School Improvement Plan

W-A-Y Watervliet High School

Watervliet School District

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School Additional Requirements Diagnostic

W-A-Y SIP 2014-2017

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 60 students and can expand to a capacity of 90 students. We are currently located on the same campus as the district high school and we serve students who are disengaged with the traditional school model. Our enrollment is made up of about 40% within our district and about 60% out of district from surrounding communities. This will be our 5th year of operation and prior to that this location served as an at risk alternative school serving on average about 15 students each year.

Some unique features about our program:

--We are a seat time waiver program.

--Every student is assigned an online mentor.

--The online environment is comprised of certified teachers and content experts available to help students 24 hours a day, 7 days a week, 365 days a year.

--Our students may enroll in AP classes as well as blend with the district high school for select courses

--Our program is a combination of small classroom activities, lessons, online research and project based learning 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 i 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 full capacity each year for the past 2 years

We have now graduated 47 students in the past 3 years

We took an alternative program that was serving around 15 students and expanded it to one that serves up to 90 students

We have made great strides in technology infrastructure changes in our lab

We have been able to remain consistent and have made modest increases with state assessment scores

Future Areas of Improvement:

Continue to make infrastructure changes to and within our lab

Continue to seek more parental/guardian participation

Continue to learn and implement strategies to work with and motivate disengaged students

Continue to celebrate student accomplishments

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 to find information, make sense of it, apply it and more importantly create the critical thinking skills necessary as they continue to move forward. Our program reinforces a sense of belonging that may have been missing in the traditional model for many reasons.

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 a variety of stakeholders including but not limited to students, parents, staff, and administration. SIP items were presented to parents, students and staff and encouraged to provide input. Parental input is solicited through email, mail, surveys, and parent/teacher meetings, home visits as well as the interviewing and induction process.

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

Program director, team leader, teachers, mentors, students and parents.

All stakeholder groups provide ongoing 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 is communicated to stakeholders in small group meetings. We have 9/10 online mentors and meet periodically during the year. We meet with parents at several times during the year and communicate with them over the course of the year through emails, and letters. We meet as a staff on a weekly basis.

Progress updates are provided through mailings, emails. Progress updates are also shared during staff meeting times.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data
1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our program has increased in enrollment for each of the past 3 years. This has required the hiring of additional staff members to accommodate our increased enrollment.

Student Demographic Data
2. In looking at the three year trend in student attendance data, what challenges have been identified?

Flexibility is one of the pillars in our program as it is a seat time waiver program. We do not require lab attendance throughout the week and many students still come to the lab.   We really try and work with them as they do have a school provided computer at home. We work with them to give them the information and tools they need to be able to work at home as smoothly as they would at the lab. Through online experts, staff and other certified adults online, information is readily available in real time.

Student Demographic Data
3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Due to the flexibility of our program, we do not issue referrals. We do have a handbook in which all students are required to have read or become familiar with. We promote a bully, drama free environment. When or if a situation comes up between students, we walk through the situation using conflict management skills to model this process. We also convey to them and everyone our lab environment needs to be a place that is work conducive, safe and secure, as well as relaxed and stress free.

Student Demographic Data
4. What action(s) could be taken to address any identified challenges with student demographic data?

We are an alternative seat time waiver program. Our enrollment is extremely diverse, we do not experience challenges with student demographic data. Any challenges with demographic data are resolved with individual learning plans and schedules.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The greater amount of experience among staff has the ability to be able make a greater impact on our student body. We incorporate our

