



School Improvement Plan

W-A-Y Watervliet High School

Watervliet School District

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

W-A-Y Watervliet High School has a current enrollment of 65 students. We are located on the campus of the high school and we serve students who are disengaged with the traditional school model. Our students are split about 50% Watervliet area and 50% from schools in our surrounding communities. We have been in operation for 2 years; prior to that an at risk high school program for approximately 15 students per year occupied the space.

Our unique features:

- Seat Time Waiver program
- Every 6 students have 1 mentor
- The online environment has all certified teachers and content experts are online and available to help students 24 hours per day, 7 days per week, 365 days per year.
- Our students can take AP classes at our high school as well as various electives.
- Our program is a mix of online research, learning, and lab experiences so our students can meet the learning outcomes of the Michigan Merit Curriculum.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

W-A-Y Watervliet High School will re-engage disenfranchised students through individualized project-based discovery learning that is supported by personal mentoring and leads them on their journey to academic success.

Mission Statement

It is the mission of W-A-Y Watervliet High School to reconnect young people with a love of learning.

Beliefs Statement

We believe that . . .

- "traditional" education does not meet the needs of all learners AND THAT
- it is NOT the student's fault if traditional education does not meet their needs AND THAT
- ALL STUDENTS deserve an education that meets their needs AND THAT
- students need to be met where they are and led to where they need to be AND THAT
- students learn at different paces, in varying environments, and at varying times of the day AND THAT
- the journey is important and personal AND THAT
- young people need a community of support along the way AND THAT
- it is our moral imperative to be a part of that support.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements:

- We have been able to enroll to capacity during this school year
- We graduated our first set of 6 students this past winter (1 on time, 1 early, 4 1 semester past their original graduation date)
- We took an alternative education program that was serving 16 students and expanded it to a program that now serves over 60 students with the ability to expand enrollment further in the future
- We have made some technology infrastructure changes in our lab

Future Areas for Improvement:

- Additional improvements to the infrastructure in the lab
- Addition of parent workshops
- Continue to learn strategies to work with disengaged students
- Use of mobile technology (laptops? iPads?) for homeless students
- Better solutions for connectivity for our students who live in very rural areas

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We feel strongly that our students are of equal intelligence and learning capacity of students who choose to complete their high school education in a more traditional manner. Also, we feel that our program helps our students learn how find information and make sense of it within their world and their needs for the future.

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.

Feedback was solicited from all parents and parents were presented with SIP items and encouraged to provide input. We solicit parent input via email and parent meetings/home visits.

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

Program leader, teachers, program mentors, students, and parents.

All stakeholder groups provided input and improvement plan strategies.

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

The final SIP was communicated to stakeholders in small group meetings. Progress updates are communicated through emails and small group meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

We are in the 2nd year of this program and enrollment has steadily increased which has caused us to increase our staffing (mentors are a ratio of 1:6 and we have hired a lab manager).

How do student enrollment trends affect staff recruitment?

Our increasing enrollment has caused us to recruit staff for this program.

How do student enrollment trends affect budget?

Since our budget is entirely reliant on per pupil funding, student enrollment drives our ability to create and follow a balanced budget.

How do student enrollment trends affect resource allocations?

Resources are allocated based on student enrollment.

How do student enrollment trends affect facility planning and maintenance?

Our enrollment has been relatively consistent which has allowed us to plan appropriately for facility and maintenance needs.

How do student enrollment trends affect parent/guardian involvement?

Our Economically Disadvantaged population is growing and we do see less involvement due to both parents working, single-parent households, etc.

How do student enrollment trends affect professional learning and/or public relations?

When we saw the levels of Economically Disadvantaged students increasing, we saw the need to provide faculty / staff with the Ruby Payne training. This also impacts the ways that we communicate with parents since many do not have computers / internet connectivity.

What are the challenges you noticed based on the student enrollment data?

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In addition to growing enrollment in this program, the only significant enrollment change we are seeing is the increase in Economically Disadvantaged students. Our challenge is to continually talk with our students and parents to find the best ways to meet their needs.

