces. Springer-Verlag.

Falmagne, J.-C., Koppen, M., Villano, M., Doignon, J.-P. & Johannesen, L. (1990). Introduction to knowledge spaces: How to build test and search them. Psychological Review, 97, 201-224.

Kambouri, M., Koppen, M., Villano, M. & Falmagne, J.-C. (1991). Knowledge assessment: Tapping human expertise. Irvine Research Unit in Mathematical Behavioral Sciences. University of California.

Koppen, M. (1993). Extracting human expertise for constructing knowledge spaces: An algorithm. Journal of Mathematical Psychology, 37, 1-20.

Koppen, M. & Doignon, J.-P. (1990). How to build a knowledge space by querying an expert. Journal of Mathematical Psychology, 34, 311-331.

Villano, M., Falmagne, J.-C., Johannesen, L. & Doignon, J.-P. Stochastic procedures for assessing an individual's state of knowledge. In: Proceedings of the int. conf. on computer assisted learning in post-secondary educ.

Activity - ALEKS Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be placed in ALEKS Math, a personalized computer adaptive program, that detects gaps in learning and targets those gaps until mastered. Students then progress through the intervention courses until they at grade level in math. Courses include RTI 6, 7, 8, middle school courses, pre-algebra, algebra I and geometry.	Academic Support Program	09/04/2018	06/14/2024	$1998	Title I Part A	Director and Team Leader

Activity - Live Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Identified students (5-10) will attend virtual meetings (Google Hangouts, Zoom, etc...) with a highly qualified math teacher get targeted instruction. Student progress is monitored weekly in order to plan for instruction.	Academic Support Program	09/04/2018	06/14/2024	$0	No Funding Required	Director, Team Leader, and Math Teacher

Activity - Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Coach will train and support the team leader in implementation by creating guidelines for enrolling students in the correct courses and transitioning students to the next course in the sequence once they have mastered 70% of the content. The Math Coach will monitor the overall implementation of the ALEKS program to ensure students are enrolled in the correct courses and are meeting their weekly goals. Incentives will be provided to students to encourage accelerated progress until intrinsic motivation is established.	Academic Support Program	09/03/2019	06/12/2020	$1000	Title I Part A	Director and Math Coach.

(shared) Strategy 2:

Instructional Paraprofessional Services - Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.

Research Cited: Barrio, B. L., & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development aligned with universal design for learning framework in rural communities. Rural Special Education Quarterly, 36(3), 136-145. http://eric.ed.gov/?id=EJ1152892

Bingham, G. E., Hall-Kenyon, K. M., & Culatta, B. (2010). Systematic and engaging early literacy: Examining the effects of paraeducator implemented early literacy instruction. Communication Disorders Quarterly, 32(1), 38-49. http://eric.ed.gov/?id=EJ902926

Feldman, E. K., & Matos, R. (2013). Training paraprofessionals to facilitate social interactions between children with autism and their typically developing peers. Journal of Positive Behavior Interventions, 15(3), 169-179. http://eric.ed.gov/?id=EJ1010883

Activity - Paraprofessional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.	Academic Support Program	01/01/2019	06/14/2024	$34876	Title I Part A	Director and Paraprofessional.

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

Measurable Objective 1:

demonstrate a behavior that shows all WAY Michigan students conduct self-reflection and can make critical decisions by 06/14/2024 as measured by Completion of Student requirements set out in Student/Parent/School compact.

Strategy 1:

Mentors - Mentors will use the Check and Connect mentoring strategies to ensure students are on track to graduate.

Research Cited: Anderson, A. R., Christenson, S. L., & Lehr, C. A. (2004). School completion and student engagement: Information and strategies for educators. In A.

S. Canter, L. Z. Paige, M. D. Roth, I. Romero, & S. A. Carroll (Eds.), Helping children at home and at school II: Handouts for families and educators (pp. S2-65–S2-68).

Bethesda, MD: National Association of School Psychologists.

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. Journal of School Psychology, 44, 427–445. doi: 10.1016/j.jsp.2006.04.002

Appleton, J. J., Christenson, S. L, & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. Psychology in the Schools, 45(5), 369–386.