years of experience with empathy and instruction to forge and foster relationships that will help our students succeed. Through professional development and new technologies, we couple this with our vast experience to help the students reach new heights and achieve at a higher level. This modeling demonstrates our commitment to them.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The greater amount of experience among staff has the ability to be able make a greater impact on our student body. We incorporate our years of experience with empathy and instruction to forge and foster relationships that will help our students succeed. Through professional development and new technologies, we couple this with our vast experience to help the students reach new heights and achieve at a higher level. This modeling demonstrates our commitment to them.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Our lab schedule offers the flexibility for professional development to not interfere with working with students and when the lab is open. Our staff is very dedicated and absences are rare.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Our lab schedule offers the flexibility for professional development to not interfere with working with students and when the lab is open. Our staff is very dedicated and absences are rare.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We do not experience challenges with teacher/school leader demographics. We hire all staff based on credentials and are highly qualified to perform the duties associated with any position within this program.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Curriculum, Learning Environment(Indicator), Assessment, Data Analysis and Decision Making, Leadership for Learning, and a Culture for Leanring and Professional Learning Culture all stand out as strengths in regards to our program.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Community partnerships and Learning opportunities stand out as challenges. We are currently in the process of reaching out to the surrounding community and are trying to create/build those partnerships for a greater number of involved stakeholders.

12. How might these challenges impact student achievement?

It would be difficult to tell, however, partnerships within and around the community may prove to the students in the program that the community is fully behind them and has a vested interest in their(student's) success.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The specific action(s) are to reach out through modes of communication to promote our program and demonstrates the importance of our program to and for the community. This will help create those necessary relationships and stakeholder involvement.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

This is the very core of our program. We serve the educational needs of those students who have fallen behind on credits or who have become disenfranchised with the traditional model. We currently have three students with IEPs attending our program. At this time we do not have students with an ELL or 504 plan. To accommodate our students with IEPs, we currently have a special education teacher available in the lab for one on one support 4 to 6 hours per week during the regular school year and students are required to come to the lab 1 to 2 times per week. A transition coordinator from RESA comes to the lab once per week during the school year.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We serve only the high school level grades (9 - 12) and the students are provided a school owned computer and Internet connection if necessary and can work from their home or wherever they have internet access 24 hours a day, 7 days a week, 365 days a year. This program is designed to beyond "regular school hours".

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

All of our students receive the same opportunities and have access to all of the resources our program offers. We strive to meet the academic needs of all of our students. Parents are notified during and throughout the application and interviewing process. Here we can educate both the learners and the parents/guardians all the resources and opportunities our program provides. Parents are continuously informed via email and/or phone calls.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We use the format from our vendor, WAY Program. Through project based learning, online content experts and an effective communication medium, the program offers alignment and the implementation of all standards in all content areas and grade levels.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not applicable.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

We are a high school level program and a majority of our students read at or near grade level which helps them be more successful in this program as it is a project based learning environment which capitalizes on one's ability to be able to read and comprehend.

19b. Reading- Challenges

Because we are a seat time waiver program and attendance is a small part of this program, the students have to be very self motivated to read and complete their projects. Students must also be internally motivated to complete reading outside of the program such as texts, or other books. It is a challenge to ensure that students are keeping up with reading.

19c. Reading- Trends

Trends indicate that a majority of students come to our program at or near grade level with reading and reading is not reinforced at the home, but it is an integral part of this program.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges are addressed by determining the feedback from online content experts on the student's projects. We work with some students individually to help them read and read for comprehension to be able to rewrite and express meaning through their own words. But this is not often encountered.

20a. Writing- Strengths

We are a high school level program and a majority of our students write at or near grade level which helps them be more successful in this program as it is a project based learning environment which capitalizes on one's ability to be able to write through content and structure. These attributes are also reinforced through online content expert's feedback.

20b. Writing- Challenges

Challenges are based on expressing in one's own words and grammar(structure). But only infrequently as many of our students come to us with the ability to read and write at or near grade level. Feedback from online content experts is reviewed with students to ensure they are understanding how to improve.

20c. Writing- Trends

Trends indicate that a majority of students come to our program at or near grade level with writing and writing does not appear to be reinforced at the home, but it is an integral part of this program.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Challenges are addressed through constant feedback from online content experts and working with these students individually when necessary to improve upon their writing. Project based learning constantly relies on one's ability to read and write in a manner which students can communicate or demonstrate learning and understanding.

21a. Math- Strengths

Many of our students come to us with at least Algebra I completed and possess some basic math skills and concepts.