What action(s) will be taken to address these challenges?

This seat-time waiver program is in place to address this challenge.

What are the challenges you noticed based on student attendance?

This program does not require daily attendance.

What action(s) will be taken to address these challenges?

Not applicable. Our program is designed to assist students with scheduling school at their most convenient time.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading and Writing:

Reading = 22% Proficient w/56% Partially Proficient

Writing = 22% Proficient w/67% Partially Proficient

Which content area(s) show a positive trend in performance?

We do not yet have trend data -- last spring was our first testing year.

In which content area(s) is student achievement above the state targets of performance?

Student achievement is not above state targets in any area.

What trends do you notice among the top 30% percent of students in each content area?

We do not yet have trend data -- last spring was our first testing year.

What factors or causes contributed to improved student achievement?

We do not yet have trend data -- last spring was our first testing year.

How do you know the factors made a positive impact on student achievement?

We do not yet have trend data -- last spring was our first testing year.

Which content area(s) indicate the lowest levels of student achievement?

Science -- 0% proficient / 0% partially proficient

Which content area(s) show a negative trend in achievement?

We do not yet have trend data -- last spring was our first testing year.

In which content area(s) is student achievement below the state targets of performance?

All areas

What trends do you notice among the bottom 30% of students in each content area?

We do not yet have trend data -- last spring was our first testing year.

What factors or causes contributed to the decline in student achievement?

We do not yet have trend data -- last spring was our first testing year.

How do you know the factors made a negative impact on student achievement?

We do not yet have trend data -- last spring was our first testing year.

What action(s) could be taken to address achievement challenges?

Our students are non-traditional learners. We must address the achievement of each student individually.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

How do you know the achievement gap is closing?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

What other data support the findings?

We do not have any subgroups in this testing group . . . the group was less than 30 students.

What factors or causes contributed to the gap closing? (Internal and External)*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

How do you know the factors made a positive impact on student achievement?

We do not have any subgroups in this testing group . . . the group was less than 30 students.

What actions could be taken to continue this positive trend?

We do not have any subgroups in this testing group . . . the group was less than 30 students.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

How do you know the achievement gap is becoming greater?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

What other data support the findings?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

What factors or causes contributed to the gap increasing? (Internal and External)*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

How do you know the factors lead to the gap increasing?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

What actions could be taken to close the achievement gap for these students?*

We do not have any subgroups in this testing group . . . the group was less than 30 students.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

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We do not have any subgroups in this testing group . . . the group was less than 30 students. No ELL students were tested in this group.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

SWD have access to all programs and are included in all intervention efforts.

How are students designated 'at risk of failing' identified for support services?

We are an alternative program so most of our students are "at risk" based on their prior performance in school, prior school attendance, teen parent status, and previous low test scores.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Our students have access to a content expert online 24 hours a day, seven days a week, 365 days per year.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

All students complete an induction program prior to beginning the online curriculum. All parents are provided with a 1:1 meeting describing the program and all learning opportunities. Both parents and students are provided with a written program overview and program contract that details all learning opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	2.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	1.0

What impact might this data have on student achievement?

Our teachers' experience level has a positive impact on their student achievement since they both have experience working with reluctant learners so they are able to guide and nurture them towards re-connecting with the formal learning process.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	2.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	1.0

What impact might this data have on student achievement?

Teacher attendance has been a positive factor on student achievement since both teacherse they have consistently been available for our students.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Our highest in student satisfaction was Indicator 1.2: "In my school the purpose and expectations are clearly explained to me and my family." 48% Strongly Agreed and 42% Agreed; 8% Neutral; and 2% Disagreed

Close to that was indicator 1.1: "In my school programs and services are available to help me succeed." 40% Strongly Agreed and 44% Agreed; 12% Neutral; and 4% Disagreed

Equal to these scores, were items 1.3 and 1.3:

"In my school a high quality education is offered" and "In my school all students are treated with respect."

Which area(s) show a positive trend toward increasing student satisfaction?

No applicable . . . this is our first year of conducting this survey.

What area(s) indicate the lowest overall level of satisfaction among students?

