



Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

WSC Academy

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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?

The Ypsilanti Campus of WSC Academy is a small school with an enrollment of 100 students. The school is located in Ypsilanti, Michigan. The school has been chartered for three years, and has gone through some significant changes. The school began as a credit recovery/alternative high school, but in year two, became a blended learning non-traditional school. For the first time, we have students selecting WSC as their initial 9th grade experience, rather than coming after they have experienced failure in another school. Certified staff were brought in during the second year in core content areas to provide students with more opportunities to be successful in their online classes, and project based learning was incorporated to allow students to apply skills to real world situations. The model has moved to a blended learning platform, which includes direct instruction by Highly Qualified staff as well as the online coursework. As a result of this change students are finding more success in completing coursework. The demographics of the students are predominately African-American with a small number of Caucasian and Hispanic students attending as well.

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.

Our mission is to provide quality education that inspires every student to achieve the knowledge and skills necessary to succeed and achieve academic and personal excellence. The school embodies its purpose by allowing students a flexible schedule in order to facilitate learning. The school also provides students an opportunity to work at their own pace and staff to help students achieve success. The project based learning component is to help students apply the skills that they have learned to real world scenarios and experience how those skills look in everyday life.

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.

During its brief three year history WSC Ypsilanti has had quite a few achievements. We have had over 50% of student population take part in community service projects. . A major area of improvement has been our student achievement. Students that were behind or struggling in traditional school, are now making headway in our blended learning model. Student attendance has improved to 90% daily attendance. The district has developed a strong fund balance while increasing the educational opportunities for students. The most notable achievements are the gains students are making as evidenced by the most recent NWEA scores as well as the increased number of students graduating after four years at WSC. Students are now selecting WSC as their school of choice as a 9th grader, rather than after they have been unsuccessful in another high school setting. The staff has remained stable and this past year all teachers returned to teach another year, resulting in no turnover in staff

Additional Information

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

Although the schools blended learning model is relatively new, we are certain that the model will allow students to be successful in their educational endeavors. Also the school is using an advisory model, pairing students with teacher mentors who will monitor their academic progress, using student learning plans, throughout their high school career and establish relationships with both students and families to facilitate their learning experience.

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.

All staff are members and active participants on the School Improvement Team (SIT). The plan is reviewed at the monthly meetings to analyze the progress we are making on the current plan and revise as needed. Also, throughout the year, we address and analyze the four data points--demographic, process, achievement and perception data. Additionally, student focus groups are used to help students feel comfortable and to fully participate in the SI process. In addition to the Parent/Community Advisory Board we have representatives from the Management company who participate in SI meetings throughout the year. Meetings were held at various times of the day and year, so we could maximize participation. Time is built into the schedule (Every Friday morning) to ensure we have adequate time to participate in the process.

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

Administration--Lead the process, schedule meetings and ensure group had all information needed

Teachers/para pros--Data analysis--serve on committees (cross content)

Students--Participate in focus groups and surveys

Parents--serve on SI team, participate in surveys and focus groups

Management Company--Representative to serve on team

Board Members--invited to be on team. Receive reports quarterly at Board meetings and support the school initiative

Community Partners--Participate in the Advisory Board and participate in programs at school to help implement plan (Volunteer in the school as Mentors, etc)

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

Final Plan is published and available in hard copy as well as on the website. Monthly meeting notes are published and available for all stakeholders. Quarterly updates are shared via newsletters, and updates at the Board meetings are also provided for all stakeholders.

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?

In reviewing the three year trend in student enrollment data, the primary challenge identified has been students entering the school as upperclassmen with very few credits and significantly below same age peers in their academic skills according to NWEA assessments administered at WSC Academy. WSC has made considerable efforts to recruit students entering the ninth and tenth grades so that we can provide a small school environment with instruction that allows students to earn the credits needed to graduate on time as well as provide interventions that promote an increase in their overall academic skills.

Student Demographic Data

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

WSC Academy has observed a 40% improvement in attendance by incorporating highly qualified, certified teachers as support for the online learning program. Additional efforts have to been to work with feeder systems from the elementary and middle schools. WSC Academy has experience increased enrollment due to these efforts. WSC Academy provides bus tokens to students who take the city bus to school and do not have alternative transportation in order to promote and improve attendance.

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?

Over the course of the three year trend for student behavior data, the biggest challenge has been following the policy for using phones/technology on school grounds. WSC has adjusted our school policy for phones/technology permitted on school grounds which has decreased the discipline referrals and suspensions significantly. In addition, WSC Academy has invested in a training program known as Non-Violent Crisis Intervention in order to provide a systematic and meaningful approach to resolving conflicts with students and has seen a decrease in discipline referrals and suspensions. Teachers and administrators have also met on a weekly basis to discuss discipline issues and set up protocols for early intervention thereby decreasing issues.

Student Demographic Data

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

Student demographics with relation to adult students had been a challenge during the first year when the highest percentage of students were 12th graders that had not completed. Since the incorporation of Project based learning and direct instruction by highly qualified teachers to enhance and clarify key components for courses to compliment the Plato virtual environment, WSC Academy has become an attractive option for all students and we now have 40% of our students 9th through 10th grades.

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?

Our administrators have numerous years of experience in teaching although fairly new to the field of administration. This has impacted our student achievement in a positive way as the administrators are still very in touch of what is required of students in the classroom and as related to core content standards. This has enabled administrators to work closely with teachers in order to provide hands-on learning experiences, provide resources, and interact with student's regularly. The administrators have spent a significant amount of their careers working successfully with an urban population which has translated perfectly in assisting to boost student achievement at WSC Academy.

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?

Our teachers and administrators have a combination of experiences from very new to very experienced levels of teaching. This has impacted our student achievement in a positive way. New teachers have provided the knowledge of new technology and shared this with other staff members which has been utilized to instruct and provide resources. Experienced teachers and administrators have been able to offer mentoring opportunities to new teachers in order to maximize student engagement and classroom management techniques which in turn promotes overall student achievement.

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?

While our school did incur some school leader absences, the impact on student achievement was minimal due to excellent communication and the ability to work closely as a team. The school always provided at least one school administrator present in the building at all times and students are well aware of this presence.

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?

Teacher absences were also minimal. Excellent communication between teachers and administrators provided WSC Academy with the opportunity to cover classrooms as needed and continue with instruction with minimal impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

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No challenges have been identified at this time regarding teacher/school leader demographics. However, any challenges identified would be addressed through meaningful team meetings and staff development.

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?

On the School Systems Review documented by charter authorizer LSSU, the areas of strength are: 100% compliance in reporting, providing school data, board meetings and Michigan Department of Education requirements.

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?

Based on the school systems review conducted by LSSU, areas of challenge included: parent engagement and ensuring students meet state benchmarks as required by authorizer.

12. How might these challenges impact student achievement?

Parental involvement is an important component of collaborating as a team between home, school, and student which has the potential to significantly improve student achievement. WSC continues to identify enrichment and intervention opportunities to provide instruction that will enable students to achieve state benchmark goals.

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 administration and teachers will review district assessment scores as a team. The data will then be presented and discussed with teachers at professional development/staff meetings to dissect the data and determine what the information is telling us about instruction for whole-group and individual student and how this information can be utilized to place students into interventions/enrichment or adjust instruction in the classroom to meet student needs. WSC will continue to set school achievement goals that align with meeting state benchmark goals.

WSC will conduct off-site parent meeting opportunities in the community this year to promote parental 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?

We are a schoolwide Title I program, so all students have access to our intervention programs. However, student's with disabilities are programmed according to their individual student needs based on their current IEP's and ongoing district assessments. Student's with disabilities are progress monitored to adjust for their individual programming needs by a highly qualified and certified special education teacher. Students with disabilities have access to all extended learning opportunities such as after school tutoring, interventions, and extra-
SY 2015-2016

curricular activities.

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

Extended Learning opportunities are available for all students in grades 9-12 enrolled at WSC Academy. The programs available:

The 1:10 Intervention - offered by highly qualified, certified teachers - these are small group or one-on-one direct instructional time that focuses on specific skills through hand-on and project-based learning techniques.

Read 180- a scientific research-based reading intervention program that increases individual fluency, vocabulary and comprehension skills based on a student's reading level.

Math tutoring - a math intervention program that provides students with individualized or small group direct instruction to focus on a student's math skills based on their individual needs.

Summer School - At no charge to students, they are offered the opportunity to attend summer school taught by highly qualified, certified teachers for direct instruction or on line learning time to recover credits or improve understanding in the core-content areas of math, science, English, and social studies.

Basketball - the math teacher provides opportunities for interested students to stay after school and participate in basketball. While the program focuses on basketball skills, it also provides for character development.

Book Club - Through a grant from the Ypsilanti Public Library, students are able to participate in an after school book club organized and overseen by the ELA teacher.

Science Club - The science teacher provides an after school science club for enrichment of students who are interested in science.

Journalism Club - The social studies teacher provides an opportunity for students to participate in the Journalism Club where students have the opportunity to work on school newsletters, the WSC Yearbook, and school videos.

Green Team - This is a recycling club where students gather, sort, and promote recycling efforts throughout the school. This is overseen by the social studies teacher.

Girl's Empowerment - This is a high school girls fitness club that meets after school to exercise and discuss fitness and nutrition. This is overseen by the school counselor.

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

The process for identifying students for Extended Learning opportunities varies based on the needs and interests of the student. Parent's are notified of these opportunities through Title I parent nights, newsletters, and individual contact by advisory teachers and/or administrators.

The 1:10 Intervention is available to all students simply by signing up to stay for the extended day of learning and meeting with the counselor to develop a schedule of the classes that they will be attending.

Read 180 intervention students are determined by NWEA district assessment scores, Read 180 placement scores, IEP needs, work samples, and teacher review/recommendation.

Summer School is available to all students who are enrolled for the upcoming school year and who sign up.

Clubs are available to all interested students provided that they have acceptable school progress and attend school regularly.

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?

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Our program delivery is primarily through an on line learning program called PLATO which incorporates state and core content standards directly into its curriculum. This is supported by direct teacher instruction in the content areas of English, math, science and social studies. Fidelity is gained through the careful student monitoring and additional direct instruction provided by highly-qualified, certified, content area teachers in English, science, math and social studies. Teachers are evaluated by administrators throughout the year via scheduled observations as well as unscheduled walk-throughs to verify that instruction is being delivered that aligns with state standards at the appropriate grade level.

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

Based on the district assessment for reading, NWEA, students demonstrated higher proficiency in the areas of informational text and vocabulary acquisition and use.

19b. Reading- Challenges

Based on the district assessment for reading, NWEA, students demonstrated lower proficiency in the area of literature.

19c. Reading- Trends

Informational text has been a focus of our school improvement plan - focusing on reading text in all content areas for "reading across the curriculum". The focus of this instruction has been demonstrated by student progress in this area on our district assessments.

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.

The lower proficiency scores for reading literature will be incorporated in our school improvement plan in the content area of English. The school improvement team will coordinate with the English/language arts teachers to develop strategies for our plan that will improve skills in the area of literature. One strategy will be to properly place the lowest performing students into the Read 180 intervention and to ensure that the intervention is being delivered with fidelity and continuous progress monitoring.

We will also be developing enrichment strategies that target our higher level learners to promote increasing academic growth.

20a. Writing- Strengths

Based on the district assessment for writing, NWEA, students demonstrated higher proficiency in the area of understanding the writing process which includes: plan, organize, develop, revise, and research.

20b. Writing- Challenges

Based on the district assessment for writing, NWEA, students demonstrated lower proficiency in the areas of language: understand, edit for grammar and mechanics, and usage.

20c. Writing- Trends

Through project-based learning and direct instruction, students have become very familiar and more comfortable with the writing process. Students are still working to become proficient in the physical process of this activity as they develop projects for content area classes.

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.

The writing challenges will continue to be addressed through project-based learning and direct instruction in our School Improved Plan since

the online learning program of PLATO, utilized at WSC Academy, does not specifically address writing instruction.

21a. Math- Strengths

Based on the district assessment for mathematics, NWEA, students demonstrated higher proficiency in the areas of operations and algebraic thinking and real and complex number systems.

21b. Math- Challenges

Based on the district assessment for mathematics, NWEA, students demonstrated lower proficiency in the areas of geometry, statistics, and probability.

21c. Math- Trends

An overview of the data correlates with the fact that many of our students have been concentrating on completing algebra courses this school year and have received additional instruction and interventions in this area from the math teacher.

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.

The lower proficiency scores for geometry, statistics and probability will be incorporated in our school improvement plan in the content area of mathematics. The school improvement team will coordinate with the math teacher to develop strategies for our plan that will improve skills in the areas of geometry, statistics and probability. One strategy will be to properly place the lowest performing students into math tutoring sessions with the math paraprofessional and tutoring sessions will be delivered with fidelity and continuous progress monitoring.

22a. Science- Strengths

The Academy is still waiting to receive state assessment results for this area.

22b. Science- Challenges

The Academy is still waiting to receive state assessment results for this area.

22c. Science- Trends

The Academy is still waiting to receive state assessment results for this area.

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 Academy is still waiting to receive state assessment results for this area. However, when results are received - the administration team will meet with the content area teachers to review the data and determine strategies that can be utilized to increase student achievement scores in specific identified areas of need.

23a. Social Studies- Strengths

The Academy is still waiting to receive state assessment results for this area.

23b. Social Studies- Challenges

The Academy is still waiting to receive state assessment results for this area.

23c. Social Studies- Trends

The Academy is still waiting to receive state assessment results for this area.

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.

The Academy is still waiting to receive state assessment results for this area. However, when results are received - the administration team will meet with the content area teachers to review the data and determine strategies that can be utilized to increase student achievement scores in specific identified areas of need.

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?

The areas of highest overall satisfaction among students includes: in my school the principal and teachers have high expectations and school programs and give work that challenges students. They also feel that services and resources are available to help them succeed and are used effectively. There is a high satisfaction with the blended learning model.

24b. Student Perception Data

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

The lowest areas of satisfaction among students include: in my school students respect the property of others and that students help each other even if they are not friends.

24c. Student Perception Data

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

Non-violent crisis intervention professional development training has been provided to teachers, student handbook will be reviewed on a regular basis with the student body. Consistency in teacher staffing this year has helped to provide consistency in discipline as well.

25a. Parent/Guardian Perception Data

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

Overall rating of 4.42/5. The highest overall satisfaction is reported in the areas of: parents believe that teachers give work that challenges students and teachers help understand the material and programs. Parents also had high satisfaction for high expectations set for students and that support is available for students to meet these expectations. In addition, parents report that strong leadership exists and that they are informed of a child's progress in a timely manner.

25b. Parent/Guardian Perception Data

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

The area of lowest satisfaction includes: opportunities for stakeholders to be involved and that students are informed of the relevance of what they are learning to life.

25c. Parent/Guardian Perception Data

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

The action that has been taken is that the Academy has developed an advisory board of community stakeholders that meet quarterly to discuss the activities involved for the Academy. In addition, WSC will be conducting off-site parent meetings in the community to encourage increased parent involvement and communication.

26a. Teacher/Staff Perception Data

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

Overall 4.66 satisfaction rate out of 5. The areas of overall satisfaction include: there is frequent/sufficient evaluation criteria to improve teaching and learning, the school has continuous improvement process based on data, goals and measures for growth.

