



School Improvement Plan

WAY - Oasis

Mt. Pleasant City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Alternative education students face a variety of barriers to successful academic performance in the traditional system. Homelessness or frequent moves, financial need, chronic illness, and teen parenting are some of the most common challenges encountered by our researchers. Our program allows students the flexibility and tools the teens and young adults need to complete their high school credential. WAY-Mt. Pleasant staff provide support services (home-visits, transportation, etc.) and referrals to other social service agencies to help meet the non-academic needs of all learners. In the summer of 2012, Mt. Pleasant Public Schools opted to transform the Oasis Alternative High School to the WAY-Oasis Program, (a.k.a. WAY-Mt. Pleasant). WAY-Mt. Pleasant is a hybrid online-classroom school experience designed to serve alternative high school students in Mt. Pleasant and surrounding communities. With guidance from experts (teachers) in an online learning community, researchers (students) complete interdisciplinary standards-based projects to earn credits towards a high school diploma. Each researcher is provided with a desktop computer and a camera. Internet access is provided for those that do not already have it. Researchers are required to attend the WAY Lab for a minimum number of days/hours that have been selected based on factors such as ability to self-direct learning, transportation, employment demands, child care, number of credits needed, academic supports needed, etc. Staff consists of a part-time Director, two full-time Team Leaders, one fulltime Technician and one full-time Lab Mentor. In addition, there are 20 on-line mentors, each of whom is responsible for six researchers.

The WAY-Mt. Pleasant program shares the recently renovated Oasis building with the Mt. Pleasant Community Education programs. The WAY Lab is a vibrant, energetic classroom designed to meet the unique needs and reflect the diverse qualities of the alternative population. Positive messages line walls and whiteboards in the classroom. Student work is prominently displayed in the room. Large, colorful, fun objects such as beach balls and stars may often be seen suspended from the ceiling to celebrate and share individual accomplishments, and inspire others. Because many of the researchers are parents, there are child-friendly activities. Lounge chairs offer students a home-like atmosphere, as well as a place to gather when playing the guitar or calm an upset child. Collaboration is encouraged when researchers attend the lab. On most days, the Lab Mentor presents a group project and provides all of the materials researchers need to complete that project. Multiple computers in the classroom allow students to work individually and get face-to-face assistance.

Mt. Pleasant is a city with a permanent resident population of around 26,000. It is home to Central Michigan University (on-campus population of 20,000), and part of the city lies within the Isabella Indian Reservation. Within the WAY-Mt. Pleasant program, 19% are Native American, 1% Asian, 3% African-American, 5% Hispanic, and 71% White. The surrounding communities are rural, agricultural villages and unincorporated settlements.

School's Purpose

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

Vision Statement

Our Vision for the Future

Mount Pleasant Public Schools is committed to shaping the future of our schools and the community by creating a safe environment which encourages risk taking, embraces diversity, and offers innovative programs supporting lifelong learners. To meet this commitment we will support:

- A visionary staff which continually demonstrates growth and change,
- Building a collaborative community with vested participation of families, students and staff,
- An ever developing curriculum which incorporates technology, culture, and creative thinking,
- Sound financial management driven by our priorities.

WAY Vision Statement: WAY-Mt. Pleasant offers an alternative approach to education; one that encourages self-esteem, independence, and the development of 21st century global and career skills. We aim to make every young person a hero.

MPPS Mission Statement

Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become an engaged citizen in a diverse, changing world.

WAY Mission Statement: WAY-Mt. Pleasant's mission is to create engaging and encouraging educational opportunities for all young people.

Beliefs Statement

We believe:

- Education is the foundation of a successful life and community.
- All students can learn.
- The community has the responsibility to nurture and educate children.
- The school has the obligation to prepare each student for a diverse and changing world.

We value:

- innovation and continuous improvement,
- nurturing the unique abilities of each student,
- system-wide collaboration, cooperation, and communication,
- pride and safety in all aspects of our school and community,
- integrity, honesty, and fiscal responsibility,
- respect for diversity in a learning environment, and
- excellence in education.