14% Strongly Agreed; 30% Agreed; 45% Neutral; 8% Disagreed; 2% Strongly Disagreed with the statement "My school offers opportunities for my family to become involved in school activities and my learning."

Which area(s) show a trend toward decreasing student satisfaction?

No applicable . . . this is our first year of conducting this survey.

What are possible causes for the patterns you have identified in student perception data?

There is a positive pattern in the way students feel about the purpose/expectation/services provided in our program. We believe this is because our lab is a "drama free" zone that is respectful of the students and their needs.

The least positive response discussed parental involvement opportunities. Although we visit each home at the students' induction into the program, there are few other opportunities for parents to engage with our program.

What actions will be taken to improve student satisfaction in the lowest areas?

Our students are alternative learners and many of them are experiencing less than ideal parent/child relationships. We need to find ways to engage the parents in a manner that will improve this often strained relationship through engagement activities with our program.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The parents felt strongly that their child knows the expectations for learning in all classes with 50% reporting "Strongly Agree" and 50% reporting "Agree".

There was also great parent satisfaction with our staff and the information resources provided as reported by 40% "Strongly Agree" and 60% "Agree" with the statements:

-- "Our school provides qualified staff members to support student learning."

-- "Our school provides students with access to a variety of information resources to support their learning."

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Not applicable -- first year of data.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Our lowest score was a 3.5 on the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."

-- 16.67% "Strongly Agree"

-- 33.33% "Agree"

-- 33.33% "Neutral"

-- 16.67% "Disagree"

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Not applicable -- first year of data.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The positive patterns are probably due to the parent home visits that are conducted when each student is inducted into the program.

There was only one "Disagree" area and that was with being informed about their child's grades. This is probably due to the fact that the parents don't always understand how to go online and check their child's progress.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

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The lowest area was being informed of their child's grades. We will take the following actions:

- include a parent component to induction to train parents on reading the student reports
- periodically throughout the year, we will open the lab for parent information nights

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Standard 4: Indicator 4.1: 63.64% Strongly agreed; 27.27% Agreed that, "Our school provides qualified staff members to support student learning."

Standard 5: Indicator 5.1: 45.45% Strongly agreed; 54.55 Agreed that, "Our school uses multiple assessment measures to determine student learning and school performance."

Standard 2: Indicator 2/6: 36.36% Strongly agreed; 54.55 Agreed that "Our school's leaders hold all staff members accountable for student learning."

Which area(s) show a trend toward increasing teacher/staff satisfaction?

No applicable . . . this is our first year of conducting this survey.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Standard 3: Indicator 3.5: 36.36% Strongly Agreed; 36.36% Agreed; 18.18% Disagreed; 9.09% Strongly Disagreed that, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (example action research, examination of student work, reflection, student teams, and peer coaching)."

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

No applicable . . . this is our first year of conducting this survey.

What are possible causes for the patterns you have identified in staff perception data?

Our positive patterns:

- Staff feel that they are highly qualified (all staff must be HQ to be a part of our program).
- Staff know that we hold staff accountable -- our program inherently has a high degree of staff and student accountability due to the online weekly reports and systems that are in place.

The lower perception of our institutionalization of peer collaboration is due to the fact that our faculty works from home and we have very few opportunities to all come together as a group. Those that ranked this item higher, are using the online tools to collaborate with their teaching peers.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Our program utilizes the W-A-Y curriculum, instruction, and assessment.

Supplemental instruction is delivery by the W-A-Y WHS lab staff and decisions about supplemental offerings are made in conjunction with the students to determine their needs.

What evidence do you have to indicate the extent to which the standards are being implemented?