26b. Teacher/Staff Perception Data

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

The lowest areas of satisfaction include: in our school staff members provide peer coaching to teachers and school has a formal process to support new staff members in their professional practice.

26c. Teacher/Staff Perception Data

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

School wide professional development is scheduled every Friday. In addition, teachers have been given the opportunity to select specific professional development training programs specific to their professional needs to be paid through Title II funding with a specific focus on increased professional development for new teachers. WSC has developed community outreach programs to involve more stakeholders and communicate with them more effectively.

27a. Stakeholder/Community Perception Data

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

WSC developed a stakeholders advisory board and there highest level of satisfaction is that resources are used effectively and caring teachers and staff.

27b. Stakeholder/Community Perception Data

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

WSC has just developed an advisory board of stakeholders this year but they have expressed that they would like to have more opportunities to participate in WSC.

27c. Stakeholder/Community Perception Data

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

WSC will be reaching out to stakeholders by establishing events and meetings in the community to give more stakeholder in the community an opportunity to participate.

Summary

28a. Summary

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

The areas of strength at WSC Academy involve high expectations for our student body who feel that teachers deliver instruction in a variety of methods to meet their goals and learning needs. Parents, students, and staff members have seen a significant increase in academic achievement scores across the district. Parents feel strongly that the instruction provided properly prepares students for the next school year. Staff absences are minimal and staff members work as a team to provide consistent instruction. All groups believe that the school sets high expectations for all students and provides the resources and support necessary to meet these expectations. There is a high satisfaction with the blended learning model and that WSC has caring teachers and staff members. Challenges still remain in providing opportunities for parents and stakeholders to be involved and getting more parents and stakeholders to take advantage of these opportunities.

28b. Summary

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

The most significant challenge identified in the demographic, process and perception data that impacts student achievement involves continuing to review and dissect student assessment data regularly to adjust instruction as needed to determine short and long term instructional goals as well as whole-group and individual student achievement goals along with identifying intervention and enrichment needs to meet state benchmark goals.

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?

These challenges will be identified in the School Improvement Plan Goals by including regularly scheduled staff data review sessions after each universal screening/district assessment. This occurs three times a year. At each meeting the administration will organize and present student data for review. The data will be discussed and dissected as a staff to determine overall as well as individual student strengths and weaknesses. This will include determining appropriate interventions and enrichment opportunities for individual students as well as students who may no longer need interventions. It will also determine whole-group instructional needs for specific content areas as well as overall strengths. We will continue to set academic targets that align with meeting state benchmark goals.

WSC will include in the school improvement plan our plans to offer parent meetings off-site in the community in order to encourage increased parent involvement.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	We are a 9-12 District only. Non Applicable	

Label	Assurance	Response	Comment	Attachment
2.	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	AER Cover Letter: http://wsc-academy.org/content/uploads/2016/04/2014-15-Ypsilanti-AER-Cover-Letter-1-1.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We serve student 9th - 12th grades N/A Plans are developed when students enter our school	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	We have Educational development plans for 9-12 graders.	

Label	Assurance	Response	Comment	Attachment
5.	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		

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Label	Assurance	Response	Comment	Attachment
6.	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	Portia Mann ESA 855 Jefferson Street, Ypsilanti, MI 48197 734-794-0218 x292 mannp@wsc-academy.org	

Label	Assurance	Response	Comment	Attachment
7.	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.	Yes		WSC 16-17 Parent Involvement Plan WSC PIP 2016-17

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		WSC Academy 16-17 Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

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Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	WSC Academy is a Tuition-Free, Public Charter School serving students in grades 9-12. WSC Academy offers non-traditional curriculum, with a flexible schedule, Project Based Learning (PBL) in a technology enriched classroom. Our school has sufficient technology resources for our current enrollment. On going needs continue to be Professional Development for our staff to use the resources effectively to increase student achievement. Additionally, funds are needed to maintain equipment and the infrastructure, to provide upgrades to the technology, and long term to replace equipment as it ages.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Students and teachers use a blended learning model that integrates technology into every lesson. Staff has weekly professional learning opportunities to learn how to integrate technology into their lesson planning and delivery.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

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Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	The instructional program was intentionally designed to integrate technology. The Use of the PLATO platform allows us to implement that plan	

Label	Assurance	Response	Comment	Attachment
22.	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.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	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	Portia Mann ESA 855 Jefferson Street, Ypsilanti, MI 48197 734-794-0218 x292 mannp@wsc-academy.org	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment process started at the beginning of the 2015-2016 school year with the WSC Academy Improvement Team. The School Improvement team consists of our entire staff -- School Leader, Principal/Director of Special Education, Counselor, 4 teachers, 1 paraprofessionals and a parent representative. . The SIP Team attends scheduled meetings throughout the school year to collect, analyze, and monitor demographic, process, perception, and achievement data. The preceding data points are collected periodically during the school year and analyzed at meetings organized by our Principal . Information is shared with students and parents throughout the year to include their feedback in planning.

Demographic and achievement data is collected at different points in the school year using attendance records and various assessment measures (Plato Benchmarks, NWEA, M-Step, SAT, PSAT, and Work Keys). Demographic data is collected 2x per year at count and achievement data is collected quarterly. Individual student data is reviewed weekly. This data is also reviewed with the SIP team and results are shared with stakeholders.

Perception data is collected using an online survey for staff and students given in February of each year. With a count of 75 students we received 60 student response surveys. 100% our 11 person staff responded to staff surveys. Parents are given the option of completing an online or paper survey in February as well. The questions range from school safety to student learning. The results of the perception data is shared with parents through meetings and letters, and students through morning meetings and homeroom.

Process data is collected in January when the staff is asked for input in completing the School System Review for the building. During the SIP meetings, the team looks for strengths, challenges, and trends amongst the collected data.

All stakeholders have the opportunity to review and analyze data to better understand how our programs and interventions can best meet the instructional needs of our students. Information is shared with staff to make decisions and determinations on how to improve and move forward. Information that is pertinent to parents and students is also shared as needed and in an appropriate format.

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

DEMOGRAPHIC

WSC Academy is a Tuition-Free, Public Charter School serving students in grades 9-12. WSC Academy offers non-traditional curriculum, with a flexible schedule, blended learning model in a technology enriched classroom. The blended learning platform was implemented during the 2015-2016 school year based on the Comprehensive Needs Assessment from the previous year. Blended learning students have the opportunity to utilize technology and direct instruction for personalized curriculum. It is our philosophy that by offering quality education in an encouraging learning environment, students can be successful. We are dedicated to assisting students and their families with academic and vocational needs that have not been met in the traditional classroom. WSC Academy provides the tools necessary for successful lifelong learning and prepares our students for the future. The curriculum at WSC Academy follows the guidelines of the Michigan Merit Curriculum SY 2015-2016

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(MMC). Students enrolled at WSC Academy will need 20 credit hours to graduate beginning with the class of 2019. Students who are college bound are provided with guidance to graduate with 22 credits. Due to the structure of the program, students are able to graduate upon completion of their credits and walk during one of two graduation ceremonies during the school year. WSC Academy is under the Management of WSCES and the authorizing institution is Lake Superior State College. The building experienced a change in administration with the departure of the Principal mid year.

WSC Academy began as a credit recovery school 3 years ago with one teacher, one administrator and 54 students. Currently WSC Academy is a blended learning school. The Brighton Campus closed in June of 2015 due to low enrollment. Any remaining Brighton students have matriculated to the WSC Ypsilanti campus this year. Many (95%) of the students who elect to attend WSC Academy were not meeting with success in the traditional settings. Each student has an individualized learning plan. Students can work at their own pace with specific outcomes and timelines that are based on individual need. Students establish their learning plan and schedule and teachers and our counselor monitor and meet with students to ensure they stay on course.

Enrollment:

2013-14 122 students 73 Male; 49 Female.

Free and Reduced Lunch 76%

Students with Disabilities 24

97% African American, 2% Caucasian, 1% Hispanic %Other

Attendance Rate: 99% had 10 or more absences (or Daily Attendance Rate?)

Graduates enrolled in college 7%

2014-15 95 students 55 Male; 40 Female.

Free and Reduced Lunch 84%

Students with Disabilities 36%

93% African American, 4% Caucasian, 1% Hispanic 2% Other

Attendance Rate: 42% had 10 or more absences (or Daily Attendance Rate?)

4% of students who have one or more children

Graduates enrolled in college 22%

20% of students 17 or older are 2nd year of 12 grade setting

2015-2016

92 students 44 Male; 48 Female.

Free and Reduced Lunch 81.5%

Students with Disabilities 23.9%

81.5% African American, 12% Caucasian, 3.3% Hispanic 3.3% Other

Attendance Rate: 86.8% Daily attendance rate to date

4% of students who have one or more children

Graduates enrolled in college ----

For 2015-16 our student body composition is:

9/10th grade 30 students (33%)

11th grade 25 students (27%)

12th grade 36 students (40%)

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In previous years a majority of our students came to us after 2 years in a traditional high school. This trend is decreasing and more students are beginning their high school career at WSC Academy. We are moving away from the credit recovery model into an all day school model.

Staffing Data

Instructional Staff: 4 teachers, 1 paraprofessional, 1 Counselor, 1 Principal/Director of Special Populations/Special Education Teacher 1 School Leader

Discipline Data: (make a statement about the discipline comparing 13-14 to 14-15 to 15-16) - Fewer suspension this year - reasons for suspension - noncompliance, dress code, phone

Strengths:

- Enrollment is stable
- Attracting students at the beginning of high school -- moving away from a credit recovery program
- Discipline infractions are minimal
- Attendance rate is improving
- Decreased special education population by 12%
- Diverse Student Population
- Small size allows for a very personalized approach to programming

Challenges:

- Continuing to "grow" enrollment
- Addressing the socioeconomic and socioemotional needs of a diverse student population
- Addressing teen pregnancy for both teen moms and dads
- Increasing parent engagement of students enrolled
- Maintaining programs when faced with limited financial resources

ACHIEVEMENT DATA

Due to our size we do not have a top to bottom ranking. While MDE did not assign a report grade for 2014-2015, WSC is making progress at increasing the proficiency of students in all core content areas.

The state of Michigan transitioned to a new set of assessments for the 2015-2016 school year. For the first time, the state administered the PSAT and SAT instead of the ACT. The state assessment of M-Step was changed to only include science and social studies portions and eliminated the sections for reading and writing.

Our district continues to administer the NWEA/MAP assessment in the areas of Reading, Math, and English/Language Arts. This data has provided our school with valuable and reliable data to measure student growth and progress.

MME DATA:

Due to less than a whole group and subgroups of <30, our scores are not reported however the ratings we did receive are as follows

	13-14	14-15
ELA		Green
Reading:	Green	
Mathematics:	Red	Green
Science:	Red	Green

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Social Studies	Green	Green
Writing	Red	
Graduation Rate	Red	Red
Educator Eval	Red	Green
Compliance Factors	Green	Green
FINAL STATUS	Red	

12-13 13-14 14-15 data

Students Proficient on MME (in all subjects)	N/A	16.7%
ACT Composite Scores	12.2	15.9
ACT College Readiness Benchmarks	<5%	12.5%
4 year Graduation Rate	9.09%	10.71%
Dropout Rate	40.91%	25%

Average ACT Scores (scores in parentheses are state averages)

	Total Tested	English	Math	Reading	Science	Composite
2013	6	12.5 (19.1)	15.0(19.9)	15.7(20.0)	14.0 (20.2)	14.3 (19.9)
2014	17	10.0 (19.3)	14.8(19.9)	11.8(20.2)	12.1(20.4)	12.6(20.1)
2015	20	13.7(19.4)	15.9(19.9)	16.7(20.3)	16.1(20.4)	15.7(20.1)

2016 - N/A state transitioned to PSAT/SAT

*****NWEA section needs to be reworked to show growth from 2014/15 school year to 2015/16 school year. RIT averages are much higher this spring than last spring...is there a way to display the data to show this?

NWEA Results: Fall 2014-Spring 2015

(District - Ypsilanti and Brighton Campuses)

WSC Academy Average Yearly RIT Scores Change:

- Reading scores increased by an average of 8.7 points
- Math scores increased by an average of 4.1 points
- Language scores increased by an average of 6.1 points

* This data is based on individual student's best performance over the course of the academic year

Winter 2015 - Spring 2015 Average RIT Score Change:

- Reading scores increased by an average of 6.1 points
- Math scores increased by an average of 1.04 points
- Language scores remained fairly steady with an average loss of 1.9 points

WSC District Versus Average Growth

Reading:

- Average growth nationally for this test is .5 RIT over the year
- Average growth for WSC Students: 5 RIT over the year

Math:

- Average growth for this test is 2.3 RIT over the year

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- Average growth for WSC Students: 1 RIT over the year

Language:

- Average growth for this test is 1.2 RIT over the year

- Average growth for WSC Students: 2 RIT over the year

TOTAL EXPECTED GROWTH: 4 RIT

ACTUAL GROWTH: 8 RIT

Comparison of RIT increases of students enrolled in Read 180 Vs those not enrolled in Read 180

RIT Growth in Reading	Fall	Winter	Spring
Read 180	191	193	191
Non Read 180	210	211	215

RIT Growth in Language	Fall	Winter	Spring
Read 180	198	204	196
Non Read 180	212	216	217

RIT Growth In Language	Fall	Winter	Spring
SWD	199	203	200
All Students	212	216	216
Male	207	212	204
Female	210	216	217

RIT Growth In Math	Fall	Winter	Spring
SWD	202	204	199
All Students	216	217	219
Male	219	220	214
Female	211	217	219

RIT Growth In Reading	Fall	Winter	Spring
SWD	194	193	194
All Students	209	210	215
Male	205	207	208
Female	209	209	216

Percent of Students who Met their Winter to Spring Targets

	All	9th grade	10th grade
Reading	55%	58%	57%

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Math	60%	75%	43%
Language	65%	55%	71%

NWEA 2015-2016

Fall 2015 to Winter 2016

READING

58% of students scored below benchmark in Reading while 42% are at or above benchmark. Vocabulary appears to be impacting reading comprehension and overall reading abilities. 7 of the lowest 10 performers are identified as special education students. 54% of all students tested demonstrated growth in the area of reading

MATH

50/64 or 78% of students scored below benchmark in Mathematics while 22 are at or above benchmark. 7 of the lowest 10 performers are identified as special education students 54% of all students tested demonstrated growth in the area of Math

LANGUAGE ARTS

45/64 or 70% of students scored below benchmark in Language Arts while 30% area at or above benchmark. 10 of the lowest 10 performers are identified as special education students. 52% of all students tested demonstrated growth in the area of language arts

Fall 2015-Spring 2016

Reading: include averages from fall to spring, average growth, % of students demonstrating growth, subgroups

Math:

Language Arts:

RIT score comparison from Spring 2015 to Spring 2016:

Reading: Spring 2015 average RIT 215 to Spring 2016 average RIT 224

Math: Spring 2015 average RIT 219 to Spring 2016 average RIT 225

Language: Spring 2015 average RIT 216 to Spring 2016 average RIT 222

Students who tested in Both Fall 2014 and Fall 2015 (one full year at WSC Academy) saw the most positive results.