Our beliefs and values INSPIRE lifelong learning.

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.

Over the past three years, demand for the WAY-Oasis program has grown. As a result, enrollment has expanded to 120 researchers, our key instructional and advisement staff are all full-time positions. We have implemented steps to improve attendance and credit attainment throughout the last year and will continue to focus on that for the upcoming years. In addition, WAY has re-organized and bundled the virtual curriculum to help students navigate projects, streamline researcher efforts, and ensure that critical standards within each subject area are met with proficiency. These changes will be made available through a series of release dates in the 2016-17 school year.

Additional Information

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

WAY-Mt. Pleasant blends the flexibility of on-line learning with the support and relationships built through face-to-face interaction. Students have support 24 hours a day, 365 days a year and learn at their own pace. We provide additional supports through connections to social service agency partners such as Listening Ear, Eight Cap, Isabella County Transportation Commission, Red Cross Food Pantry, Isabella County Health Department, Goodwill, Salvation Army, Central Michigan Pregnancy Services, Isabella County Courts and Probation Department, Isabella County Non-secure Facility, Isabella County Day Treatment, Isabella County Correctional Facility, other external education programs as well as within the Mt. Pleasant Public School System.

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.

Stakeholders have been defined as groups, organizations, or individuals, other than our students, who have a direct interest in the performance of our local WAY program. Our staff has identified the following four stakeholders: 1.) Parents and families, 2.) Mt. Pleasant Public Schools, 3.) Mt. Pleasant community social service agencies, and 4.) Future/current employers.

Stakeholders have been/continue to be initially informed of their roles in writing. Because we have developed ongoing relationships with many local agencies, school improvement discussions often take place at regularly scheduled collaborative meetings. Furthermore, all stakeholders can participate in our on-site School Improvement meetings via physical presence, phone/virtual media, and written feedback that will be shared at the meeting.

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

The Parent/Guardian Agreement details the family responsibilities and must be signed and returned to complete enrollment. In addition to ongoing communication, parents will be invited and encouraged to participate in the annual school performance survey.

Communication with social service agencies is ongoing and diverse in nature depending on the types of services provided by the agency. Individuals within each agency (probation officers, case workers, etc.) have direct access to the Director and Team Leaders via phone, email, and face-to-face meetings. WAY staff will attend agency meetings and to every extent possible, will collaborate with groups to provide seamless support to students. In return, we expect social service agencies to recognize the parameters and limitations of our program, respect the boundaries of services, and meet our collaborative effort with equal return.

Future and current employers offer dual opportunities for collaboration. Employers provide wage-earning opportunities to individual students, but also an opportunity to develop partnerships that can be offered to groups of students.

Stakeholder surveys (tailored to elicit feedback from the different types of stakeholders) will continue to be distributed to provide feedback on WAY program performance. The surveys will invite stakeholders to give anonymous feedback on perceived program effectiveness, support, value, strengths and weaknesses, etc. Future School Improvement Plans will include compilation of such feedback and incorporation in plan as appropriate.

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

School Improvement Plan

WAY - Oasis

link to an electronic copy will be posted on our program webpage and other stakeholders (parents, social service agencies, local employers) will be invited to review the plan. Annual review of the plan will initiate new surveys and new invitations to review. The school improvement meeting schedule and a virtual suggestion box will also be added to the program website to invite more participation.

Significant updates to the plan/reports will be announced via posts on the program webpage and the parent portal of the virtual learning environment, email, and written communication with stakeholder groups.

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?

At the beginning of the 2015-16 program year, the need for an alternative education program had clearly outgrown the 90 researcher capacity of WAY. As a result, the program expanded the capacity to accommodate 120 researchers. Lab space was added and additional technology was purchased to ensure each researcher was fully equipped to meet the technological demands of the program.