All ELA and MATH courses are based on the CCSS and students' "Standards Completed" reports would document this.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	No	Not applicable -- this is a 9th through 12th grade building	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.watervliet.k12.mi.us	W-A-Y AER Cover Letter.pdf

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Filed in student's CA 60	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Board Policy, posted in building, in high school staff/student handbooks	

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kevin Schooley, Superintendent 450 E. Red Arrow Highway Watervliet, MI 49098 269-463-5566	

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Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	Individual learning plans for each student	

W-A-Y WHS SY 2013-2016

Overview

Plan Name

W-A-Y WHS SY 2013-2016

Plan Description

Created March 2013

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 faculty will utilize the district-wide system of data-based decision making	Objectives: 2 Strategies: 4 Activities: 9	Organizational	\$5920
2	Improve Math Proficiency	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2800
3	Improve Literacy in All Content Areas	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$2800
4	All students will become technologically literate.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$3000

Goal 1: All faculty will utilize the district-wide system of data-based decision making

Measurable Objective 1:

collaborate to utilize demographic, achievement, growth, and survey data to inform school-level continuous school improvement decisions by 08/31/2016 as measured by Quarterly SIP reports.

Strategy 1:

Weekly Mentor Reports - On Monday of each week, each mentor summarizes the electronic communication from the week, provides student progress data, and submits this to the team leader. The team leader then utilizes this data to make decisions on individual student learning plans.

Research Cited: Wellman & Lipton, Data Driven Dialogue (2010)

Activity - Quarterly Mentor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will meet with the Team Leader and the Program Manager quarterly to review: student progress data, program data, best practices for online learning, improvements/additions to the W-A-Y sites, etc.	Professional Learning	06/01/2013	08/31/2016	\$200	Section 31a	Program Manager, Team Leader
Activity - Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will receive PD from W-A-Y corporate staff to learn how to monitor and support online learners, utilize the W-A-Y program resources, support project-based learning, etc.	Professional Learning	06/01/2013	08/31/2016	\$3600	Title II Part A	Program Manager, Team Leader

Strategy 2:

Monitor SIP - The W-A-Y program staff will utilize student progress, ACT PLAN, and ACT/MME data to monitor the progress and effectiveness of the SIP.

Research Cited: Wellman & Lipton, Leading Groups and PLCs (2011)

Activity - Data Conversation / Analysis Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All program staff will be trained in conducting data conversations and use of data analysis	Professional Learning	06/01/2013	08/01/2016	\$500	Title II Part A	Program Manager
Activity - Book Study, "Got Data, Now What?"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program leadership will complete a book study on the book, "Got Data, Now What"? to learn how to conduct professional conversations around data that lead to continuous school improvement.	Professional Learning	06/01/2013	08/31/2016	\$200	Title II Part A	Program Manager
Activity - Quarterly SIT Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The SIT will monitor the progress of the SIP and complete a quarterly report.	Monitor	06/01/2013	08/31/2016	\$20	General Fund	Program manager
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Measurable Objective 2:

demonstrate a proficiency in school leadership by 08/31/2016 as measured by teacher observation reports, student growth data, and quarterly SIP dashboard reports.

Strategy 1:

School Leader PD - School leaders will participate in various professional learning opportunities to develop their skill in creating a culture of academic success through improved knowledge in instructional strategies, content delivery, and observation practices.

Research Cited: Marzano, School Leadership That Works (2005); King, Rose, Erkens, Jakicic, Guskey, Ferriter, Heflebower, Hierck, Vagle, Hinman, Weichel, Huff, : The Principal as Assessment Leader (2009)

Activity - W-A-Y Program Manager PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will participate in W-A-Y Program Manager PD to learn how to create a culture of success in the on-line learning, Seat Time Waiver program.	Professional Learning	06/01/2013	08/31/2016	\$350	Title II Part A	Program Manager

Activity - Team Leader PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Team Leader will participate in W-A-Y program professional development to learn how to utilize W-A-Y program data to support instructional decisions and improve student engagement and achievement.	Professional Learning	06/01/2013	08/31/2016	\$350	Title II Part A	Program Manager, Team Leader

Strategy 2:

Share Program Data w/Community - The W-A-Y program leadership will share program results and progress with the community through a variety of strategies.