Of these students:

79% met their growth targets in Language Usage

77% met their growth targets in Math

86% met their growth targets in Reading.

Social Studies and Science --- Courses completed (find for 14-15 if not available state that tracking began in 15-16)

Find for every content area if possible

Average RIT Scores:

	Fall 2015-2016	Spring 2014-2015	Average Increase(Decrease)
Reading	218.2	212	+6.2

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Math	218	217	+1.0
Language Usage	213.1	210	+3.1

Strengths:

- Significant Growth has been made in our three years of operation
- Increased growth for students present in the program for more than one year versus new students attending one year or less
- Students acquiring foundational skills more quickly and are able to expand on higher level thinking skills
- Females make significant growth in all content areas
- Dropout Rate has decreased significantly
- 4 year graduation rate is increasing
- Students are experiencing an increase in ACT Composite scores and in meeting ACT College Readiness Benchmarks
- Local data indicates an improvement in Reading, Language and Math on Local Data (NWEA)
- Development of student soft skills

Challenges:

- Still a gap between the state averages and our school performance, but a decrease in the gap is trending
- Gap between academic achievement scores of SWD and General Population
- A need to provide enrichment opportunities and a balance of extracurricular opportunities that will support student learning and motivation
- Need to continue to address the students achievement and social needs
- Need to offer academic enrichment opportunities to our higher performing students

Perception Data:

Parent Perception Data:

10 parents responded to the online survey and overall the satisfaction was very high 4.42/5.0

100% of parents responding believe that teachers give work that challenges students

100% responded that Teachers help students understand the material and programs

90% agree that High Expectations are set for students

86% agree that support is available for students to meet the expectations

80% agree that there is strong governance and leadership exist

80% of the parents agree that they are informed of their child's progress in a timely manner

50% of the parents responding agree that there are opportunities for stakeholders to be involved

50% agree that students are informed of the relevance of what they are learning to life

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Staff Perception Data:

All staff responded with an overall rating of 4.66/5

100% agree that the staff/school uses a continuous improvement process to improve the program

80% agree there is frequent/sufficient evaluation criteria to improve teaching and learning

50% agreed the purpose is clearly stated and reviewed with Stakeholders

45% agree that there is sufficient opportunity for Peer Coaching

45% agree that there is support for new teachers

45% agree that there is consistent grading/reporting

Student Perception Data:

61 students responded to the survey. Student results were the lowest of the three groups surveyed with a rating of 3.5/5

100% of students agreed that teachers give work that challenges students

100% of students agreed that teachers help them understand and support them

45% of students agreed that students respect the property of others

35% agreed that students help each other even if they are not friends

Strengths:

- All three groups believe that the school sets high expectations for all and provides the support for stakeholders to meet the expectations
- There is a sufficient amount of resources and they are used effectively
- There is high satisfaction with the Blended Learning Model
- Caring teachers and staff

Challenges:

- There is a need to continue to address climate and culture among the students
- Providing more opportunity for parents to be involved and getting more parents to take advantage of the opportunity.
- Address the students with challenging curriculum but provide the needed supports for them to be successful
- Increasing parent participation in the surveys

Process Data:

As a staff, we completed the system school review (SSR). The final document is a consensus of the staff. After analysis, it was determined our greatest Strengths as a staff is in the following strands:

- Assessment (Assessment System and Data Analysis and Student Involvement in Assessment Process)
- Instructional Leadership (Vision for Learning and Guidance and Support for Teaching and Learning)

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- Culture for Learning (Safe and Supportive Environment)
- Organizational Management (Intentional Practices)

Challenges:

It was determined our greatest challenges are:

- Instruction (Instructional Design, Effective Instructional Practices, Learning Environment, Reflection)
- Professional Learning Culture (Collaborative Teams and Collective Responsibility)
- Professional Learning System (Purposeful Planning and impact of Professional Learning)
- Communication (Approaches and Tools, Cultural Responsiveness)
- Engagement (Learning Opportunities , Partnerships -School Family and Community Partnerships)

Our staff recognizes that we need to use data to drive student instruction. The change in administration helped change the conversations, set new expectations and set the stage so that we can begin to address the needs. Professional Learning Opportunities each Friday (1/2 day) will provide the time needed and the staff has a renewed commitment to use this time more effectively.

Conclusion:

Based on our analysis of our achievement, demographic, process and perception data the staff at WSC was able to identify our greatest needs that will be addressed in our School Improvement Plan.

In conclusion, the results of comprehensive needs assessment indicate that WSC Academy must focus on all content areas especially writing, reading, math, science, and social studies with a priority focus on the achievement of students that are furthest away from meeting the standards and our students with disabilities. We will have goals in: reading, math, science, writing, and social studies Our objectives will focus on all students. We will continue to monitor performance of all students as well as the group as a whole. It is our belief that because there is little difference between the performance of our subgroups and our whole group as we address the needs of the whole, we will increase our subgroup achievement also. Our prioritized challenges are the following:

1)Based on our analysis of achievement and process data, we need to continue to improve the ability of the staff to understand and analyze data and to use that data to drive instruction in all core content areas. There is a need to develop a systematic process for collecting data in all content areas.

2)Based on our analysis of demographic and perception data, there is a need to address socioeconomic and socioemotional to support the needs of students, and families.

3)Based on our analysis of achievement data, there is a need to continue interventions and to continue to expand our implementation of the blended learning model with a focus on the identified subgroups and priority content areas.

4) Based on our analysis of achievement, process, and perception data, professional development is needed to help the staff understand the diverse needs of our population and to enable the staff to effectively implement our building-wide strategies with fidelity.

5) Based on our achievement and perception data, we need to continue our focus on parent engagement and provide more opportunities for parents to learn strategies that will enable them to work effectively with their students at home. The challenge remains to improve communication and reach a broader cross-section of our parents and increase the number of parents attending activities and responding to surveys.

6) Based on our process and perception data analysis our challenge is to use our professional learning communities to effectively collaborate as teams to analyze student data and adjust instructional delivery.

7) Based on our achievement, demographic and process data, there is a need to provide interventions and support for our students who have the greatest needs (students who are parents and those who face the greatest socioemotional needs)

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The goals are aligned with the results of the needs assessment. Our four data points support the need to address each content area. Addressing parent engagement and college career readiness will help our school become a stable and high performing organization.

Goal 1: Improve Writing Proficiency

Goal 2: Improve Science proficiency

Goal 3: Improve Math proficiency

Goal 4: Improve Reading Proficiency

Goal 5: Improve Social Studies Proficiency

The following subgroups have been identified: economically disadvantaged ,and students with disabilities and our plan will include objectives, strategies, and interventions to address any identified gaps.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

A majority of our students were considered at risk at their schools of origin. They elect to attend WSC Academy because they want an opportunity to experience success. The small size of our school allows us to truly address each student as an individual and to develop a learning plan for each student that is designed to meet the student's needs.

Each of the above stated goals include objectives, strategies, and activities to meet the needs of all students with the focus on the students who are academically disadvantaged. Specifically our strategies assist instructional staff to do this in the following manner:

- 1) Professional Learning Communities provide the core of our professional learning and a structured system for reviewing data and addressing the needs of students in a timely manner. Each week a half day of Professional Learning is dedicated to this purpose.
- 2) Best Practices include differentiation strategies such as individual conferencing, re-teaching concepts, guided instruction and reading, extensive lessons using the rigor and blended learning model, independent activities, small groups, learning stations, layered curriculum, as well as delivering the district curriculum with fidelity. We also utilize push in support from our Title I Support Staff. Plato allows us to use an easily customized learning platform to meet the needs of students. The blended learning model allows for differentiation for each student. These best practices will address the needs of all students as well as those who are furthest away from meeting state standards.
- 3) MTSS addresses the needs of students on all levels in all content areas with focused interventions for students who are the most academically disadvantaged. This model allows us to provide timely and additional assistance to students with the greatest need.
- 4) Parent/Family engagement encourages parents and staff to work collaboratively to improve student achievement. It provides several opportunities throughout the year for families to be involved in our school program. Parents learn strategies that will help connect family and school.

Component 2: Schoolwide Reform Strategies

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

Based on our CNA the following resource based strategies have been selected to support student achievement in reading, writing, math, science, and social studies.

1) Professional Learning - Professional learning will focus on the needs of the individual staff members as well as whole building needs as a result of our needs assessment. Staff will engage in professional learning communities and strategically selected professional development to address achievement gaps and support student learning. Professional Learning Communities provide the core of our professional learning and a structured system for reviewing data and addressing the needs of students in a timely manner. The district wide teacher institute provides teachers with opportunities to participate in sustain professional development in the core content areas. A qualified Professional Development Consultant will provide monthly professional development for staff throughout the year on best practices to assist teachers in delivering core instruction and to support district initiatives.

2) Best Practices for All Students - All staff will provide research based instruction to all students on a daily basis. Best Practices include differentiation strategies such as individual conferencing, re-teaching concepts, guided instruction and reading, extensive lessons using the rigor and relevance model, independent activities, small groups, learning stations, layered curriculum, as well as delivering the district curriculum with fidelity. We also utilize push in support from our Instructional I Interventionist. Plato allows us to use an easily customized learning platform to meet the needs of students. The blended learning model allows for differentiation for each student. . These best practices will address the needs of all students as well as those who are furthest away from meeting state standards.

3) MTSS - MTSS addresses the needs of students on all levels in all content areas with focused interventions for students who are the most academically disadvantaged. This model allows us to provide timely and additional assistance to students with the greatest need. Through the intervention hour staff is able to accelerate and differentiate instruction. High achieving students are able to participate in enrichment lesson and students in need of additional academic support participate in interventions designed to meet their individual need. The implementation of this model allows us to focus on increasing the achievement of all students as well as on addressing the needs of our subgroups including the bottom 30% to close the achievement gaps. The use of the PLATO platform will allow for the development of an Individual learning plan for each student to help meet the student's individual need and provide the needed support for success.

4) Parent/Family Engagement -Staff will engage parents to support student learning by creating a strong school and family working relationship. Parents and staff will work collaboratively to improve student achievement. Several opportunities throughout the year will be provided for families to be involved in our school program. Parents will have the opportunities to learn strategies throughout the year at parent workshops which will help connect family and school. The engagement of parents in their child's education both at school and at home will help our students meet the college and career standards.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Quality of Instruction

1) Professional learning will focus on the needs of the individual staff members as well as whole building needs as a result of our needs assessment. Staff will engage in professional learning communities and strategically selected professional development to address achievement gaps and support student learning. Professional Learning Communities provide the core of our professional learning and a structured system for reviewing data and addressing the needs of students in a timely manner. As a result of the participation in these

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professional learning opportunities the quality of lesson and instruction will improve based on best practices.

2) Best Practices for all students will improve the quality of instruction because staff will focus on instructional strategies that are aligned with students' needs and learning styles. Differentiation strategies such as individual conferencing, re-teaching concepts, guided instruction and reading, extensive lessons using the rigor and relevance model, independent activities, small groups, learning stations, layered curriculum, as well as delivering the district curriculum with fidelity will assist teachers in finding ways to meet the needs of students who have a need for additional support.

3) MTSS addresses the needs of students on all levels in all content areas with focused interventions for students who are the most academically disadvantaged. This model allows us to provide timely and additional assistance to students with the greatest need. Through the intervention hours staff is able to accelerate and differentiate instruction. High achieving students are able to participate in enrichment lessons and students in need of additional academic support participate in interventions designed to meet their individual need. The implementation of this model allows us to focus on increasing the achievement of all students as well as on addressing the needs of our subgroups including the bottom 30% to close the achievement gaps.

4) As teachers and parents work together with a team approach the quality of instruction will improve. Increased communication will serve as a tool to facilitate student learning and an improvement of culture and climate.

Quantity of Instruction -

WSC Academy offers students an opportunity to work outside of the school day through the on-line programs thus increasing instructional time and summer school is provided to extend the learning opportunities (in all core content areas) for students who have the greatest need.

1) Professional Learning - As teachers learn more strategies which will allow them to better use the instructional time, the quantity of instruction will increase.

2) Best Practices - Through the utilization of the best practices strategies staff can focus instruction on students who have an academic need.

3) MTSS - All instructional staff will focus on the fidelity of number of minutes for each tier of instruction through the use of the intervention hour. The intervention hours provides an additional 120 minutes of instruction per day and is designed to meet the needs of the students in core content areas.

4) Parent/Family Engagement - By offering parent workshops parents will be afforded the skill set to better support their student at home. Learning is then reinforced within the home by parents due to a better understanding of the expectations.

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

All of the strategies were selected because they align with the findings of our needs assessment. Research supports that these strategies, when implemented with fidelity increase academic achievement. The commitment of our staff to implement the strategies on a building wide basis will provide a focused cohesive approach to addressing our priority needs. In addition to focusing on the achievement of all students in our priority areas of math, science and writing, we will implement these strategies when addressing our subgroups. The selected strategies will also assist us in addressing our prioritized challenges which are:

1) Based on our analysis of achievement and process data, we need to continue to improve the ability of the staff to understand and analyze

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data and to use that data to drive instruction in all core content areas. There is a need to develop a systematic process for collecting data in all content areas.

2)Based on our analysis of demographic and perception data, there is a need to address culture and climate to support the needs of staff, students, and families .

3)Based on our analysis of achievement data, there is a need to strengthen core instruction in all content areas as well as to continue interventions with a focus on the identified subgroups and priority content areas.

4) Based on our analysis of achievement, process, and perception data, professional development is needed to help the staff understand the diverse needs of our population and to enable the staff to effectively implement our building-wide strategies with fidelity.

5) Based on our process data analysis, a challenge remains in establishing a professional learning culture where we effectively collaborate as a team to address the needs of our building.

6) Based on our achievement and perception data, we need to continue our focus on parent engagement and provide more opportunities for parents to learn strategies that will enable them to work effectively with their students at home. The challenge remains to improve communication and reach a broader cross-section of our parents and increase the number of parents attending activities and responding to surveys.

7) Based on the achievement data analysis there is a need to strengthen tier one instruction as well as continue interventions with the focus on the identified subgroups and the priority content subjects.

8) Based on our process and perception data analysis our challenge is to use our professional learning communities to effectively collaborate as teams to analyze student data

9) Based on our achievement, demographic and process data, there is a need to provide interventions and support for our students who have the greatest needs (students who are parents and those in danger of dropping out due to age (reaching the 19-20)

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

All of the strategies address the needs of our students and will provide a level of intervention for students with the greatest academic needs. MTSS provides tiered intervention based on individual student need. We will implement MTSS in all core content areas.

Professional learning is focused on providing teachers with strategies on how to close the gap and provide the appropriate intervention for all students especially those who are the furthest from reaching standards.

Best practices will include differentiation strategies such as individual conferencing, re-teaching concepts, guided instruction and reading, extensive lessons using the rigor and relevance model, independent activities, small groups, learning stations, layered curriculum will allow teacher to support students and provide interventions for students who need the most instructional support.