Although we have seen a slight decline over three years, our researcher turnover rate is above 50%. The innovative, blended (onsite-virtual) approach of our education model appeals to a broad population for a variety of reasons. Thus, many of our researchers are unfamiliar with the virtual learning experience and have not yet developed the unique skills and self-discipline necessary for this format. While many new researchers are able to quickly develop those skills, a significant percentage discover that they need or prefer a more traditional approach. In addition, at-risk youth face multiple barriers that impede success in school. Any single at-risk factor that a researcher possesses has the potential to become so great as to disrupt or prevent school participation. And although our program is designed to address some of those barriers, there are socio-economic situations (poverty, homelessness, employment demands, etc.) that occur more frequently in the lives of at-risk youth that contribute to a high drop-out and turnover rate.

The program is also seeing greater interest from students with little or no high school credit. Students with 9th grade credits (0 to 5.50 credits) at entry made up more than 32% of the student enrollment during the 2015-16 program year, compared to 28% in each of the preceding two school years.

Student Demographic Data

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

Researchers who attend more frequently and for longer periods of time typically earn more standards than researchers who work remotely. In addition, students entering at 9th grade levels who attend more often typically perform better than their same grade counterparts who attend less. Researchers at the 11th and 12th grade levels typically earn more standards than the 9th and 10th grade researchers. This suggests the two variables of maturity and transportation have a significant impact on attendance and performance.

The 2015-16 WAY Program Evaluation focused the spotlight on this issue. More data and details, including strategies to address the challenges, are contained within that report.

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?

Student behavior is not an issue in an online program.

Student Demographic Data

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

We have expanded to 120 researchers, changed attendance requirements and developed attendance guidelines based on factors known to impact performance. The minimum attendance requirements will increase overall for each grade level. From the established minimum, each researcher will work with a Team Leader to develop a personalized attendance agreement that adjusts the minimum based on personal needs, barriers, and availability (transportation, child care, employment, need for structure, ability to self-direct learning, credits earned/needed, goals/deadlines for completion, etc.)

The allocation of transportation funds has increased to meet additional demands.

To help address the high turnover rate, we will continue to improve the applicant pre-screening process, increase communication with families, and will analyze the current staff structure for its effectiveness in serving those most in need. It is also expected that our changes in the attendance policy, combined with a major reorganization of the online curriculum and a shift to focus on critical standards attainment will impact retention in a positive manner.

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?

In our program, most of the instruction takes place in the online learning environment and it is important that it is a positive experience. However, relationships between the staff and the students in the building is a key element in student success. Research and our own experience tells us that students who feel connected to a program and the people in it are more likely to have positive outcomes. This year, our staff is going to focus on building those positive, supportive, encouraging relationships with students in our lab, as well as in our virtual setting.

With almost two years of experience in our lab (classroom), our Lab Mentor (teacher) has more than 10 years of teaching experience in the middle to high school levels. Professional development on project-based learning, differentiated instruction, and meeting the needs of at-risk learners will continue for Lab Mentor.

Although each of the two Team Leaders demonstrate different individual strengths, both have a wealth of experience in education/administration and working with at-risk youth. Our senior TL, with a Master's degree in Higher Education Administration, has three years of experience in our program and exhibits tremendous communication skills, maintains a positive, problem-solving mindset, and ensures that the program and its ethos are implemented with fidelity. Our second TL, with a Master's degree in Counseling Psychology, has been with the program for one year, but has more than 20 years of counseling experience specialized in working with at-risk youth. She has been an advocate within the greater community for many years and has developed a deep, strong network of professional relationships with human service agencies, law enforcement, business owners, and health care professionals, all of which have the potential to positively impact our program and researchers.

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 on-site staff have significant experience working with at-risk youth and improving their academic performance. In addition, our on-site staff acknowledge that academic growth is not the only positive outcome that can be used to evaluate program effectiveness. Our staff look at a variety of socio-economic factors that may also be impacted by positive relationships. We pay attention to things like engagement in education, employment goals, parenting skills improvement, utilization of social services, and making healthy choices. Our staff have enough experience with at-risk youth to understand that addressing the needs of the whole researcher leads to more positive outcomes.

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?

School leader absences have no direct impact on student achievement as there is little direct interaction between the students and the admin on a daily basis. However, any professional development activities related to serving alternative, virtual students will have a direct impact on the program, which in turn, can have a positive impact on student achievement.