Research Cited: J. Epstein, Creating School Climate & Structures to Support Parent and Parent-Involvement Programs (NCREL)

Activity - Parent Home Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leader and a program support person will meet with each parent/guardian in the home to review program policies, appropriate set up of equipment, expectations, etc.	Parent Involvement	06/01/2013	08/31/2016	\$500	General Fund	Program Manager, Team Leader

Activity - Parent Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
W-A-Y will offer a parent open house twice per year to provide parents with information, strategies for assisting their students at home, etc.	Parent Involvement	06/01/2013	08/31/2016	\$200	General Fund	Program Manager

Goal 2: Improve Math Proficiency

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Measurable Objective 1:

35% of All Students will demonstrate a proficiency on the MME/ACT in Mathematics by 08/31/2016 as measured by state assessment.

Strategy 1:

Online Math Curriculum that Supports Seat Time Waiver Students - A combination of available online math coursework will be utilized by W-A-Y program staff and students to meet the CCSS for Mathematics

Research Cited: Research: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - Understand All Available Online Math Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
W-A-Y program staff will learn how to utilize all available math resources to meet the needs of individual students	Professional Learning	06/01/2013	08/31/2016	\$350	Title II Part A	Program Manager, Team Leader

Strategy 2:

Quality instructional delivery in math - All program staff will research and utilize research-based strategies for delivery of math instruction to seat time waiver students

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
W-A-Y Program staff will learn how to use best-practice instructional strategies to support seat time waiver students in math	Professional Learning	06/01/2013	08/31/2016	\$750	Title II Part A	Program Manager, Team Leader

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program staff will learn how to improve math delivery through reflection on current practice	Professional Learning	06/01/2013	08/31/2016	\$200	General Fund	Program Manager, Team Leader

Strategy 3:

Additional Support for At Risk Students - At Risk students will be provided additional 1:1 support to assist them in achieving the CCSS in mathematics

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Activity - Additional Support for At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk students will be provided additional 1:1 support to assist them in achieving the CCSS in mathematics	Tutoring	06/01/2013	08/31/2016	\$1500	Section 31a	Program manager, team leader

Goal 3: Improve Literacy in All Content Areas

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in literacy in English Language Arts by 08/31/2016 as measured by MME/ACT.

Strategy 1:

Online ELA Curriculum that Supports Seat Time Waiver Students - A combination of available online ELA coursework and project-based learning will be utilized by W-A-Y program staff and students to meet the CCSS for ELA

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - Understand ELA Curriculum on W-A-Y	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
W-A-Y program staff will learn how to utilize all available ELA resources and project-based lessons to meet the needs of individual students	Professional Learning	06/01/2013	08/01/2016	\$350	Title II Part A	Program Manager, Team Leader

(shared) Strategy 2:

Quality instructional delivery - All program staff will research and utilize research-based strategies for delivery of ELA instruction to seat time waiver students

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
W-A-Y Program staff will learn how to use best-practice instructional strategies to support seat time waiver students in ELA	Professional Learning	06/01/2013	08/31/2016	\$750	Title II Part A	Program Manager, Team Leader

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program staff will learn how to improve ELA content delivery through reflection on professional practice	Professional Learning	06/01/2013	08/31/2016	\$200	Title II Part A	Program Manager, Team Leader

(shared) Strategy 3:

Provide Additional Support for At Risk Students - At Risk students will be provided additional 1:1 support to assist them in achieving the CCSS in ELA

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Activity - At Risk Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At risk students will be provided individual 1:1 tutoring support in ELA to help them in achieving the CCSS in ELA	Tutoring	06/01/2013	08/31/2016	\$1500	Section 31a	Program Manager, Team Leader
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Measurable Objective 2:

25% of All Students will demonstrate a proficiency in state standards in Science by 08/31/2016 as measured by MME/ACT.