Betts, J. E., Appleton, J. J., Reschly, A. L., Christenson, S. L., & Huebner, E. S. (2010). A study of the factorial invariance of the Student Engagement Instrument (SEI): Results from middle and high school students. School Psychology Quarterly, 25(2), 84–93. doi: 10.1037/a0020259

Activity - Check and Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mentors and administrators will be trained in Check and Connect mentoring program. This training session will include strategies for establishing successful mentor/mentee relationships using the Check & Connect model. This includes mileage and stipend for teachers to attend off hours.	Academic Support Program	09/04/2018	06/14/2024	$0	No Funding Required	Directors and Mentors

Activity - Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will attend ongoing training on mentoring strategies, student accountability and engagement and strengthening core academic areas.	Professional Learning	08/01/2018	06/14/2024	$2992	Title II Part A	Director and Mentors

Strategy 2:

Stakeholder Engagement - Liaisons will engage stakeholders to increase student attendance and achievement.

Research Cited: 1) Traphagan, T., Kucsera, J. and Kishi, K. (2009). Impact of class lecture webcasting on attendance and learning. Education Tech Research Dev, 58(1), pp.19-37. 2)KINLAW, C. R., DUNLAP, L. L. AND D'ANGELO, J. A.

Relations between faculty use of online academic resources and student class attendance 2012 - Computers & Education Kinlaw, C., Dunlap, L. and D'Angelo, J. (2012). Relations between faculty use of online academic resources and student class attendance. Computers & Education, 59(2), pp.167-172. 3) Volkov, A. and Volkov, M. (2009). Computer-mediated education: The relationship between computer access, Tutorial attendance and and Scholarship of Teaching, 3(1), pp.Pg 18-24.

Activity - Attendance Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Attendance Liaison will use strategies in the Attendance Works Toolkit with students and parents to increase attendance online. The Attendance Liaison will track student online attendance to identify students who are not logging in and making progress. The Liaison will collaborate with students and parents to problem solve barriers to attending school online.	Behavioral Support Program	09/04/2018	06/14/2024	$19098	Title I Part A	Director and Attendance Liaison

Activity - Homeless and Foster Care Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will problem solve a variety of barriers to ensure Homeless and Foster Care students are given resources and academic support to access educational opportunities.	Academic Support Program	09/04/2018	06/14/2024	$1000	Title I Part A	McKinney Vento Liaison

Activity - Parent Mailings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent mailing will be used to communicate parent meetings/workshops which engage parents in instructional strategies to work with their children at home and to monitor their progress. Mailings will go home once a month.	Parent Involvement	09/04/2018	06/14/2024	$2400	Title I Part A	Parent and Community Liaison and Director

Activity - Parent and Community Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent/Community Liaison will provide parents with workshops and meetings to increase parent awareness of academic and behavior expectations. The liaison will also engage community organizations to seek resources for families.	Parent Involvement	08/01/2018	06/14/2024	$3000	Title I Part A	Director and Parent an Community Liaison.

Measurable Objective 2:

collaborate to implement Positive Behavior and Supports to increase student engagement in Health/Physical Education by 06/14/2024 as measured by Completion of Projects..

Strategy 1:

PBIS - Staff will use PBIS strategies to engage students in the cyber public academy.

Research Cited: American Humane Association (1999). 1999 family group decision making national roundtable and interntional evaluation conference: Summary of

proceedings. Seattle, WA: Author.Austin, G. W., Jaffe, P. G., & Hurley, P. M. (1991/1992). approaches. Canadian Family Law Quarterly, 8, 70-79.

Activity - Restorative Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative Practices workshop series and will be presented to staff to implement in the school. Restorative Practices to foster positive, healthy school climates and helping students learn from their mistakes.	Professional Learning	08/01/2018	06/14/2024	$0	No Funding Required	Director and Teachers

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be used to engage students in meeting their weekly academic goals in all core content areas, logging in to their courses for extended periods of time and completion of projects in courses.	Behavioral Support Program	08/01/2018	06/14/2024	$2002	Title IV Part A	Director, and teachers.