21b. Math- Challenges

A majority of our students need math credits when they come to us. Serving these needs to students coming from many surrounding districts with many different learning styles poses a challenge. Most if not all of our students need at least 3 credits of math and have limited math skills.

21c. Math- Trends

Trends appear to be that students possess limited math skills and concepts through Algebra I.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges are addressed through small group sessions and one on one if necessary to improve student's math skills and understanding. We conduct lab activities which helps students move through math credits at a pace that keeps them at or near grade level. Individual learning plans indicate and reflect different needs, levels, and skills. Challenges are also addressed through online credit recovery programs such as Edgenuity (formerly E2020). This format is similar to the traditional classroom format through video lectures, problems,

quizzes, tests and exams.

22a. Science- Strengths

A majority of our students enter our program having finished all of their first year of science(Earth/Physical Science) and many have at least a portion of their second year(biology) completed. Students have a solid working foundation and understanding of many science concepts.

22b. Science- Challenges

Almost all of our students enter our program needing their 3rd Science credit(Chemistry/Physics, or Anatomy).

22c. Science- Trends

The trends in science appear to be that students enter our program with a solid understanding of most concepts necessary to be successful in their science credits.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges are addressed through a concerted effort to recognize students strengths and weaknesses through a series of lab activities and templates and projects designed to help students master or demonstrate a solid understanding of a vast majority of the standards necessary to complete their science credits. This takes a team approach.

23a. Social Studies- Strengths

Many of our students enter our program with at least half of their Social Studies credits completed.

23b. Social Studies- Challenges

Most of our students enter our program needing World History credit as well as some US History Credit and Civics and Economics.

23c. Social Studies- Trends

Trends indicate that students enter our program with a solid foundation and understanding to be able to master the standards necessary to earn credit in their social studies requirements. This is most likely due to the ability and strength of their reading skills.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This takes a team approach.The challenges are addressed through a concerted effort to recognize students strengths and weaknesses through a series of lab activities and templates and projects designed to help students master or demonstrate a solid understanding of a vast majority of the standards necessary to complete their social studies credits. Individual learning plans indicate and reflect different needs, levels, and skills. Challenges are also addressed through online credit recovery programs such as Edgenuity (formerly E2020). This format is similar to the traditional classroom format through video lectures, problems, quizzes, tests and exams.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students express a high level of satisfaction in the explanation of the purpose and expectations of the program and services and programs are available to help me succeed.

24b. Student Perception Data

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

Lowest was opportunities for involving family in the school and student's learning.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We send letters to parents every other month that communicates the progress of their student. We also host an Open House at the beginning of the Traditional school year. We collect emails from parents to keep them involved and our vendor now offers a parent portal that allows them to be able to monitor and track their student's progress. We will also initiate a process of meeting with parents every 4 months in addition to the traditional Parent/Teacher Conferences.
We do not offer extra curricular programs such as clubs or athletics, but student progress is vital to our success.

25a. Parent/Guardian Perception Data

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

Areas of high satisfaction lie in that the expectations of the program and for learning are communicated and that staff and resources provided support achievement and student learning.

25b. Parent/Guardian Perception Data

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

In the past, the lowest was my child's teachers keep me informed regularly of how my child is being graded.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We send letters to parents every other month that communicates the progress of their student. We also host an Open House at the beginning of the Traditional school year. We collect emails from parents to keep them involved and our vendor now offers a parent portal that allows them to be able to monitor and track their student's progress. We will also initiate a process of meeting with parents every 4 months in addition to the traditional Parent/Teacher Conferences.

26a. Teacher/Staff Perception Data

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

Highest were that our program provides qualified staff members to support student learning and that there are multiple assessment measures to determine student learning and school performance.