(shared) Strategy 1:

Quality instructional delivery - All program staff will research and utilize research-based strategies for delivery of ELA instruction to seat time waiver students

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
W-A-Y Program staff will learn how to use best-practice instructional strategies to support seat time waiver students in ELA	Professional Learning	06/01/2013	08/31/2016	\$750	Title II Part A	Program Manager, Team Leader

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program staff will learn how to improve ELA content delivery through reflection on professional practice	Professional Learning	06/01/2013	08/31/2016	\$200	Title II Part A	Program Manager, Team Leader

(shared) Strategy 2:

Provide Additional Support for At Risk Students - At Risk students will be provided additional 1:1 support to assist them in achieving the CCSS in ELA

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Activity - At Risk Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will be provided individual 1:1 tutoring support in ELA to help them in achieving the CCSS in ELA	Tutoring	06/01/2013	08/31/2016	\$1500	Section 31a	Program Manager, Team Leader

Measurable Objective 3:

50% of All Students will demonstrate a proficiency of content standards in Social Studies by 08/31/2016 as measured by MME/ACT.

(shared) Strategy 1:

Quality instructional delivery - All program staff will research and utilize research-based strategies for delivery of ELA instruction to seat time waiver students

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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W-A-Y Watervliet High School

W-A-Y Program staff will learn how to use best-practice instructional strategies to support seat time waiver students in ELA	Professional Learning	06/01/2013	08/31/2016	\$750	Title II Part A	Program Manager, Team Leader
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Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program staff will learn how to improve ELA content delivery through reflection on professional practice	Professional Learning	06/01/2013	08/31/2016	\$200	Title II Part A	Program Manager, Team Leader

(shared) Strategy 2:

Provide Additional Support for At Risk Students - At Risk students will be provided additional 1:1 support to assist them in achieving the CCSS in ELA

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Activity - At Risk Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will be provided individual 1:1 tutoring support in ELA to help them in achieving the CCSS in ELA	Tutoring	06/01/2013	08/31/2016	\$1500	Section 31a	Program Manager, Team Leader

Goal 4: All students will become technologically literate.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency utilizing technology to enhance and support their daily learning in English Language Arts by 08/31/2016 as measured by District-Level Technology assessment.

Strategy 1:

Create Technology Use Lessons for Researchers - W-A-Y Team Leaders will create technology use lessons (including cyber safety, responsible technology citizenship, etc.) for all researchers to increase students ability to communicate their knowledge of content standards.

Research Cited: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Activity - Create Online Cyber Safety Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create an online cyber safety course for all students.	Direct Instruction	07/01/2013	08/28/2016	\$500	General Fund	W-A-Y Program Manager

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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W-A-Y team will reflect on their professional practice of increasing the technology use training time.	Professional Learning	09/03/2013	08/31/2016	\$500	General Fund	W-A-Y Program Manager
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Strategy 2:

Utilize Instructional Technology - Teachers will model technology integration by utilizing instructional technology to enhance instructional delivery.

Research Cited: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Activity - Training in Tech Integration Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of the Technology Integration Matrix	Professional Learning	09/03/2013	08/31/2016	\$500	Title II Part A	Curriculum Director

Activity - Student Collaboration Thru Tech PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional learning experience(s) to learn how to increase / improve student collaboration through technology	Professional Learning	09/03/2013	08/31/2016	\$500	Title II Part A	W-A-Y Program Manager

Activity - Technology Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice	Professional Learning	08/30/2013	08/31/2016	\$500	Title II Part A	W-A-Y Program Manager

Activity - Reflect on Tech Integration Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.	Professional Learning	09/03/2013	08/31/2016	\$500	General Fund	W-A-Y Program Manager