Activity - CPR and AED Certified	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train in CPR and AED as part of a safe and healthy school environment.	Policy and Process	07/02/2018	06/14/2024	$240	Title II Part A	Directors and Teachers

Activity - MASSP Student Mental Health Summit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director and Team Leaders to attend conference will share ideas for supporting student mental health to promote healthy and safe decision making.	Professional Learning	09/03/2019	06/12/2020	$825	Title II Part A	Director and Team Leaders

Activity - General and Special Education Conference By Rehab Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teacher will attend to learn about strategies to help eliminate barriers and raise student's achievement level. This is targeting students under the behavior code as most challenging or "I Don't Care" Students.	Professional Learning	09/03/2019	06/12/2020	$1799	Title II Part A	Special Education Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Liaison	The Attendance Liaison will use strategies in the Attendance Works Toolkit with students and parents to increase attendance online. The Attendance Liaison will track student online attendance to identify students who are not logging in and making progress. The Liaison will collaborate with students and parents to problem solve barriers to attending school online.	Behavioral Support Program	09/04/2018	06/14/2024	$19098	Director and Attendance Liaison
Homeless and Foster Care Student Support	Staff will problem solve a variety of barriers to ensure Homeless and Foster Care students are given resources and academic support to access educational opportunities.	Academic Support Program	09/04/2018	06/14/2024	$1000	McKinney Vento Liaison
Data Coach	The Data Coach will work to support the progress of the Data Driven Dialogue Protocol to build capacity in teachers and students to lead discussions around data to increase student growth and achievement	Professional Learning	09/04/2018	06/14/2024	$5000	Director and Data Coach.
Parent and Community Liaison	The Parent/Community Liaison will provide parents with workshops and meetings to increase parent awareness of academic and behavior expectations. The liaison will also engage community organizations to seek resources for families.	Parent Involvement	08/01/2018	06/14/2024	$3000	Director and Parent an Community Liaison.
Math Coach	The Math Coach will train and support the team leader in implementation by creating guidelines for enrolling students in the correct courses and transitioning students to the next course in the sequence once they have mastered 70% of the content. The Math Coach will monitor the overall implementation of the ALEKS program to ensure students are enrolled in the correct courses and are meeting their weekly goals. Incentives will be provided to students to encourage accelerated progress until intrinsic motivation is established.	Academic Support Program	09/03/2019	06/12/2020	$1000	Director and Math Coach.
Parent Mailings	Parent mailing will be used to communicate parent meetings/workshops which engage parents in instructional strategies to work with their children at home and to monitor their progress. Mailings will go home once a month.	Parent Involvement	09/04/2018	06/14/2024	$2400	Parent and Community Liaison and Director

ALEKS Math	Identified students will be placed in ALEKS Math, a personalized computer adaptive program, that detects gaps in learning and targets those gaps until mastered. Students then progress through the intervention courses until they at grade level in math. Courses include RTI 6, 7, 8, middle school courses, pre-algebra, algebra I and geometry.	Academic Support Program	09/04/2018	06/14/2024	$1998	Director and Team Leader
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	07/01/2016	06/14/2024	$53320	Team Leader
Paraprofessional	Paraprofessional will work with students targeted for academic support. Students included are not proficient in reading, not proficient in mathematics, and/or in the Additional Targeted Support and Improvement category of White-Economically Disadvantaged.	Academic Support Program	01/01/2019	06/14/2024	$34876	Director and Paraprofessional.
Career Cruising	Students will participate in the Career Cruising platform to create an Educational Development plan. This will include a career matchmaker assessment, a skills assessment, Education Plan, Post-Secondary Plan, Short-term/Long-term Goals and more.	Career Preparation/Orientation	09/04/2018	06/14/2024	$1000	Director, Mentor, and College and Career Coach.
Reading Specialist	A part-time Reading Specialist will research and use strategies to improve reading skills of targeted students. The students targeted will be students who are not proficient in Reading as according to local and state assessments.	Academic Support Program	09/03/2019	07/01/2020	$30000	Director and Reading Specialist
				Total	$152692	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Learner Support	Sheltered Instruction Observation Protocol (SIOP) will be used to support English Language Learners in small groups to increase their proficiency in reading, speaking and listening.	Academic Support Program	09/04/2018	06/14/2024	$0	Director and Teachers
Thinking Maps	Teachers will train students on how to use thinking maps to organize course content.	Academic Support Program	09/04/2018	06/14/2024	$0	Directors and Teachers.