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

Students meet with the Guidance Counselor to develop an Individual Learning Plan. The online system PLATO allows a customized program for each student. Additionally on site content teachers provide additional support. Progress monitoring for students receiving interventions occurs weekly and adjustments to interventions are made as needed. Advisory teachers monitor students progress and address needs quickly and provide additional supports as needed. PLCs meet weekly to review student, department, and school data. If students are not meeting their individual objectives , a team meeting is held to determine what additional supports of interventions are needed.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	WSC Academy assures that all instructional paraprofessionals meet the NCLB (ESEA) requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	WSC academy assures that all teachers meet the NCLB (ESEA) requirements for highly qualified	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The turnover rate is low. WSC Academy is entering its 5th year. The Brighton Campus closed in June 2015 and all students attend the Ypsilanti campus. WSC Academy is pleased that we are able to maintain a highly qualified staff. All teachers are expected to return next year.

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

WSC has a staff of 5 teachers.

0 - 2 years 2 Teachers (40%)

3 - 4 years 1 Teacher (20%)

5-10 years 1 Teacher (20%)

> than 10 years 1 Teacher (20%)

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

We have a strong, cohesive team of experienced educators and expect little or no turnover. Our team members enjoy working collaboratively to create a challenging, student-centered learning environment. WSC Academy Ypsilanti created a group resume to demonstrate the high-level abilities of our staff and sent it to our greater community of parents, educators, students, and potential students and parents. By demonstrating that our small staff has over 200 years of collective experience in designing curriculum and starting up schools, in differentiated instruction and in establishing positive family relationships, we are building motivation and commitment in our existing staff and advertising that we are a team that other educators would want to be a part of. Staff is recruited by word of mouth, by individual recruitment of previous colleagues, and by posting open positions on K12 Job Spot, MAPSA (Michigan Association of Public School Academies), and Career Builder as well as on the school web site.

Some of the strategies we are using to attract and retain high quality teachers include:

- A strong, committed, passionate leader who sets high expectations for herself and the staff and is supportive in helping staff meet the expectations
- A warm caring building that has a family "feel"
- Open and expected collaboration;
- Open communication;
- All instruction is highly individualized to meet the interests and needs of each student;
- Sufficient team building and collaboration time built into weekly schedule;
- Our facility meets the needs of staff and students;
- Advanced technology with multiple fixed computer labs and mobile computer labs;
- School is designed for Advisory grouping, allowing teachers to bond with a smaller group of students for Team Building, Skill Building, and

Career and Life Planning.

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

WSC Academy operates under the authorization of Lake Superior State University, because of their commitment to building a culture of innovation, individual teacher decision-making, and ongoing professional development. All training and professional development is drawn from the latest developments in pedagogy.

Some of the strategies the district is using to attract and retain high quality teachers include:

- Open and expected collaboration;
- Open communication;
- All instruction is highly individualized to meet the needs and interests of each student;
- Our facility meets the needs of staff and students;
- Advanced technology with multiple fixed computer labs and mobile computer labs;
- School district provides Read 180 and Math 180 support, training, and materials;
- School district provides Rapid Learning support, training, and materials;
- Competitive Salary Schedule and Benefits
- District Provided Professional Development

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NA

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Throughout the year professional development opportunities and activities will be provided in several areas to align with WSC Academy's comprehensive needs assessment. These will include:

1) Rigor and Relevance - This framework will serve as a basis for identifying effective planning for instruction within in the following four quadrants: acquisition, application, assimilation, and adaptation. Quality lesson design will ensure that students are receiving the level of support they need in all areas of the curriculum to assist teachers in using best practices

2) Best Practices - PD involving best practices will equip teachers with the knowledge to implement differentiation strategies such as individual conferencing, re-teaching concepts, guided instruction and reading, extensive lessons using the rigor and relevance model, independent activities, small groups, learning stations, layered curriculum, as well as delivering the district curriculum with fidelity.

3) Professional Learning Communities - Professional learning will focus on the needs of the individual staff members as well as whole building needs by selecting strategic professional development to address achievement gaps and support student learning and a structured system for reviewing data and addressing the needs of students in a timely manner.

4) Parent/Family Engagement - Teachers and staff will learn ways to increase parent communication between home and school. This will be done at staff and PLC meetings when perception data and advice from parent surveys as well as the PAC are shared. Staff will focus on engaging parents to support student learning by creating a strong school and family working relationship through effective communication methods and offering meetings at varied times to accommodate more parents and families. Several opportunities throughout the year will be provided for families to be involved in our school program. Parents will have the opportunities to learn strategies throughout the year at parent workshops which will help connect family and school.

7) MTSS - Teachers will receive professional development on the MTSS model of support for students. This will take place during PLC's and Staff Meetings throughout the school year. This will be important to ensure that students are receiving the level of support they need to meet academic standards.

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

WSC Academy has made a commitment to include time for Professional Learning Communities that will include using the subject area PLCs to analyze assessment data, align curriculum to standards, and furthermore, learn how engage more parents. The schedule includes time on every Friday to provide sustained and ongoing Professional Development. There is also a commitment in using Multi-Tiered System of Supports for academic and behavior concerns. SIP/Staff meetings will be used as needed to review data, learn about best practices and
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more ways to incorporate technology into the classroom. Core professional development will also be embedded within the instructional day through the use of on line professional development opportunities for PLATO, Read 180 and Math 180. The school improvement team will also continue to meet to review perception, process, demographic and achievement data.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Schedule 2016

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents were surveyed to obtain input into the Comprehensive Needs Assessment, and they are continually invited to add their input into the overall growth of the school. Parents are invited to attend board meetings, and they are also invited to attend parent-teacher conferences. Parents are encouraged to become active members of our School Improvement Team. Twice a year parents are to School Improvement Parent Nights, during which they will be updated on the status of our Plan (goals, objectives, strategies and activities), and invited to offer input on programs needed for students and their families through the school.

The school sends monthly newsletters regarding Parent Meetings, and will send letters home to specifically inform parents of upcoming meetings regarding the Schoolwide Plan. The school posts information regarding Parent Meetings on social media and the school website. We will add a link to the Schoolwide Plan from the school website. We will urge students to invite their parents to meetings, and offer incentives for parents to attend. The school uses the Bright Arrow messaging system to notify parents of upcoming meetings. We provide test results for the student and

parent to share following standardized testing, including NWEA and Title I tests (Read 180 and Math 180); we also have individual parent/teacher meetings to refine individual plans for student success. With each contact home we will inform parents that their input is important as we reach for and refine our goals.

As we began to use the Program Evaluation tool, parents were invited to be part of this process. Their input will be sought via annual parent surveys, and the evaluation will be shared at an annual Title I Parent Meeting.

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

The school will convene a Title I Parent Meeting within the first 2 weeks of school from 5:00 pm to 6:30 pm, explaining our curriculum -- PLATO, Project Based Learning, and additional support services like Read 180 and Math 180 -- and how students may qualify for additional support. To accommodate the needs of all parents we will also convene a Parent Meeting within the first 2 weeks of school from 9:00 am to 10:30 am on a Friday, explaining our curriculum -- PLATO, Project Based Learning, and additional support services like Read 180 and Math 180 -- and how students may qualify for additional support. The school will encourage parent support through regular Parent Meetings where our curriculum options are further explained and demonstrated, and where we discuss how each parent can best help ensure their child's success through regular attendance, consistent study times, and adequate nutrition. To encourage parental involvement WSC will also use surveys, phone calls home, and progress letters with room for parent signatures and suggestions. Twice a year parents will be invited to School Improvement Parent Nights, during which they will offer input on programs needed for students and their families through the school. Parents of students receiving support services may arrange for conferences with the Title I teacher or administrators to discuss their children's education, or to offer suggestions on how to improve the program.

Parent Workshops are being offered 4 times during the school year, in the evenings, during which time parents are being provided with information about how to support their child's learning at home. Other topics include why parent involvement is important, preparing your child for college, and using the school's technology resources to help parents find information pertinent to their individual needs and interests

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

The school will encourage parent input on shaping the Schoolwide program through regular Parent Meetings, phone calls home, and progress letters with room for parent signatures and suggestions. Twice a year parents will be invited to School Improvement Parent Nights during which they will offer input on programs needed for students and their families through the school. The school newsletter will be sent home to notify parents of the meeting times as well as having the meeting times posted on the website. Notes from meetings will be made public through the school website to inform parents of the content discussed at these meetings. Parents will have the opportunity to review overall student achievement data via the school website as well as the Annual Education Report posted on the State of Michigan website. Parents of participating students may arrange for conferences with the teachers or administrators to discuss their children's education, or to offer suggestions on how to improve the program. The school will survey all parents annually to seek out feedback and make adjustments to the plan as needed. The schoolwide improvement plan will be included in our school newsletter and posted on the school website. If the schoolwide improvement plan is not satisfactory to any parent, we will submit any parent comments on the plan to (our district) when the school makes the plan available.

As we begin to formally evaluate our plan through the Program Evaluation process, parent input will be sought via surveys, Parent Nights /Meetings, and other opportunities to provide feedback.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		PIP16-17 WSC

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

1118(e)(1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards, State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their child.

WSC Academy High School will provide a teacher-written explanation of the Michigan Common Core Standards based on the Michigan Department of Education's "Crosswalk to the Michigan Grade Level and High School Content Expectations." Material will be phrased in parent-friendly language in writing, and orally at the fall Curriculum Night. Teachers will also be available for assistance with interpreting and explaining the state standards in individual conferences or in parent/teacher conferences. Teachers will demonstrate how to interpret their child's data in order to monitor their progress through progress reports, report cards, and online through PLATO.

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement.

WSC Academy High School will provide Internet Café nights where parents can meet for coffee and have Internet access to investigate and monitor their child's curriculum and academic progress. We also offer parent nights and curriculum nights where parents will be provided with recommended reading lists for students, a list of tutorial programs and websites to aid students and parents with understanding our curriculum and student requirements under the state Common Core Standards, and how best to work with their children at home in order to improve their children's achievement.

1118 (e) (3) Shall, with the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the

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utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them, to work with them as equal partners, to implement and coordinate parent programs, and to build ties between parents and the school.

WSC Academy High School will educate staff to build effective parent involvement, and to value the parents' contributions. Professional development time is regularly devoted to better developing effective parent communications, and to appreciate parents as strong partners. To further develop our professional learning, we will make use of Joyce Epstein's "School, Family, and Community Partnerships: Your Handbook for Action," and Anne Henderson's "Beyond the Bake Sale: The Essential Guide to Family/School Partnerships."

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

WSC Academy High School will freely use and share the Washtenaw County Parent Resource Directory to more fully collaborate with the community to ensure student success. The position of Dean of Education is being redrawn to incorporate presentations and listening sessions with local elementary and middle schools, and with community agencies. Parents will be invited to Parent Visitation Days so they can observe the operation of the school, and parents will be invited on college campus visits to raise expectations for both students and their families or guardians.

1118 (e) (5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand.

WSC Academy High School will write and present information to parents in parent-friendly language. All informational flyers and notifications on social media will be written with this goal in mind. Staff will explain all acronyms, and have ready interpretations for parents. If language or translation services are necessary, we will utilize the resources of the ISD for assistance.

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

WSC Academy High School will provide reasonable support for parental involvement activities as parents may request, including, but not limited to, alternative homework and assignments, flexible meeting times for parents whose schedules require them, and transportation assistance for parents with limited mobility.

1118 (f) Shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and language parents can understand

WSC Academy High School buildings are fully ADA compliant for physical disabilities. WSC Academy will call on the ISD as needed to provide services for parents with hearing, visual or other impairments. If we enroll migratory children as students, we will provide textbooks and resources as needed to provide continuity of education for those students. We will fully provide access opportunities for parents of limited English proficiency to participate fully in all parent activities and school activities in a format and language each can understand.

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

We will survey all parents at the end of the year to determine how we could better accommodate parent needs and schedules in order to

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boost parent involvement. We will use attendance records from parent nights and all other school events. We will also use informal feedback, including Power School log entries involving parent contacts, and parental suggestions collected inside and outside of school

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

We will survey our parents at the beginning and end of the school year to assess parental satisfaction with the school, their students' progress, and our curriculum. Parent feedback gathered from phone contacts, Power School log entries, and personal contacts will also be added. Based on the survey results we will adjust our approach to curriculum, instructional methods, and access to support services like Read 180 and Math 180. The results of parent input will be used when we revise our school improvement plan in the Spring of the year.

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

Originally we considered the school population and the needs of the students. We used focus group interviews with parents to determine the necessary components of the School-Parent Compact. Our Compact was developed by the staff ,parents and students, and then shared with parents when they signed up their students for the school year. On an annual basis we survey parents at the end of the year to assess the effectiveness of the School-Parent Compact, and to determine any necessary adaptations for the future so that we can maintain a collaborative community atmosphere. The compact is revised based upon this collaborative review.

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

NA

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

The School-Parent Compact is shared with every parent when enrolling their students in school, or at the beginning of each year, in order to guarantee that every parent and student has read and understood it. Parents, students, and teachers are invited to sign the Compact to demonstrate their commitment to fulfilling their parts of the Compact. The Compact will be housed with the student's home Advisory teacher so that it can be reviewed or referred to at each parent/teacher conference. The School-Parent Compact will be reviewed once a year to determine if the language or aims of the compact need to be redone

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		WSC Parent Student Compact16-17

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Individual student academic assessment results from standardized tests such as MEAP, MME, NWEA, and Read 180/Math 180 will be shared with parents in a personal conference. Parents will be provided copies of the individual results, and the test procedures and results will be explained by the student's teacher. If a parent requires translation services, the school will provide it through our community contacts. Academic assessment results will be shared at regular conferences, such as quarterly progress report parent nights, or as needed on a one-to-one basis when the need is expressed during regular teacher/parent communication. WSC Academy posts online that we offer individual conferences with parents for any reason, including assessment results or progress .

WSC Academy intentionally uses "parent friendly" language for all communications including student academic assessment results. We ensure that parents have the opportunity to meet with staff if they need additional assistance.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

As a secondary school, we do not have preschool transitions. We do however work to transition 9th graders and new students so that they can be effective learners.

--New students are given an individual tour of the building and are introduced to all staff members.

--Students are put in an age appropriate advisory to help address age and grade related concerns.

--New students are paired with a current student to teach the method for courseware, log in and navigation.

Students begin the transition towards the work world by learning to fill out job applications, developing a resume and practicing interviewing skills. All students complete interest surveys to engage them in planning for their future. In addition there is an annual college fair and numerous college tour field trips that are used to aid in determining the students' next step after high school.

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

Information is shared with parents new to the district and the parents receive a personal tour and 1-1 session on what they can expect from WSC Academy. Academic and Behavior Expectations are discussed and parents are given resources for any support they may need.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers use summative and formative assessments from PLATO to identify student deficiencies for one-on-one and small group instructional interventions. Teachers use small group instruction as formative assessments to identify student deficiencies in order to determine where further one-on-one tutoring and pull outs are necessary for summative assessments.

For project-based learning activities, teachers have flexibility in determining how they will assess student progress. They may use rubrics, observations, multi-media student presentations, written papers and assignments, such as Venn Diagrams, student reflections on their own growth, presentations to professional organizations, such as the School Board

As a staff, we meet every Friday in a PLC to address the progress of students. This includes analyzing the results of our assessments. Teachers are actively involved in the process of selecting and designing local assessments.