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?

Professional learning does not require teachers to be absent from the on-site program. The WAY program offers virtual learning opportunities that allow staff to participate in virtual activities at their own convenience. When these learning opportunities take place as webinars, staff can participate in them remotely. There were few absences due to illness, but even when they do occur, remaining staff continue to make contact with students virtually and on-site. While being temporarily understaffed is clearly not an ideal situation, the impact of infrequent absences is minimal.

The major responsibilities of the program are carried out by a team of four people; two Team Leaders, a Lab Mentor, and a Technician. These individuals must work closely with each other and with researchers on a daily basis, conducting the vast majority of their duties from a single base of operation (the lab). This staff organization model results in a high degree of inter-relatedness and inter-dependence and an environment where each team member is keenly aware of the additional demands any absence places on the remaining team members. Program policies and procedures exist to manage time off. On-site staff are encouraged to schedule personal appointments outside of student contact hours. When it is unavoidable, the on-site staff try to avoid scheduling during high-demand times. When possible, advance notice to all co-workers is standard practice.

Teacher/School Leader(s) Demographic Data

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

No significant challenges have been identified.

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?

Technology and English standards are the most frequently completed standards in the WAY-Oasis program.

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

History and math standards are challenges. Researchers earn fewer standards in these areas. Lower attainment in math may be due to lower beginning levels. The complexity of projects in both subjects slows the pace of standards/credit attainment.

12. How might these challenges impact student achievement?

Student achievement in history and math is less than ideal. Researchers tend to delay math and history courses until it can no longer be avoided, which negatively affects graduation rates.

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.

In combination with attendance interventions, WAY-Oasis is also implementing lab activities focused on math and writing skills every week in the lab. We will begin a pre- and post-assessment process (using NWEA's MAP testing) to identify starting levels and measure growth in these two areas. We initiated use of the PSAT for our 9th and 10th grade researchers. The lab mentor will actively coach researchers in social studies standards in order for students to complete the most appropriate courses for standards/credit needed.

Additional Lab Mentors in Math and Science will be considered.

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?

Student needs (including previous school records) are reviewed/assessed at intake and monitored throughout enrollment. Referrals for the appropriate evaluations are made when students exhibit a need for services. WAY Oasis ensures that students with disabilities have access to the full array of intervention services by accessing the appropriate Mt. Pleasant district employees (Title, Section 31a Coordinator, etc.) and by employing special education certified online mentors, as well as an on-site Special Education teacher who meets regularly with students to provide the direct services prescribed by the student's IEP. Accommodations in a student's IEP are communicated with all instructional staff (online and on-site) and reviewed as required to ensure compliance.

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

Our project-based program model invites all researchers, regardless of grade level, to develop their own personal-interest projects (with guidance from certified teachers). Each project, whether custom made by the researcher or existing within the curriculum, offers extended learning opportunities. Furthermore, researchers are encouraged to review teacher-evaluated projects, make suggested revisions or enhancements, and resubmit to earn a higher proficiency level. When a student exhibits deep interest or aptitude in a particular project, it can be extended through collaboration with on-line or on-site mentors.

Credit recovery and extended learning opportunities also exist through the following channels:

- * the use of an approved, third-party, online curriculum (outside of the WAY proprietary learning environment) (any grade level)
- * enrollment in the Gratiot-Isabella Career Technical Education Center (10-12th grade, 9th grade under certain conditions)
- * dual enrollment at one of the local community colleges or university (usually only available to 11th and 12th grade students, but would be considered for 10th grade student under certain conditions.)
- * enrollment in some traditional K-12 courses (band, choir, foreign language, etc.) offered by Mt. Pleasant High School (available to grades 9-12 and must be individually approved by MPHS administration.)

Interest groups offer additional extended learning opportunities. Researchers may organize these groups on-site and/or online. Online interest groups may be restricted to Mt. Pleasant students only, or it can be opened up to researchers attending other WAY campuses in Michigan and Brazil. On-site groups currently include dynamic book clubs, and an LGBTQ/Diversity group.