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Training	Mentors will receive PD from W-A-Y corporate staff to learn how to monitor and support online learners, utilize the W-A-Y program resources, support project-based learning, etc.	Professional Learning	06/01/2013	08/31/2016	\$3600	Program Manager, Team Leader
Research Based Instructional Practices for Online Learning	W-A-Y Program staff will learn how to use best-practice instructional strategies to support seat time waiver students in ELA	Professional Learning	06/01/2013	08/31/2016	\$750	Program Manager, Team Leader
W-A-Y Program Manager PD	The building principal will participate in W-A-Y Program Manager PD to learn how to create a culture of success in the on-line learning, Seat Time Waiver program.	Professional Learning	06/01/2013	08/31/2016	\$350	Program Manager
Technology Showcase	Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice	Professional Learning	08/30/2013	08/31/2016	\$500	W-A-Y Program Manager
Reflect on Professional Practice	Program staff will learn how to improve ELA content delivery through reflection on professional practice	Professional Learning	06/01/2013	08/31/2016	\$200	Program Manager, Team Leader
Book Study, "Got Data, Now What?"	Program leadership will complete a book study on the book, "Got Data, Now What?" to learn how to conduct professional conversations around data that lead to continuous school improvement.	Professional Learning	06/01/2013	08/31/2016	\$200	Program Manager
Understand ELA Curriculum on W-A-Y	W-A-Y program staff will learn how to utilize all available ELA resources and project-based lessons to meet the needs of individual students	Professional Learning	06/01/2013	08/01/2016	\$350	Program Manager, Team Leader
Student Collaboration Thru Tech PD	Teachers will complete professional learning experience(s) to learn how to increase / improve student collaboration through technology	Professional Learning	09/03/2013	08/31/2016	\$500	W-A-Y Program Manager
Research Based Instructional Practices for Online Learning	W-A-Y Program staff will learn how to use best-practice instructional strategies to support seat time waiver students in math	Professional Learning	06/01/2013	08/31/2016	\$750	Program Manager, Team Leader
Team Leader PD	The Team Leader will participate in W-A-Y program professional development to learn how to utilize W-A-Y program data to support instructional decisions and improve student engagement and achievement.	Professional Learning	06/01/2013	08/31/2016	\$350	Program Manager, Team Leader
Understand All Available Online Math Options	W-A-Y program staff will learn how to utilize all available math resources to meet the needs of individual students	Professional Learning	06/01/2013	08/31/2016	\$350	Program Manager, Team Leader

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Training in Tech Integration Matrix	Teachers will be trained in the use of the Technology Integration Matrix	Professional Learning	09/03/2013	08/31/2016	\$500	Curriculum Director
Data Conversation / Analysis Training	All program staff will be trained in conducting data conversations and use of data analysis	Professional Learning	06/01/2013	08/01/2016	\$500	Program Manager
Total					\$8900	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflect on Professional Practice	W-A-Y team will reflect on their professional practice of increasing the technology use training time.	Professional Learning	09/03/2013	08/31/2016	\$500	W-A-Y Program Manager
Reflect on Tech Integration Practices	Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.	Professional Learning	09/03/2013	08/31/2016	\$500	W-A-Y Program Manager
Reflect on Professional Practice	Program staff will learn how to improve math delivery through reflection on current practice	Professional Learning	06/01/2013	08/31/2016	\$200	Program Manager, Team Leader
Parent Home Meeting	Team Leader and a program support person will meet with each parent/guardian in the home to review program policies, appropriate set up of equipment, expectations, etc.	Parent Involvement	06/01/2013	08/31/2016	\$500	Program Manager, Team Leader
Create Online Cyber Safety Course	Teachers will create an online cyber safety course for all students.	Direct Instruction	07/01/2013	08/28/2016	\$500	W-A-Y Program Manager
Quarterly SIT Reports	The SIT will monitor the progress of the SIP and complete a quarterly report.	Monitor	06/01/2013	08/31/2016	\$20	Program manager
Parent Open House	W-A-Y will offer a parent open house twice per year to provide parents with information, strategies for assisting their students at home, etc.	Parent Involvement	06/01/2013	08/31/2016	\$200	Program Manager
Total					\$2420	

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At Risk Student Support	At risk students will be provided individual 1:1 tutoring support in ELA to help them in achieving the CCSS in ELA	Tutoring	06/01/2013	08/31/2016	\$1500	Program Manager, Team Leader
Additional Support for At Risk Students	At Risk students will be provided additional 1:1 support to assist them in achieving the CCSS in mathematics	Tutoring	06/01/2013	08/31/2016	\$1500	Program manager, team leader

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Quarterly Mentor Meetings	Mentors will meet with the Team Leader and the Program Manager quarterly to review: student progress data, program data, best practices for online learning, improvements/additions to the W-A-Y sites, etc.	Professional Learning	06/01/2013	08/31/2016	\$200	Program Manager, Team Leader
					Total	\$3200