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

WSC consists of a small staff who work collaboratively in order to identify the strengths and needs of all students. The staff conducts this analysis through weekly planning time. During weekly planning time, teachers and staff review the progress of individual students, along with their attendance and behavioral issues. This is done by discussing and analyzing formative and summative data that has been collected during instructional time throughout the week. Advisory teachers are responsible for reporting data to the principal on a weekly basis to indicate areas of improvement. This data is collected via PLATO reports indicating progress in assigned courses, formative assessments based on pull-out instruction in specific content areas, and teacher observation. In addition, NWEA data will provide gradelevel proficiency for individual students in reading, language, and math.

Support services include differentiated instruction, based on the analysis of this data, resource support by a highly qualified teacher, and the opportunity for extended learning after school Monday-Thursday to receive additional help. Scientific research-based interventions such as Read 180 and Math 180 are currently being utilized to improve reading and math skills. Read 180 students receive instruction on a daily basis during the school day. Math 180 is offered on Fridays, when students don't generally have school. As NWEA reports become available, advisory teachers will meet to review and analyze this additional data. Specific academic areas of strength and needs will be identified as well as additional strategies to address these academic deficit

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

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The process to identify students needing additional assistance includes:

English Language Arts: A Scholastic Reading Inventory is administered quarterly to identify students who need interventions in the area of reading as well as to measure growth. Data points from READ 180 and MAP scores that indicate Beginning Reader, Below Basic, or Basic identify students who require additional assistance. In addition, weekly progress in course work is observed by teachers to detect deficiencies that impede student progress. Additional teacher assistance is offered on a one-on-one basis by a student/parent request, or based solely on teacher observation of student progress. WSC also has a consistent base of retired professionals who volunteer daily in assisting students who need additional academic support. Pull out sessions or small group instruction is also offered to students when a teacher may notice that there is a deficiency at that time.

Math: A Scholastic MAP/NWEA is administered three times a year to all students. MAP scores are analyzed by the school data team to identify students who require additional assistance. Those students who tested at low or low-average for their grade level are targeted for additional assistance and support. In addition, weekly progress in course work is observed by teachers to detect deficiencies that impede student progress. Additional teacher assistance is offered on a one-on-one basis by a student/parent request, or based solely on teacher observation of student progress. Students have access to additional support from the math paraprofessional via one-on-one or small group instruction as well as help from volunteers who are retired professionals. These students are recommended by the math instructor based on student need.

Science: Using PLATO, students will take mastery tests, which will alert teachers to students who may need additional support. READ 180 data and MAP scores are analyzed to identify students who require additional assistance based on the reading/math requirements of their enrolled course. Students testing below grade level are provided with interventions. Weekly progress in course work is observed by teachers to detect deficiencies that impede student progress. Additional teacher assistance is offered on a one-on-one basis by a student/parent request, or based solely on teacher observation of student progress.

Social Studies: As with Science, data from READ 180 and MAP scores are analyzed to identify students who require additional assistance. Students whose reading scores indicate that they are a Beginning Reader, Below Basic or Basic require additional assistance. Weekly progress in course work is observed by teachers to detect deficiencies that impede student progress. Additional teacher assistance is offered on a one-on-one basis by a student/parent request, or based solely on teacher observation of student progress.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Timely, effective, additional assistance provided to students includes:

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Reading:

Students are individually tutored throughout the day. Small group pull outs are used to target difficult concepts and to target skills that need further development. In addition to the administration of NWEA, a Scholastic Reading Inventory is administered quarterly to identify students who need interventions in the area of reading as well as to measure growth. The school data team compiles the results of NWEA along with the SRI data and classroom performance or student work samples to identify students performing below grade level proficiency. Based on these results, students are placed into the reading intervention of READ 180. When students achieve scores that indicate basic or proficient in READ 180 they are exited out of the program. This scientifically research- based intervention is taught by a highly qualified English Language instructor during the course of the regular school day for 60 minutes daily. In addition to the reading intervention, alternative and additional assignments are offered to help students master areas of difficulty. Volunteers, who are retired professionals, also work with individual students to provide academic support. The full data team meets at least three times a year to review student scores and adjust interventions accordingly. Data team meeting occur regularly throughout the school year to progress monitor and make any necessary adjustments to accommodate student learning needs.

Math:

Students are individually tutored throughout the day. Small group pull outs are used to target difficult concepts and to target skills that need further development. NWEA is administered three times a year to identify students who need additional instruction in the area of math as well as to measure growth. The data team meets to review these results along with classroom performance and work samples. Based on the results of this assessment and review of student work, students are recommended for additional support by the math paraprofessional or volunteer tutors. Daily instruction is delivered by a highly qualified math teacher. The entire data team meets at least three times a year to analyze all performance data. Smaller data teams meet throughout the school year to progress monitor student growth and make necessary adjustments for student learning needs.

Science:

Students receive individual instruction as they proceed through their PLATO tutorials. Small group pull outs are used to deliver additional instruction on difficult concepts and to target skills that need further development. This instruction is delivered by a highly qualified science teacher. A concept check is completed one-on-one with the teacher at the conclusion of the instruction to ensure that students have comprehended the material. Alternative and additional assignments are also offered to help students master areas of difficulty. The science teacher also offers an after school science club for students wanting to participate in more hands-on activities related to science and increase their understanding of this subject.

Social Studies:

Students are individually tutored throughout the day. Small group pull outs are used to target difficult concepts and to target skills that need further development. Alternative and additional assignments are offered to help students master areas of difficulty. Social studies instruction is delivered by a highly qualified certified teacher.

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

Teachers differentiate instruction in the classroom by offering alternative assignments on an individual and small group basis. In English and reading, students are provided with an opportunity to participate in alternative reading assignments with comprehension and analysis questions, an essay option, or a visual representation option. In math, students are given the opportunity to participate in alternative

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assignments that build their problem-solving skill set, such as students being given the answer to figure out the process of solving a problem with individual teacher support. In science, students are given the opportunity to participate in alternative assignments to enhance their reasoning skills by understanding a process approach (scientific method) which undergirds all scientific knowledge gathering in a progressively challenging way. In social studies, students are given the opportunity to participate in alternative assignments to further develop their knowledge base of significant historical periods in terms of social and economic realities. Students are given visual options of learning through documentary viewing and visual/writing options of showing mastery, such as visual representation of significant events, or writing an essay. Furthermore, cross-curricular instruction is provided through group and individual projects (project-based learning). A blended learning model of online instruction with direct teacher instruction is offered to all students. This allows students to work at their own pace while providing assignments that target specific needs.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

WSC Academy receives funding from numerous different sources to provide programs for students in our community to achieve our schoolwide goals. The school receives Federal funds in the form of Title I and Title II funds. The school also receives state aid in the form of FTEs based on the student count completed in October and February, Section 31a funds provided for at risk students, an Idea Grant for use with the special education population, and an Implementation grant used for start up of new charter schools in the State of Michigan. WSC Academy also received a grant from Lake Superior State University for professional timeliness that was to be used at the school's discretion.

Federal Funds

Title I - Purchased the Read 180 Program with a site license for 60 students to increase reading scores of our lower performing readers. Title I funds were also used for technology, hardware, and software including iPads, calculators, SMART Boards, and laptops. These funds are also being used to provide campus visits for students to a number of institutions in the State of Michigan. A remedial math program, Math-U-See, was also purchased for help with our lower performing math students. Bus Tokens are also purchased with Title I funds in order to provide transportation to and from after school activities. Parent Nights and involvement activities are also funded with Title I funds. Finally, Title I funds are used to pay the salary and benefits of the Reading Teacher hired by WSC Academy.

Title II - Purchased professional development services for the WSC Academy Staff in accordance with the School Improvement Goals.

State Funds

IDEA Grant - The Idea Grant provided by the State of Michigan was used pay for the salary and benefits of our special education teacher.

State Funds:

General Fund - The general fund of WSC Academy is used to pay for the salaries and benefits of the administrative and teaching staff as well as secretarial and custodial services. Teaching supplies, advertising, legal services, teacher recruiting and consulting fees also come out of the general fund. Capital outlay and building maintenance such as leasing and utilities also are covered by the general fund.

Section 31a - Section 31a funds were used to purchase the Math 180 program, as well as the teacher salaries required to support the program. These funds were also used to purchase a computer for support of the Math 180 Program. Plans are underway to have a summer school program that would be funded through Section 31a also.

Implementation Grant - The Implementation Grant was used to purchase furniture and supplies for use in the classroom by the students. Included in the purchase were tables, chairs, and stools, technology (such as computers and iPads), and materials needed for classrooms in all content areas.

Local Funds:

LSSU Grant - This grant was used to purchase bus tokens for students to get to and from school

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

1. Comprehensive Needs Assessment - Our Comprehensive Needs Assessment, conducted by our School Improvement Team, is covered by our General Fund. Data collection and analysis, the development of goals, selection of strategies and activities, and planning for professional development are included in this process. The data collected and analyzed included: student achievement data, the completion of our SSR for program/process data, administering surveys to staff, students and parents, and examining pertinent demographic data.

2. Schoolwide Reform Strategies - Our Schoolwide Reform Strategies are funded in a number of ways. Read 180, a program designed to assist remedial readers, is funded through Title I. Our remedial math support, Math 180, is funded through Section 31a funds. Additional math support, Math-U-See, is purchased through the use of Title I funds. The afterschool math tutoring program that uses Math 180 is funded through the use of Section 31a funds to pay the teacher's .2 FTE salary. Summer School, using our PLATO instructional program, will be funded through Section 31a. All other strategies that are used with all students - PLATO and project-based learning - are paid through our General Fund.

3. Highly Qualified Staff - Highly qualified staff, including teachers, administrators and counselors, are funded primarily through the General Fund. The staff is recruited through the General Fund as well. The General Fund is used to pay for the salaries and benefits of administrators, teachers, counselors, custodians and the secretary. One position, the Dean of Education / Reading Specialist, is funded through two sources - Title I funds for .8 FTE and Section 31a for .2 FTE. Section 31a funds are used to pay the .2 FTE salary of the afterschool math tutor.

4. Attract and Retain Highly Qualified Staff - Attracting and retaining highly qualified staff is done through the General Fund. Recruiting staff is done through posting openings on sites for educators, which may incur some minimal costs. Recruiting is also done by HR staff at teacher recruitment fairs at colleges throughout the state. The General Fund, along with some Title I and Section 3a funds, allows us to retain the highly qualified staff we currently have.

5. Professional Development - PD is funded from the General Fund as well as through the use of Title II funds. Various PD opportunities are being researched to align with our school improvement goals.

6. Parental Involvement - Parent involvement is funded through Title I funding. WSC Academy uses the Title I funding to host between 4 and 6 Parent Nights and Workshops each school year. At these events we provide food and incentives for parents in attendance, also funded through Title I.

7. Preschool Transition - Since WSC Academy is a Grade 9-12 high school we do not have preschool transitions. However, through the use of the General Fund we provide a guidance counselor for students to support post-secondary transitions. Each graduating student works out a transition plan, highlighting exit plans and goals for post-secondary education. Title I funds are used during the school year for college field trips to help students make informed decisions about their post-secondary plans.

8. Assessment Decisions - Assessment decisions are primarily funded through the General Fund. WSC Academy uses NWEA / MAP testing to assess student progress three times throughout the year. Title I funds are used for Read 180, which includes student lexile (reading level) testing. Math 180, which is funded through Section 31a, includes math testing for students enrolled.

9. Timely and Additional Assistance - Funding for this component comes from many different sources at WSC Academy. Title I funds are used to provide the Read 180 program for remedial readers in the school. Title I funds are also used to provide the remedial reading teacher who works with the students in this program. Technology is also purchased through Title I funds to allow students the freedom and flexibility to work in different settings. Section 31a funds are used to provide remedial math support for the Math 180 program, as well as the .2 FTE teacher that provides instructional support. Section 31a funds are also used to pay for Summer School costs to assist our struggling or remedial students. The General Fund is also used to pay for any basic materials and support items, such as textbooks, for students who need additional assistance.

10. Coordination and Integration of Federal, State and Local Programs and Resources - The General Fund is used for the salaries of the

School Improvement Team responsible for the coordination of Federal, State and local resources.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

WSC Academy uses General Funds to provide job training for students enrolled at the Academy. All students, through Advisory, are exposed to required job skills for post-secondary transitions. General Funds are also used to provide resources for technical education. WSC has a strong partnership with Work Skills Corporation and coordinates vocational and technical education opportunities and job training for students who may qualify. They also provide support for students as they learn job interviewing skills. Additionally a partnership was forged with the Rotary during the 14-15 school year that should provide additional opportunities for students next year.

We currently do not have a breakfast or lunch program, housing programs, violence prevention programs, Head Start, or adult education.

Evaluation:

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

On an annual basis, the School Improvement Team, consisting of teachers, administrator/s, support staff and parent representative/s (or via surveys) will meet to review accumulated data acquired throughout the year. The data will be compared to the plan to determine if the outcomes are meeting the goals outlined in our plan. In addition to academic data, the areas of perception data, demographic data and program/process data will be updated annually. Assessments to be reviewed include NWEA, Read 180 Scholastic, Math 180, ACT, MME and M-Step scores. If scores are demonstrating growth, we will continue progressing with the programs currently in place, as well as building on these programs. If scores are not demonstrating growth, the team will review programs currently in place to determine what is working and what is not working. The team will research other scientifically research-based programs to consider which programs may be a better fit to meet the needs of our students.

We will be looking at data and comparing and contrasting the progress of the staff and their ability to align their goals with the goals of the Title I Schoolwide plan. Teachers will be surveyed and give self appraisals as to their opinions on what worked and what did not. Parents will also be surveyed as to the ability of the school to meet the needs of the students and support them appropriately. Parents will also be encouraged to offer their ideas on how to meet the needs of the students and the community.

Students will be assessed 3 times per year (fall, winter, and spring) using NWEA in the areas of reading, language, and math. At the completion of each assessment period, we will conduct a staffing to review the data and determine if students are showing progress. If students are demonstrating progress, they will continue in the assigned intervention. If students are not demonstrating progress, staff will discuss potential reasons for this such as if the current intervention is an appropriate match for a specific student, attendance, personal effort. Progress-monitoring data will also be reviewed to determine if students are meeting benchmarks for an assigned intervention as they proceed. Parents will be notified of the intervention recommendations as well as student progress.

The reading intervention of Read 180 is currently carried out with strong fidelity meeting for at least 90 minutes daily and is led by a highly qualified English/Language teacher. The schedule will be tailored in the upcoming school year to deliver this same fidelity in the Math 180 intervention. Currently, this program is offered on Fridays only from 12-3 and is led by a highly qualified math instructor. Students participate in project-based learning activities daily from 1:10 p.m.-3:10 p.m. where instruction is also delivered by highly qualified teachers in the areas of math, science, social studies, and English/language arts. These activities are monitored via all-staff meetings each Friday where teachers are required to provide weekly updates on individual student progress in Plato, interventions, and project-based learning activities along with course completion rates. This also allows a weekly opportunity for staff to converse with the administration regarding what is working and what is not working as related to instruction, interventions, and overall composition of the school curriculum and climate. Additionally, the results of the Program Evaluation (using the MDE Evaluation Tool) will be used to help the school evaluate the implementation of the school wide program.