Collins Writing	The Collins Writing Program provides a proven, unified, research-based writing program that is used in all classrooms, in all subject areas, and at all grades. It equips all teachers with writing strategies designed to help students understand and remember content. The program is organized around Five Types of Writing and the outcomes expected for each. The Five Types of Writing assignments develop students' essential writing and thinking skills in the context of their everyday classroom learning. The Five Types of Writing framework can be used strategically to meet the unique requirements of each content area whether they are: informal and routine, or more formal, short or long, research-based or experienced-based, critical or creative, informative, argumentative, or narrative	Direct Instruction	09/04/2018	06/14/2024	$0	Director and Teachers
PSAT and SAT Prep	Students will complete tasks in the Method Test Prep to prepare for the college readiness assessments. The College and Career Coach will design a program and monitor the progress of students completing the prep tasks.	Academic Support Program	09/04/2018	06/14/2024	$0	Director and College and Career Coach
Science Live Sessions	Identified students (5-10) will attend virtual meetings (Google Hangouts, Zoom, etc...) with a highly qualified Science teacher to get targeted instruction. Student progress is monitored weekly in order to plan for instruction.	Direct Instruction	08/01/2017	06/14/2024	$0	Science Teacher
Career Counseling	Students will have the opportunity to discuss career interests, options, and preparations with school college and career coach or knowledgeable staff at least annually. EDP review will be included in discussions.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	Director, Teachers, College and Career Coach
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.	Academic Support Program	07/01/2016	06/14/2024	$0	Director and Teachers
Check and Connect	All mentors and administrators will be trained in Check and Connect mentoring program. This training session will include strategies for establishing successful mentor/mentee relationships using the Check & Connect model. This includes mileage and stipend for teachers to attend off hours.	Academic Support Program	09/04/2018	06/14/2024	$0	Directors and Mentors

Instructional Leadership	The principal will a leadership academy to develop leadership skills and strategies to shape culture, build capacity in staff, collaborate with staff, communicate effectively and become an instructional leader.	Professional Learning	08/01/2018	06/14/2024	$0	Superintendent and Director
English Language Learner Support	Sheltered Instruction Observation Protocol will be used with English Language Learners in small groups to increase their proficiency in writing, listening and speaking.	Academic Support Program	09/04/2018	06/14/2024	$0	Director and Teachers
Personalize 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	06/14/2024	$0	Social Studies Teachers
Restorative Practices	Restorative Practices workshop series and will be presented to staff to implement in the school. Restorative Practices to foster positive, healthy school climates and helping students learn from their mistakes.	Professional Learning	08/01/2018	06/14/2024	$0	Director and Teachers
Grade 12 Career Preparation	Every 12th grade student will bee instructed in how to develop and use a resume, letter of reference, school record, and talent portfolio prior to graduation as part of Michigan's graduation requirements.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	Director and College and Career Coach.
Parent Information Meetings	Staff will provide Parents and Families of secondary students with career preparation opportunities such as: Dual Enrollment, FAFSA, Scholarships, College/Tech School application timelines and submissions, Military Career options, and etc.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	Director, College and Career Coach, and Parent Liaison.
Career Information Resources and Experiences	Staff will provide all secondary students with career informational resources and experiences such as: Career Fairs, Speakers, Mock Interviews, Materials from Employers, and College Tours. Opportunities for follow up and reflection will be included.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	Director, Teacher, College and Career Coach
Personalize 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	06/14/2024	$0	Science Teacher
Employability Skills	Students will Receive instruction in Employability Skills relating to problem solving, personal management, organizational, and negotiation skills, and teamwork.	Career Preparation/Orientation	09/03/2019	06/14/2024	$0	Director, and Teachers
Live Sessions	Identified students (5-10) will attend virtual meetings (Google Hangouts, Zoom, etc...) with a highly qualified math teacher get targeted instruction. Student progress is monitored weekly in order to plan for instruction.	Academic Support Program	09/04/2018	06/14/2024	$0	Director, Team Leader, and Math Teacher
				Total	$0	