26b. Teacher/Staff Perception Data

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

In the past a low level of satisfaction was that all the teachers in the school have been formally trained to implement a formal process that promotes discussion about student learning.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We have implemented the use of PLC's(Professional Learning Communities) which emphasizes the use of data, trends and progress to constantly update students individual learning plans, target areas, and communicating with and involving parents in the circle of information. This maintains a team concept or team approach, in addition to the team and support network provided by our vendor and the project based learning environment.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Parents, Staff and students were the only ones involved with this process. Communication is two way, ongoing and responsive.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

We rarely work collaboratively with community organizations for strengthening student learning.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We are embarking on a project to reach out to all area businesses and organizations within a 20 mile radius explaining what we do and how relevant our program is to the surrounding area. We also are initiating a series of radio ads which will help promote and strengthen these relationships.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We are a small program with a unique niche that pulls students from many walks of life with many different skill sets. We have a highly qualified staff through a collaborative effort that uses data and progress to help students put together individual learning plans that reflects their needs and learning styles in a project based learning environment that relies heavily on communication with students, staff, as well as parents. We have implemented new processes for maintaining a constant, relevant level of communication through many mediums to keep the circle of information transparent and current to help students continue to be successful in this learning environment and program.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges sometimes are a lack of support and motivation from home which we bolster through a mentoring system and a highly qualified staff that uses a team approach and data to meet some of the challenges we encounter with student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will continue to use and become more efficient with the use of PLC's and tracking data to help students achieve and succeed. These and any other challenges that arise will be a constant focus of our attention and energies to reduce barriers and help students achieve.

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

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Not applicable - this is a 9th through 12th grade building.	

Label	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.watervlietps.org	

Label	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	

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

Label	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 school/student handbooks	

Label	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 269-463-0700	

Label	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		

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Each student has their own individual learning plan	

W-A-Y SIP 2014-2017

Overview

Plan Name

W-A-Y SIP 2014-2017

Plan Description

Revised Aug 2014

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)

Tier:

Activity - Quarterly Mentor Meetings	Activity Type	Tier	Phase	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 Trainihng	Activity Type	Tier	Phase	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)

Tier:

Activity - Data Conversation / Analysis Training	Activity Type	Tier	Phase	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	Tier	Phase	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 continous school improvement.	Professional Learning			06/01/2013	08/31/2016	$200	Title II Part A	Program Manager

Activity - Quarterly SIT Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

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 professioal 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)

Tier:

Activity - W-A-Y Program Manager PD	Activity Type	Tier	Phase	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	Tier	Phase	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,k Creating School Climate & Strucgtures to Support Parent and Parent-Involvement Programs (NCREL)

Tier:

Activity - Parent Home Meeting	Activity Type	Tier	Phase	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	Tier	Phase	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

Measurable Objective 1:

35% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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)

Tier:

Activity - Understand All Available Online Math Options	Activity Type	Tier	Phase	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 utlize 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)

Tier:

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Tier	Phase	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	Tier	Phase	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)

Tier:

Activity - Additional Support for At Risk Students	Activity Type	Tier	Phase	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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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)

Tier:

Activity - Understand ELA Curriculum on W-A-Y	Activity Type	Tier	Phase	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 utlize 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)

Tier:

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Tier	Phase	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	Tier	Phase	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)

Tier:

Activity - At Risk Student Support	Activity Type	Tier	Phase	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 2:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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 utlize 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)

Tier:

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Tier	Phase	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	Tier	Phase	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)

Tier:

Activity - At Risk Student Support	Activity Type	Tier	Phase	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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 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 utlize 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)

Tier:

Activity - Research Based Instructional Practices for Online Learning	Activity Type	Tier	Phase	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	Tier	Phase	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)

Tier:

Activity - At Risk Student Support	Activity Type	Tier	Phase	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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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)

Tier:

Activity - Create Online Cyber Safety Course	Activity Type	Tier	Phase	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	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

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)

Tier:

Activity - Training in Tech Integration Matrix	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

General Fund

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

Title II Part A

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

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
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
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
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
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
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
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
Mentor Trainihng	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
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
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
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 continous school improvement.	Professional Learning			06/01/2013	08/31/2016	$200	Program Manager

Section 31a

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