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

The staff members of WSC-Ypsilanti will review the data compiled from NWEA, MME, ACT, Read 180, course completion, course grades, and attendance to determine if growth is being achieved by students. Academic content areas to be reviewed include reading, language,

math, science, and social studies. In addition, overall PLATO course completion and grades will be reviewed as well as how student achievement scores and course completion are impacted by student attendance. This data will be broken down to see where gains or losses are being made by students, compare intervention strategies and instructional strategies that are working or not working. Students who participate in interventions regularly are considered to be closing the gap in the area of reading if they raise their lexile reading scores by one hundred lexile points over the course of one year. The review will entail comparing overall student achievement data from the fall, winter, and spring to ensure that achievement gaps are closing. Students will be considered successful in closing the achievement gap if they are showing growth of more than one grade level when initially scoring below grade level on school-wide universal screenings. Students are expected to demonstrate growth of at least one grade level if at or above grade level as measured by school-wide universal screenings such as NWEA and the Scholastic Reading Inventory. In addition, the data team will review the credits students are earning via their coursework to ensure that students are achieving adequate credits to be on track for graduation. Previous reviews have indicated that students need to achieve 4.5 credits each school year to be considered on track for a high school diploma within the four-year timeline. Annual graduation rates will be calculated to determine how this is impacted by accumulated data and instructional strategies during the school year.

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

Students will be assessed 3 times per year (fall, winter, and spring) using NWEA in the areas of reading, language, and math. At the completion of each assessment period, we will conduct a staffing to review the data and determine if students are showing progress. If students are demonstrating progress, they will continue in the assigned intervention. If students are not demonstrating progress, staff will discuss potential reasons for this such as if the current intervention is an appropriate match for a specific student, attendance, personal effort. Progress-monitoring data will also be reviewed to determine if students are meeting benchmarks for an assigned intervention as they proceed. For students who are behind in achieving adequate credits within the four-year timeline for graduation, a summer school program for credit recovery will be offered for four weeks. Success will be measured by course completion, course grades, and attendance. The SI Team will review the results of all of our data to see if we have been successful in reaching our objectives and if we are closing the gaps for our identified sub groups.

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

WSC Academy will conduct School Improvement Team meetings monthly. Parents will be invited to attend these meetings. During these meetings components of the plan will be discussed to ensure that WSC is staying focused on our goals and showing progress towards meeting these goals. Effective and ineffective strategies will be evaluated based on data collected from assessments as well as staff and parent feedback. New strategies and programs will be reviewed as we determine the needs of the students and the school, based on the data and feedback provided. Academic strategies will be researched via recommendations and studies identified through reputable sources such as professional referrals from schools showing growth, What Works Clearinghouse, RTI4success, and ERIC. The review process will be ongoing as we seek to improve the skills of students who are performing below grade level in order for them to acquire the knowledge needed to meet grade level standards and be academically successful.

All results of our evaluations including the Program Evaluation using the MDE Program Evaluation Tool, as well as the results of our CNA will be considered and used to revise our SI Plan in the Spring of the year and will help determine our program for the next school year.

2016-2017 WSC Academy School Improvement Plan

Overview

Plan Name

2016-2017 WSC Academy School Improvement Plan

Plan Description

Revised plan June 2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at WSC Academy will improve English Language Arts Proficiency	Objectives: 1 Strategies: 5 Activities: 28	Academic	\$244200
2	All Students at WSC Academy will improve Social Studies Proficiency	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$59800
3	All Students at WSC Academy will improve Science proficiency	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$69300
4	Students at WSC Academy will improve Math proficiency	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$59450
5	All students in the subgroups of special education, English language learners, and homeless will be provided with services appropriate to their individual needs so their overall achievement will increase in all content areas	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All Students at WSC Academy will improve English Language Arts Proficiency

Measurable Objective 1:

80% 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 One year increase in writing in English Language Arts in English Language Arts by 06/23/2017 as measured by Teacher assessment, MME, Explore, PLAN and ACT data..

Strategy 1:

Use of Technology - •Primary delivery system - PLATO

- All content areas
- Includes classes each student is registered for
- Opens with syllabus and course overview, introduction to software
- Includes audio, visual, video, interactive activities
- Keeps and tracks student progress in all assigned classes
- Technology-based program that allows students to work at their own pace in all content areas at any time
- Begins with formative pre-test to determine course skills that are mastered or need mastering
- Required mastery level – 72% to move on to next course level
- Course modules start with tutorial that proceeds to an application and ends with a mastery quiz
- Instruction in a variety of ways to address all learning styles
- Summative unit tests and end of semester tests for mastery of course objectives
- Teacher available to offer direct instruction and assistance individually and as a small group

Category: Learning Support Systems

Research Cited: Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2009) (Revised 2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development, 1-55.

Tier: Tier 1

Activity - Small Group Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	07/01/2015	06/28/2019	\$1500	General Fund	Classroom Teachers and Title I Staff

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Activity - Read 180 Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are evaluated for reading comprehension through the Read 180 program. Results identify students who require additional assistance using the Read 180 instructional program at a Tier II level.	Academic Support Program	Tier 1	Evaluate	07/01/2015	06/28/2019	\$6000	Title I Part A, General Fund	Teachers

Activity - Monitoring/Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLATO progress reports, as well as NWEA data, are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/28/2019	\$1500	General Fund	Teachers

Strategy 2:

Differentiated Instruction - Students are given direct instruction and/or alternative assignments based on their need and interest.

Category:

Research Cited: Resource from Eileen

Tier: Tier 1

Activity - Read 180 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive the Read 180 direct instruction program provided by the Title I teacher. This program strengthens students' reading comprehension abilities. Site License will be renewed with Title I funds.	Direct Instruction	Tier 2	Implement	09/02/2014	06/28/2019	\$61500	Title I Part A, Title I Part A	Title I teacher

Activity - Resource Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	\$5000	General Fund	Special Education teacher

Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 1	Implement	09/02/2014	06/28/2019	\$6500	Section 31a	Teachers

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Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Title II Part A	Administration and teachers
Activity - Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Content Interventionist is a highly qualified teacher who will provide additional instructional support for the lowest 15% of identified students. The CI will focus on helping students increase achievement and motivate them by showing the real world connections to the work they are doing.	Academic Support Program, Behavioral Support Program, Extra Curricular	Tier 3	Implement	09/08/2015	08/17/2016	\$65000	Title I Part A	Intervention Content Teacher (Science)
Activity - Professional Learning Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in 5 half day trainings regarding the use of data to select best practices and strategies to increase student achievement. An MDE facilitator will lead them in understanding the Title I Schoolwide components and how to use data to improve instruction and achievement and how to develop a professional learning community	Professional Learning	Tier 3	Implement	07/13/2015	06/28/2019	\$5000	Title II Part A	Principal and MDE approved Schoolwide Facilitator
Activity - Reading/Writing in Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive direct instruction support by HQ content teachers in the areas of Science and Social Studies to use informational text to address identified needs in Science and Social Studies. Activities and resources will be selected by the Teaching team to best address the students needs as identified in the individualized learning plan	Direct Instruction	Tier 2	Implement	07/13/2015	06/28/2019	\$4000	Section 31a, Title I Schoolwide, Title I Schoolwide	Principal, Deans, Teaching Staff, Counselor, Paraprofessional
Activity - Writing/Research Paper	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive instruction on the elements of good writing by the ELA teacher. Culminating Activity will be an in depth Research Paper.	Direct Instruction	Tier 2	Implement	09/08/2015	06/28/2019	\$3000	Title I Part A	ELA Staff, Principal, Deans

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Activity - National Title I Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1) Administrator to attend 2017 National Title I Conference - Feb 22-25 in Long Beach California to learn best practices in working with Title I students to be able to share with staff and lead the instructional team.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction, Materials, Policy and Process	Tier 2		02/17/2017	02/26/2017	\$3000	Title I Part A	WSC Administrator

Strategy 3:

Extended Learning Opportunities - Students will be given the opportunity to participate in extended learning opportunities via a Book Club, Project Based Learning, alternate assignments for all courses, and summer school.

Category:

Research Cited: Add resource from John McCarthy's website

Tier: Tier 1

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in a book club where they, as a group, choose, analyze, and discuss a particular novel during a designated time period during the school day. This activity is above and beyond what is required of the PLATO courses. Additional Supplemental Books (leveled) readers will be needed for students to accommodate their needs	Academic Support Program	Tier 2	Implement	09/02/2014	06/17/2016	\$2000	General Fund, Title I Part A	Teachers

Activity - Alternate Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/28/2019	\$2500	General Fund	Teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Highly qualified teachers (3) and a highly qualified Paraprofessional who will work under the supervision of the HQ Teachers will provide direct instruction and academic support for the students identified as at risk of not meeting standards in all 4 content areas. This additional time and small group setting will enhance the learning environment for students and will also help students with credit recovery. Summer school will be available to all students in order to make up credits toward graduation as well as strengthen understanding of core instruction and to allow differentiated assignments for students. Supplemental teaching supplies for projects, leveled reading material and additional copy paper will be needed	Direct Instruction	Tier 3	Implement	07/13/2015	06/28/2019	\$36000	Title I Part A, Section 31a	Teachers and administrators
Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to various Academic Parent Activities, where staff will share strategies and focus student work in all 4 content areas. Parents will be invited to Participate in the Title I annual meeting to review the plan, compact and Parent Involvement Plan and offer input. Parents will serve on the School Improvement team to support Title I initiatives	Parent Involvement	Tier 2		08/17/2015	06/28/2019	\$500	Title I Part A	Dean & Staff
Activity - Homeless Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional support for in core content areas for identified homeless students Provide transportation for identified homeless students to ensure full participation in school program	Academic Support Program	Tier 2		09/07/2015	06/28/2019	\$1000	Title I Part A	Principal
Activity - College Tours	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in College Site visits --Michigan State University, Western Michigan, University of Toledo, Central Michigan University to learn about opportunities and understand the connection to their daily work. Will include transportation costs	Field Trip	Tier 2	Implement	10/12/2015	04/15/2016	\$1600	Title I Part A	Guidance counselor
Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend field trips to Michigan History Museum, DIA, Play production at EMU or WSU, Monroe 1812 Battlefield. Transportation and Entrance fees. To provide Enrichment Activities and connect real life experiences for students. To help motivate students and improve engagement.	Field Trip	Tier 2		09/21/2015	06/28/2019	\$3200	Title I Part A	Principal, Dean, Teachers

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Strategy 4:

Project Based Learning - Students participate in inquiry based projects that explore academic subject areas. Projects involve research, collaboration, and hands on learning. This program is open to all students.

Category:

Research Cited: Need Resource

Tier: Tier 1

Activity - Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings. Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings. Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings. The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/28/2019	\$5000	General Fund	Teachers

Activity - PBL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be the second year of PBL professional development for teachers. Teachers will continue to implement projects with guidance from their PBL training.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$5500	Title II Part A	Administration, teachers, and trainers.

Strategy 5:

Monitor/Evaluate READ 180 Program - We tentatively plan to monitor and evaluate our READ 180 program. We will review data monthly to monitor student progress as they continue their enrollment in the program.

Category:

Tier: Tier 1

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Activity - Use Program Evaluation Tool to monitor READ 180 Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We plan to use the evaluation tool to Monitor/Evaluate the READ 180 Program during the 2016-17 School Year.	Policy and Process	Tier 1	Monitor	08/15/2016	06/30/2017	\$1500	General Fund	Title I Teacher Principal
Activity - Professional Learning Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Principal will attend MASSP Principal Boot camp series of 5 sessions designed to improve the effectiveness of a new principal Cost of registration, materials, travel expenses	Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3000	Title II Part A	Principal
Activity - Professional Learning Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Opportunities for Staff to learn best practices strategies and compliance requirements, so that achievement gaps can be addressed. MAASE (Special Education Summer Seminar), Aug 2016 Traverse City; SAT redesigned (Wayne RESA) Oct & Nov 2016; SATathon (Institute for Excellence in Education) August 2016 Lansing, MI; Accountability and Assessment (MDE) Aug. 2016, Lansing MI, School Improvement Conference (MDE) Nov, 2016, Lansing, MI	Professional Learning	Tier 3	Implement	07/01/2016	06/30/2017	\$2300	Title II Part A	Dean of Special Population, Dean, Title I Staff, Counselor
Activity - Professional Learning Best Practices All Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best Practices--Using Data, Data Analysis, Title I Implementation and Using the Continuous School Improvement Model to improve Student achievement. 5 sessions with an MDE Approved Schoolwide Facilitator to help all staff learn how to implement the Title I plan and to address improving student achievement. Teachers will also engage in training , on how to work effectively with parents, using the Epstein model of Parent Engagement. Session led by a trained NNPS Facilitator.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$6000	Title II Part A	Principal, Deans, MDE Approved Facilitator, Teachers
Activity - Professional Learning Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will attend Innovators in Education --Fall MAPSA Conference , October 2016, to learn Best strategies and networking with other PSA Administrators.	Professional Learning	Tier 1	Implement	10/04/2016	10/28/2016	\$600	Title II Part A	Principal

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

Activity - Professional Learning Non Violent Crisis Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in training on Suicide Prevention in Teens (Sept 2015) and Non Violence Crisis Intervention (October 2015) facilitated by Amy Sheibar, Work Skills Corporation and Melissa Archibald, Guidance Counselor, WSC.	Professional Learning	Tier 1	Implement	09/01/2016	10/28/2016	\$0	No Funding Required	Principal, Counselor
Activity - Professional Learning Fridays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in weekly professional learning opportunities on Fridays 9:00 am - 1:00pm . Best practices in Math Reading Writing, Science and Social Studies will be addressed, Project Basd Learning Implementation and using data to improve instruction. Book studies will be included as well as online opportunities and facilitated sessions by content experts (ISD consultants) and education consultants	Professional Learning	Tier 1		08/22/2016	06/30/2017	\$7000	Title I Part A, Title II Part A	Principal, Deans, Consultants

Goal 2: All Students at WSC Academy will improve Social Studies Proficiency

Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in their PLATO courses in Social Studies by 06/23/2017 as measured by State standardized scores and PLATO assessments..

Strategy 1:

Use of Technology - Primary Delivery System - PLATO - • All content areas

- Includes classes each student is registered for
- Opens with syllabus and course overview, introduction to software
- Includes audio, visual, video, interactive activities
- Keeps and tracks student progress in all assigned classes
- Technology-based program that allows students to work at their own pace in all content areas at any time
- Begins with formative pre-test to determine course skills that are mastered or need mastering
- Required mastery level – 72% to move on to next course level
- Course modules start with tutorial that proceeds to an application and ends with a mastery quiz
- Instruction in a variety of ways to address all learning styles
- Summative unit tests and end of semester tests for mastery of course objectives
- Teacher available to offer direct instruction and assistance individually and as a small group

Category:

Research Cited: Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2009) (Revised 2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-

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WSC Academy - Ypsilanti Campus

Analysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development, 1-55.

Tier: Tier 1

Activity - Small Group Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers
Activity - Visual Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be shown a wide variety of documentaries and films to supplement/enhance the PLATO Social Studies curriculum.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$800	General Fund	Teachers
Activity - Monitoring/Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLATO progress reports and assessments are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers

Strategy 2:

Differentiated Instruction - Students are given direct instruction and/or alternative assignments based on their need and interest.