Title IV Part A

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

College and Career Coach	The College and Career Readiness will guide identified students through the process of college readiness, technical readiness and career readiness. The Coach will problem-solve and overcome barriers that may interfere with students planning for their future.	Career Preparation/Orientation	08/01/2018	06/14/2024	$3000	Director and College and Career Coach
Student Incentives	Incentives will be used to engage students in meeting their weekly academic goals in all core content areas, logging in to their courses for extended periods of time and completion of projects in courses.	Behavioral Support Program	08/01/2018	06/14/2024	$2002	Director, and teachers.
				Total	$5002	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Council of Social Studies Fall Conference	Team Leader to attend Conference to share ideas for integrating new techniques of teaching social studies content into project based learning.	Professional Learning	09/03/2019	06/12/2020	$200	Team Leader
Mentor Training	Mentors will attend ongoing training on mentoring strategies, student accountability and engagement and strengthening core academic areas.	Professional Learning	08/01/2018	06/14/2024	$2992	Director and Mentors
MCAN Conference	College and Career Coach and teacher will attend the MCAN conference to create a college going and career oriented culture among students and families. Strategies to be implemented College Cash and Decision Day.	Professional Learning	08/01/2018	06/14/2024	$500	Director and College and Career Coach
Administering the Michigan Science Standards	Teachers will be trained in the Next Generation Science Standards to implement during the live online sessions.	Professional Learning	09/03/2019	06/12/2020	$200	Science Teacher
NCHE Past, Present, and Future - NCHE at 30	Social Studies Teacher to attend the Training in order to enhance instruction on a variety of historical topics within project based learning.	Professional Learning	09/03/2019	06/19/2020	$400	Social Studies Teacher
Echoes and Reflections: Teaching the Holocaust and Genocide Level 1	Team Leader to attend the Holocaust and Genocide Training in order to enhance instruction on this topic within project based learning.	Professional Learning	09/03/2019	06/12/2020	$15	Team Leader
Application of Michigan Science Standards	Teachers will be trained in the Next Generation Science Standards to implement during the live online sessions.	Professional Learning	09/03/2019	06/12/2020	$35	Science Teacher
Engaging Secondary Students with US History	Team Leader to attend Conference to share ideas for engaging students in social studies through project based learning.	Professional Learning	09/03/2019	06/12/2020	$165	Team Leader.
Google Fest-MACUL	Team Leader to attend Google Fest-MACUL Conference to share ideas for integrating technology applications and software into project based learning.	Professional Learning	09/03/2019	06/12/2020	$180	Team Leader
Michigan Charter School Symposium	The principal and Team Leader will attend a leadership symposium to develop leadership skills and strategies to shape culture, build capacity in staff, collaborate with staff, communicate effectively and become an instructional leader.	Professional Learning	09/03/2019	06/12/2020	$1150	Director and Team Leader

General and Special Education Conference By Rehab Seminars	Special education teacher will attend to learn about strategies to help eliminate barriers and raise student's achievement level. This is targeting students under the behavior code as most challenging or "I Don't Care" Students.	Professional Learning	09/03/2019	06/12/2020	$1799	Special Education Teacher
CPR and AED Certified	Teachers will train in CPR and AED as part of a safe and healthy school environment.	Policy and Process	07/02/2018	06/14/2024	$240	Directors and Teachers
MASSP Student Mental Health Summit	Director and Team Leaders to attend conference will share ideas for supporting student mental health to promote healthy and safe decision making.	Professional Learning	09/03/2019	06/12/2020	$825	Director and Team Leaders
				Total	$8701	