Category:

Research Cited: Research from Eileen

Tier: Tier 1

Activity - Visual Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be shown a variety of documentaries/films to supplement/enhance the PLATO curriculum.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers
Activity - Resource Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2017	\$5000	General Fund	Special Education teacher

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Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$6500	Section 31a	Teachers

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Title II Part A	Administration and teachers

Strategy 3:

Extended Learning Opportunities - Students will be given the opportunity to participate in extended learning opportunities via a Book Club, Project Based Learning, alternate assignments for all courses, and summer school.

Category:

Research Cited: McCarthy's website

Tier: Tier 1

Activity - Alternative Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$2500	General Fund	Teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be available to all students in order to make up credits toward graduation.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2017	\$25000	Section 31a	Administration and teachers

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

WSC Academy hosted parent nights focusing on aspects of curriculum and school processes. These meetings will focus on targeted students and help explain to parents the process of helping the targeted students achieve growth in goal areas. 2 total parent Title I nights with other parent meetings/workshops offered throughout the year.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1		08/22/2016	06/30/2017	\$500	Title I Part A	Principal, Staff, Parents
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Strategy 4:

Projects - Students participate in inquiry based projects that explore academic subject areas. Projects involve research, collaboration, and hands on learning. This program is open to all students.

Category:

Research Cited: NEED RESOURCE

Tier: Tier 1

Activity - Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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WSC Academy - Ypsilanti Campus

<p>Student Store Project: Students acquired the skills necessary to run a small business (Snack Shack) within the school. Students created a business plan and scale model that they presented to the school board and were also responsible for the day to day running of the store. Students were required to solve real world problems and to collaborate with their peers and staff for this project.</p> <p>A Hero in My Eyes English Project: Students explored the characteristics of a hero and chose a hero in their own life to whom they applied those characteristics. Students utilized critical thinking and creative writing skills in order to create an online presentation.</p> <p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.</p>	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$5000	General Fund	Teachers
Activity - PBL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This will be the second year of PBL professional development for teachers. Teachers will continue to implement projects with guidance from their PBL training.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2017	\$5500	Title II Part A	Administration, teachers, and trainers

Goal 3: All Students at WSC Academy will improve Science proficiency

Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in assessments in Science by 06/18/2015 as measured by ACT, MME, NWEA, and PLATO assessments.

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

Strategy 1:

Use of Technology - Primary Delivery System - PLATO - • All content areas - • Includes classes each student is registered for

- Opens with syllabus and course overview, introduction to software
- Includes audio, visual, video, interactive activities
- Keeps and tracks student progress in all assigned classes
- Technology-based program that allows students to work at their own pace in all content areas at any time
- Begins with formative pre-test to determine course skills that are mastered or need mastering
- Required mastery level – 72% to move on to next course level
- Course modules start with tutorial that proceeds to an application and ends with a mastery quiz
- Instruction in a variety of ways to address all learning styles
- Summative unit tests and end of semester tests for mastery of course objectives
- Teacher available to offer direct instruction and assistance individually and as a small group

Category:

Research Cited: Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2009) (Revised 2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development, 1-55.

Tier:

Activity - Small Group Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers
Activity - Visual Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be shown a wide variety of documentaries and films to supplement/enhance the PLATO Science curriculum.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$800	General Fund	Teachers
Activity - Monitoring/Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLATO progress reports and assessments are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

Strategy 2:

Differentiated Instruction - Students are given direct instruction and/or alternative assignments based on their need and interest.

Category:

Research Cited: Need Research from Eileen

Tier: Tier 1

Activity - Visual Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be shown a variety of documentaries/films to supplement/enhance the PLATO curriculum.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers
Activity - Resource Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2017	\$5000	General Fund	Special education teacher
Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$6500	Section 31a	Teachers
Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Title II Part A	Administration and teachers

Strategy 3:

Extended Learning Opportunities - Students will be given the opportunity to participate in extended learning opportunities via a Book Club, Project Based Learning, alternate assignments for all courses, and summer school.

Category:

Research Cited: Project Based Learning Resources: www.openingpaths.org; www.bie.org

Tier: Tier 1

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Activity - Alternative Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$2500	General Fund	Teachers
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be available to all students in order to make up credits toward graduation.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$25000	Section 31a	Administration and teachers
Activity - College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>WSC Academy will increase student exposure to college life through field trips and summer leadership camp. Students will be selected each summer to attend the LSSU leadership camp, based on the number of scholarships offered to WSC Academy for this program. Students will be exposed to a variety of college campuses through field trips and camps in order to familiarize students with college expectations. Title I money will be used to transport, house and feed targeted students on campus visits throughout the school year. Students will have opportunities to visit CMU, Grand Valley State, Schoolcraft community, University of Toledo, and complete a summer program in June/July 2017.</p> <p>11th and 12th grade students will be offered opportunities to attend college campus visits, career workshops and participate in work-study opportunities. These are coordinated through the school counselor and WSC Academy along with local colleges and businesses.</p>	Field Trip, Career Preparation /Orientation, Extra Curricular	Tier 1		07/01/2016	06/16/2017	\$10000	Title I Schoolwide	Principal, Counselor, Teachers

Strategy 4:

Project Based Learning - Students participate in inquiry based projects that explore academic subject areas. Projects involve research, collaboration, and hands on learning. This program is open to all students.

Category:

Research Cited: Project Based Learning Resources: www.openingpaths.org; www.bie.org

Tier: Tier 1

Activity - Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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WSC Academy - Ypsilanti Campus

<p>Student Store Project: Students acquired the skills necessary to run a small business (Snack Shack) within the school. Students created a business plan and scale model that they presented to the school board and were also responsible for the day to day running of the store. Students were required to solve real world problems and to collaborate with their peers and staff for this project.</p> <p>A Hero in My Eyes English Project: Students explored the characteristics of a hero and chose a hero in their own life to whom they applied those characteristics. Students utilized critical thinking and creative writing skills in order to create an online presentation.</p> <p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.</p>	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$5000	General Fund	Teachers
Activity - PBL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be the second year of PBL professional development for teachers. Teachers will continue to implement projects with guidance from their PBL training.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2017	\$5500	Title II Part A	Administration, teachers, and trainers

Goal 4: Students at WSC Academy will improve Math proficiency

Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in district assessments in Mathematics by 06/23/2017 as measured by NWEA district assessments and Plato assessments.

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WSC Academy - Ypsilanti Campus

Strategy 1:

Use of Technology - Primary Delivery System - PLATO - • All content areas - • Includes classes each student is registered for

- Opens with syllabus and course overview, introduction to software
- Includes audio, visual, video, interactive activities
- Keeps and tracks student progress in all assigned classes
- Technology-based program that allows students to work at their own pace in all content areas at any time
- Begins with formative pre-test to determine course skills that are mastered or need mastering
- Required mastery level – 72% to move on to next course level
- Course modules start with tutorial that proceeds to an application and ends with a mastery quiz
- Instruction in a variety of ways to address all learning styles
- Summative unit tests and end of semester tests for mastery of course objectives
- Teacher available to offer direct instruction and assistance individually and as a small group

Category:

Research Cited: Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2009) (Revised 2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development, 1-55.

Tier: Tier 1

Activity - Small Group Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers
Activity - Visual Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be shown a wide variety of visual aids, including graphs and charts. A video-based remedial math program, Math-U-See, will also be used to help lower performing math students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$800	General Fund	Teachers
Activity - Monitoring/Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLATO progress reports and assessments are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers

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Strategy 2:

Differentiated Instruction - Students are given direct instruction and/or alternative assignments based on their need and interest.

Category:

Research Cited: Need Resource

Tier: Tier 1

Activity - Visual Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be shown a variety of visual modeling to supplement/enhance the PLATO curriculum. A video-based remedial math program, Math-U-See, will also be used to help lower performing math students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	General Fund	Teachers
Activity - Resource Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2017	\$5000	General Fund	Special education teacher
Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$6500	Section 31a	Teachers
Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Title II Part A	Administration and teachers

Strategy 3:

Extended Learning - Students will be given the opportunity to participate in extended learning opportunities via a Book Club, Project Based Learning, alternate assignments for all courses, and summer school.

Category:

Research Cited: Project Based Learning Resources: www.openingpaths.org; www.bie.org

Tier:

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Activity - Alternative Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$2500	General Fund	Teachers
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be available to all students in order to make up credits toward graduation.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$25000	Section 31a	Administration and teachers
Activity - Foodtopia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to participate in volunteering at the WSC snack bar - duties include selling, purchasing, marketing and taking inventory. This is overseen by the math teacher.	Career Preparation /Orientation	Tier 1	Implement	09/01/2016	06/23/2017	\$150	General Fund	Principal, Math Teacher

Strategy 4:

Project Based Learning - Students participate in inquiry based projects that explore academic subject areas. Projects involve research, collaboration, and hands on learning. This program is open to all students.

Category:

Research Cited: Project Based Learning Resources: www.openingpaths.org; www.bie.org

Tier: Tier 1

Activity - Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Student Store Project: Students acquired the skills necessary to run a small business (Snack Shack) within the school. Students created a business plan and scale model that they presented to the school board and were also responsible for the day to day running of the store. Students were required to solve real world problems and to collaborate with their peers and staff for this project.</p> <p>A Hero in My Eyes English Project: Students explored the characteristics of a hero and chose a hero in their own life to whom they applied those characteristics. Students utilized critical thinking and creative writing skills in order to create an online presentation.</p> <p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.</p>	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$5000	General Fund	Teachers
Activity - PBL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This will be the third year of PBL as part of a blended learning model. Teachers will continue to implement projects with guidance from their PBL training.</p>	Professional Learning	Tier 1	Implement	09/06/2016	06/23/2017	\$5500	Title II Part A	Administration and teachers

Goal 5: All students in the subgroups of special education, English language learners, and homeless will be provided with services appropriate to their individual needs so their overall achievement will increase in all content areas

Measurable Objective 1:

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WSC Academy - Ypsilanti Campus

collaborate to identify and provide appropriate services to students in the subgroups of special education, English language learners, and homeless by 06/23/2017 as measured by identification of students and progress monitoring of appropriate interventions.

Strategy 1:

Identification and Intervention - Students will receive a questionnaire upon registration to identify potential English language learners, students who receive services for special education, and homeless status. Records will be requested by the previous school to help determine any prior services. Students will be placed into appropriate interventions to meet individual needs.

Category: Learning Support Systems

Research Cited: Rti4success

Tier: Tier 1

Activity - WIDA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English language learners will participate in taking the WIDA assessment to determine English proficiency in the areas of writing, reading, listening and speaking	Other - Assessment	Tier 1	Evaluate	09/06/2016	06/23/2017	\$0	No Funding Required	Administration, School counselor
Activity - Education Project for Homeless Youth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as homeless will be referred to the Education Project for Homeless Youth to receive assistance with food, clothing, transportation and other necessities as determined	Other - Homeless youth referrals	Tier 1	Implement	09/06/2016	06/23/2017	\$0	General Fund	McKinney-Vento Homeless Liaison
Activity - Timely IEP's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP meetings will be conducted annually to determine appropriate academic and behavioral services/interventions for students with disabilities	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/23/2017	\$0	Special Education	Special Education teacher
Activity - Scientifically Research-Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All students who are identified via district assessments, special education services, work samples, and data team reviews will be placed into appropriate research-based interventions	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/06/2016	06/23/2017	\$0	Title I Schoolwide	Title I teacher, special education teacher, administration
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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
Alternative Assignments	Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$2500	Teachers
Resource Teacher Support	Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2017	\$5000	Special Education teacher
Alternative Assignments	Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$2500	Teachers
Education Project for Homeless Youth	Students who are identified as homeless will be referred to the Education Project for Homeless Youth to receive assistance with food, clothing, transportation and other necessities as determined	Other - Homeless youth referrals	Tier 1	Implement	09/06/2016	06/23/2017	\$0	McKinney-Vento Homeless Liaison
Monitoring/Data Analysis	PLATO progress reports and assessments are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

Projects	<p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.</p>	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/28/2019	\$5000	Teachers
Visual Learning	Students will be shown a wide variety of documentaries and films to supplement/enhance the PLATO Social Studies curriculum.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$800	Teachers
Book Club	Students participate in a book club where they, as a group, choose, analyze, and discuss a particular novel during a designated time period during the school day. This activity is above and beyond what is required of the PLATO courses. Additional Supplemental Books (leveled) readers will be needed for students to accommodate their needs	Academic Support Program	Tier 2	Implement	09/02/2014	06/17/2016	\$1000	Teachers
Monitoring/Data Analysis	PLATO progress reports and assessments are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Visual Learning	Students will be shown a variety of visual modeling to supplement/enhance the PLATO curriculum. A video-based remedial math program, Math-U-See, will also be used to help lower performing math students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Foodtopia	Students will have the opportunity to participate in volunteering at the WSC snack bar - duties include selling, purchasing, marketing and taking inventory. This is overseen by the math teacher.	Career Preparation /Orientation	Tier 1	Implement	09/01/2016	06/23/2017	\$150	Principal, Math Teacher
Visual Learning	Students will be shown a variety of documentaries/films to supplement/enhance the PLATO curriculum.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

<p>Projects</p>	<p>Student Store Project: Students acquired the skills necessary to run a small business (Snack Shack) within the school. Students created a business plan and scale model that they presented to the school board and were also responsible for the day to day running of the store. Students were required to solve real world problems and to collaborate with their peers and staff for this project.</p> <p>A Hero in My Eyes English Project: Students explored the characteristics of a hero and chose a hero in their own life to whom they applied those characteristics. Students utilized critical thinking and creative writing skills in order to create an online presentation.</p> <p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and</p>	<p>Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/30/2017</p>	<p>\$5000</p>	<p>Teachers</p>
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Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

	research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.							
Monitoring/Data Analysis	PLATO progress reports and assessments are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Visual Learning	Students will be shown a wide variety of documentaries and films to supplement/enhance the PLATO Science curriculum.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$800	Teachers
Small Group Direct Instruction	Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Visual Learning	Students will be shown a variety of documentaries/films to supplement/enhance the PLATO curriculum.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Resource Teacher Support	Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2017	\$5000	Special education teacher
Alternative Assignments	Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$2500	Teachers
Use Program Evaluation Tool to monitor READ 180 Program	We plan to use the evaluation tool to Monitor/Evaluate the READ 180 Program during the 2016-17 School Year.	Policy and Process	Tier 1	Monitor	08/15/2016	06/30/2017	\$1500	Title I Teacher Principal
Alternate Assignments	Teachers will develop alternate assignments to the regular PLATO curriculum for students based on student interest and ability.	Curriculum Development	Tier 1	Implement	09/02/2014	06/28/2019	\$2500	Teachers

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

Projects	<p>Student Store Project: Students acquired the skills necessary to run a small business (Snack Shack) within the school. Students created a business plan and scale model that they presented to the school board and were also responsible for the day to day running of the store. Students were required to solve real world problems and to collaborate with their peers and staff for this project.</p> <p>A Hero in My Eyes English Project: Students explored the characteristics of a hero and chose a hero in their own life to whom they applied those characteristics. Students utilized critical thinking and creative writing skills in order to create an online presentation.</p> <p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.</p>	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$5000	Teachers
Read 180 Program	<p>All students are evaluated for reading comprehension through the Read 180 program. Results identify students who require additional assistance using the Read 180 instructional program at a Tier II level.</p>	Academic Support Program	Tier 1	Evaluate	07/01/2015	06/28/2019	\$2000	Teachers
Resource Teacher Support	<p>Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.</p>	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2017	\$5000	Special education teacher

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Monitoring/Data Analysis	PLATO progress reports, as well as NWEA data, are used to analyze student progress and academic areas of need in order to provide instructional assistance.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/28/2019	\$1500	Teachers
Resource Teacher Support	Resource teacher provides co-teaching support in the general education classroom to meet the needs of individual IEP students. Resource teacher also pulls small groups of students for additional support during the school day.	Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	\$5000	Special Education teacher
Small Group Direct Instruction	Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Visual Learning	Students will be shown a wide variety of visual aids, including graphs and charts. A video-based remedial math program, Math-U-See, will also be used to help lower performing math students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$800	Teachers
Small Group Direct Instruction	Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2017	\$1500	Teachers
Small Group Direct Instruction	Students are pulled out for small group instruction based on assigned PLATO courses to enhance online content. Instruction is delivered by the highly qualified content area teacher.	Direct Instruction	Tier 1	Implement	07/01/2015	06/28/2019	\$1500	Classroom Teachers and Title I Staff

Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

<p>Projects</p>	<p>Student Store Project: Students acquired the skills necessary to run a small business (Snack Shack) within the school. Students created a business plan and scale model that they presented to the school board and were also responsible for the day to day running of the store. Students were required to solve real world problems and to collaborate with their peers and staff for this project.</p> <p>A Hero in My Eyes English Project: Students explored the characteristics of a hero and chose a hero in their own life to whom they applied those characteristics. Students utilized critical thinking and creative writing skills in order to create an online presentation.</p> <p>Government Intervention Social Studies Project: This project explored the question of whether or not there is too much government in the United States. Students used multi-media to create a presentation of their findings.</p> <p>Native Plants to S.E. Michigan Science Project: Students explored the native plants to Ypsilanti, MI. Skills included the identification and usage of plants in the Ypsilanti area, research of the plant's origination and transplant, and a presentation of findings.</p> <p>Capture and Use of the Sun's Energy Science Project: This project explored how plants and animals capture and use the sun's energy. Students utilized research skills and multi-media skills to create a presentation of their findings.</p> <p>The Cell Phone Plan Project Personal Finance: Students researched cell phones and usage plans from five different companies in order to choose the plan that would be right for them and their families. The students utilized research and</p>	<p>Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/30/2017</p>	<p>\$5000</p>	<p>Teachers</p>
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Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

	research and mathematics skills, while also producing a persuasive presentation where students chose the best plan.							
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Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Timely IEP's	IEP meetings will be conducted annually to determine appropriate academic and behavioral services/interventions for students with disabilities	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/23/2017	\$0	Special Education teacher

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Summer school will be available to all students in order to make up credits toward graduation.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$25000	Administration and teachers
Extended Time	Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 1	Implement	09/02/2014	06/28/2019	\$6500	Teachers
Extended Time	Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$6500	Teachers

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Summer School	Highly qualified teachers (3) and a highly qualified Paraprofessional who will work under the supervision of the HQ Teachers will provide direct instruction and academic support for the students identified as at risk of not meeting standards in all 4 content areas. This additional time and small group setting will enhance the learning environment for students and will also help students with credit recovery. Summer school will be available to all students in order to make up credits toward graduation as well as strengthen understanding of core instruction and to allow differentiated assignments for students. Supplemental teaching supplies for projects, leveled reading material and additional copy paper will be needed	Direct Instruction	Tier 3	Implement	07/13/2015	06/28/2019	\$18000	Teachers and administrators
Extended Time	Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$6500	Teachers
Summer School	Summer school will be available to all students in order to make up credits toward graduation.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$25000	Administration and teachers
Summer School	Summer school will be available to all students in order to make up credits toward graduation.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2017	\$25000	Administration and teachers
Extended Time	Through the PLATO program, students are able to work at their own pace in all courses. Students are not penalized for needing extended time to complete course work as long as progress is demonstrated.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2017	\$6500	Teachers
Reading/Writing in Content Area	Students will receive direct instruction support by HQ content teachers in the areas of Science and Social Studies to use informational text to address identified needs in Science and Social Studies. Activities and resources will be selected by the Teaching team to best address the students needs as identified in the individualized learning plan	Direct Instruction	Tier 2	Implement	07/13/2015	06/28/2019	\$500	Principal, Deans, Teaching Staff, Counselor, Paraprofessional

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Single Building District Improvement Plan

WSC Academy - Ypsilanti Campus

Reading/Writing in Content Area	Students will receive direct instruction support by HQ content teachers in the areas of Science and Social Studies to use informational text to address identified needs in Science and Social Studies. Activities and resources will be selected by the Teaching team to best address the students needs as identified in the individualized learning plan	Direct Instruction	Tier 2	Implement	07/13/2015	06/28/2019	\$3000	Principal, Deans, Teaching Staff, Counselor, Paraprofessional
Scientifically Research-Based Interventions	All students who are identified via district assessments, special education services, work samples, and data team reviews will be placed into appropriate research-based interventions	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/06/2016	06/23/2017	\$0	Title I teacher, special education teacher, administration
College Visits	<p>WSC Academy will increase student exposure to college life through field trips and summer leadership camp. Students will be selected each summer to attend the LSSU leadership camp, based on the number of scholarships offered to WSC Academy for this program. Students will be exposed to a variety of college campuses through field trips and camps in order to familiarize students with college expectations. Title I money will be used to transport, house and feed targeted students on campus visits throughout the school year. Students will have opportunities to visit CMU, Grand Valley State, Schoolcraft community, University of Toledo, and complete a summer program in June/July 2017.</p> <p>11th and 12th grade students will be offered opportunities to attend college campus visits, career workshops and participate in work-study opportunities. These are coordinated through the school counselor and WSC Academy along with local colleges and businesses.</p>	Field Trip, Career Preparation /Orientation , Extra Curricular	Tier 1		07/01/2016	06/16/2017	\$10000	Principal, Counselor, Teachers
Reading/Writing in Content Area	Students will receive direct instruction support by HQ content teachers in the areas of Science and Social Studies to use informational text to address identified needs in Science and Social Studies. Activities and resources will be selected by the Teaching team to best address the students needs as identified in the individualized learning plan	Direct Instruction	Tier 2	Implement	07/13/2015	06/28/2019	\$500	Principal, Deans, Teaching Staff, Counselor, Paraprofessional

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA	All English language learners will participate in taking the WIDA assessment to determine English proficiency in the areas of writing, reading, listening and speaking	Other - Assessment	Tier 1	Evaluate	09/06/2016	06/23/2017	\$0	Administration, School counselor
Professional Learning Non Violent Crisis Intervention	All staff will participate in training on Suicide Prevention in Teens (Sept 2015) and Non Violence Crisis Intervention (October 2015) facilitated by Amy Sheibar, Work Skills Corporation and Melissa Archibald, Guidance Counselor, WSC.	Professional Learning	Tier 1	Implement	09/01/2016	10/28/2016	\$0	Principal, Counselor

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180 Program	All students are evaluated for reading comprehension through the Read 180 program. Results identify students who require additional assistance using the Read 180 instructional program at a Tier II level.	Academic Support Program	Tier 1	Evaluate	07/01/2015	06/28/2019	\$4000	Teachers
Field Trips	Students will attend field trips to Michigan History Museum, DIA, Play production at EMU or WSU, Monroe 1812 Battlefield. Transportation and Entrance fees. To provide Enrichment Activities and connect real life experiences for students. To help motivate students and improve engagement.	Field Trip	Tier 2		09/21/2015	06/28/2019	\$3200	Principal, Dean, Teachers
Homeless Support	Provide additional support for in core content areas for identified homeless students Provide transportation for identified homeless students to ensure full participation in school program	Academic Support Program	Tier 2		09/07/2015	06/28/2019	\$1000	Principal
Parent Engagement	WSC Academy hosted parent nights focusing on aspects of curriculum and school processes. These meetings will focus on targeted students and help explain to parents the process of helping the targeted students achieve growth in goal areas. 2 total parent Title I nights with other parent meetings/workshops offered throughout the year.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1		08/22/2016	06/30/2017	\$500	Principal, Staff, Parents

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Book Club	Students participate in a book club where they, as a group, choose, analyze, and discuss a particular novel during a designated time period during the school day. This activity is above and beyond what is required of the PLATO courses. Additional Supplemental Books (leveled) readers will be needed for students to accomodate their needs	Academic Support Program	Tier 2	Implement	09/02/2014	06/17/2016	\$1000	Teachers
Read 180 Instruction	Identified students will receive the Read 180 direct instruction program provided by the Title I teacher. This program strengthens students' reading comprehension abilities. Site License will be renewed with Title I funds.	Direct Instruction	Tier 2	Implement	09/02/2014	06/28/2019	\$1500	Title I teacher
College Tours	Students will participate in College Site visits -- Michigan State University, Western Michigan, University of Toledo, Central Michigan University to learn about oportunities and understand the connection to their daily work Will include transportation costs	Field Trip	Tier 2	Implement	10/12/2015	04/15/2016	\$1600	Guidance counselor
Writing/Research Paper	All students will receive instruction on the elements of good writing by the ELA teacher. Culminating Activity will be an in depth Research Paper.	Direct Instruction	Tier 2	Implement	09/08/2015	06/28/2019	\$3000	ELA Staff, Principal, Deans
Read 180 Instruction	Identified students will receive the Read 180 direct instruction program provided by the Title I teacher. This program strengthens students' reading comprehension abilities. Site License will be renewed with Title I funds.	Direct Instruction	Tier 2	Implement	09/02/2014	06/28/2019	\$60000	Title I teacher
Parent Engagement	Parents will be invited to various Academic Parent Activities, where staff will share strategies and focus student work in all 4 content areas. Parents will be invited to Participate in the Title I annual meeting to review the plan, compact and Parent Involvement Plan and offer input. Parents will serve on the School Improvement team to support Title I initiatives	Parent Involvement	Tier 2		08/17/2015	06/28/2019	\$500	Dean & Staff
Professional Learning Fridays	All staff will participate in weekly professional learning opportunities on Fridays 9:00 am - 1:00pm . Best practices in Math Reading Writing, Science and Social Studies will be addressed, Project Basd Learning Implementation and using data to improve instruction. Book studies will be included as well as online opportunities and facilitated sessions by content experts (ISD consultants) and education consultants	Professional Learning	Tier 1		08/22/2016	06/30/2017	\$2000	Principal, Deans, Consultants

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National Title I Conference	1) Administrator to attend 2017 National Title I Conference - Feb 22-25 in Long Beach California to learn best practices in working with Title I students to be able to share with staff and lead the instructional team.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction, Materials, Policy and Process	Tier 2		02/17/2017	02/26/2017	\$3000	WSC Administrator
Summer School	Highly qualified teachers (3) and a highly qualified Paraprofessional who will work under the supervision of the HQ Teachers will provide direct instruction and academic support for the students identified as at risk of not meeting standards in all 4 content areas. This additional time and small group setting will enhance the learning environment for students and will also help students with credit recovery. Summer school will be available to all students in order to make up credits toward graduation as well as strengthen understanding of core instruction and to allow differentiated assignments for students. Supplemental teaching supplies for projects, leveled reading material and additional copy paper will be needed	Direct Instruction	Tier 3	Implement	07/13/2015	06/28/2019	\$18000	Teachers and administrators
Content Interventionist	The Title I Content Interventionist is a highly qualified teacher who will provide additional instructional support for the lowest 15% of identified students. The CI will focus on helping students increase achievement and motivate them by showing the real world connections to the work they are doing.	Academic Support Program, Behavioral Support Program, Extra Curricular	Tier 3	Implement	09/08/2015	08/17/2016	\$65000	Intervention Content Teacher (Science)

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Principal	Principal will attend Innovators in Education --Fall MAPSA Conference , October 2016, to learn Best strategies and networking with other PSA Administrators.	Professional Learning	Tier 1	Implement	10/04/2016	10/28/2016	\$600	Principal
Teacher Training	Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Administration and teachers

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Professional Learning Best Practices All Staff	Best Practices--Using Data, Data Analysis, Title I Implementation and Using the Continuous School Improvement Model to improve Student achievement. 5 sessions with an MDE Approved Schoolwide Facilitator to help all staff learn how to implement the Title I plan and to address improving student achievement. Teachers will also engage in training , on how to work effectively with parents, using the Epstein model of Parent Engagement. Session led by a trained NNPS Facilitator.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$6000	Principal, Deans, MDE Approved Facilitator, Teachers
Professional Learning Fridays	All staff will participate in weekly professional learning opportunities on Fridays 9:00 am - 1:00pm . Best practices in Math Reading Writing, Science and Social Studies will be addressed, Project Basd Learning Implementation and using data to improve instruction. Book studies will be included as well as online opportunities and facilitated sessions by content experts (ISD consultants) and education consultants	Professional Learning	Tier 1		08/22/2016	06/30/2017	\$5000	Principal, Deans, Consultants
Teacher Training	Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Administration and teachers
PBL Training	This will be the second year of PBL professional development for teachers. Teachers will continue to implement projects with guidance from their PBL training.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2017	\$5500	Administration, teachers, and trainers
PBL Training	This will be the second year of PBL professional development for teachers. Teachers will continue to implement projects with guidance from their PBL training.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2017	\$5500	Administration, teachers, and trainers
Teacher Training	Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Administration and teachers
Professional Learning Principal	New Principal will attend MASSP Principal Boot camp series of 5 sessions designed to improve the effectiveness of a new principal Cost of registration, materials, travel expenses	Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3000	Principal
PBL Training	This will be the second year of PBL professional development for teachers. Teachers will continue to implement projects with guidance from their PBL training.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$5500	Administration, teachers, and trainers.

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Professional Learning Best Practices	All staff will participate in 5 half day trainings regarding the use of data to select best practices and strategies to increase student achievement. An MDE facilitator will lead them in understanding the Title I Schoolwide components and how to use data to improve instruction and achievement and how to develop a professional learning community	Professional Learning	Tier 3	Implement	07/13/2015	06/28/2019	\$5000	Principal and MDE approved Schoolwide Facilitator
Professional Learning Best Practices	Professional Learning Opportunities for Staff to learn best practices strategies and compliance requirements, so that achievement gaps can be addressed. MAASE (Special Education Summer Seminar), Aug 2016 Traverse City; SAT redesigned (Wayne RESA) Oct & Nov 2016; SATathon (Institute for Excellence in Education) August 2016 Lansing, MI; Accountability and Assessment (MDE) Aug. 2016, Lansing MI, School Improvement Conference (MDE) Nov, 2016, Lansing, MI	Professional Learning	Tier 3	Implement	07/01/2016	06/30/2017	\$2300	Dean of Special Population, Dean, Title I Staff, Counselor
Teacher Training	Teachers will receive training on differentiated instruction, specifically creating layered curriculum in order to offer students choices in their learning activities.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2017	\$4500	Administration and teachers
PBL Training	This will be the third year of PBL as part of a blended learning model. Teachers will continue to implement projects with guidance from their PBL training.	Professional Learning	Tier 1	Implement	09/06/2016	06/23/2017	\$5500	Administration and teachers