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

Team Leaders and Lab Mentors work closely with students and online mentors to identify students who may need skill remediation, academic support, credit recovery or extended learning opportunities. Student and parent input is vital to the process; both are invited to contribute to the discussion of needs. From that discussion, Team Leaders develop a mutually agreed-upon, individualized plan to address needs with appropriate method(s).

The ability to customize, extend or create projects is introduced to parents and students in the intake and induction phases of enrollment. Researchers receive continual reminders with the receipt of every award letter (the written evaluation of a submitted project) as each includes suggestions for revision and extended learning opportunities based on that project.

Extended learning opportunities (interest groups, credit recovery, etc.) are also posted throughout the classroom and on the WAY Learning Lab home page in the virtual learning environment. Email blasts are also sent to all students and parents who have opted to receive such messages.

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?

The WAY program is a blended model of standards-focused, project based learning that combines online and face-to-face instruction. Projects are developed by certified teachers who collaborate to create cross-curricular activities based on the Common Core and state standards. Every project description contains a hyperlinked list of the standards that could be met with the project's successful completion. The link redirects students to their personalized, dynamic standards progress report page within the learning environment. The report depicts each standard earned, the proficiency level earned, and standards yet to be earned.

Any materials used in projects are usually commonly found household items. Researchers may access the projects in three different ways: 1.) by selecting the name of the project in the online learning environment, 2.) by selecting unearned standards within a course directly from their progress report or even transcript dashboard within the online learning environment, or 3.) by requesting collaboration with online experts to develop their own standards-based project.

In the 2016-17 school year, the curriculum and projects will undergo a major reorganization. While projects will continue to be cross-curricular, individual curriculum standards will now be bundled under more familiar and traditional course names (English 9A and 9B, for example). Each course/portion contains unduplicated "Critical Standards" (standards that are the key concepts and without which advanced learning is impeded.) Researchers must demonstrate mastery of every critical standard in order to receive credit for the course. In a simplified example, a course may include 25 standards, 17 of which are critical. If a student masters 24 of 25 standards, missing one of the critical standards, credit will not be awarded until that critical standard is mastered.

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

Students achieve more standards in English Language Arts at proficiency.

19b. Reading- Challenges

Students achieve fewer English Language Arts standards than are needed to demonstrate proficiency on standardized tests. Our 11th grade students are identified by the total number of credits earned, which may not reflect successful completion of pre-requisite English courses. It is not uncommon for an 11th grade student to lack 9th &/or 10th grade English credits but have completed enough other subject/elective credits to place them in the 11th grade. This ultimately has a negative impact on proficiency scores on standardized tests.

19c. Reading- Trends

The Reading proficiency trend has remained low and stable in the past four years.

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.

We have included 3 strategies in our SIP to address the needs in reading: book clubs, differentiated instruction, and a Reading Apprenticeship professional development activity (if available) for the lab mentor.

20a. Writing- Strengths

There are many opportunities to practice and improve writing skills in standards focused project based learning. Feedback in writing is individualized and can be focused on very specific writing skills.

20b. Writing- Challenges

Many of the researchers do not enjoy writing and are not intrinsically motivated to earn higher levels of proficiency on a writing project. In this area, researchers find it tedious to edit a completed project "just" for writing standards improvement.

20c. Writing- Trends

The trend has remained at relatively low proficiency levels and stable for the past four years.

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.

Teachers will use various instructional techniques to deliver instruction on writing skills improvement in the on-site learning lab. Strategies will include conferencing, reporting on reading, cross-curricular writing, authentic writing, and journaling. These lab activities will be conducted at

least one day per week. In addition students will have an opportunity to complete the SAT practice test throughout the year.

21a. Math- Strengths

Math standards are embedded in cross-curricular projects and are applied in real-world problems. The students have reasonable access to a highly qualified, seasoned Math teacher in the lab setting.

21b. Math- Challenges

Students have pre-existing biases against math; few choose to work on math standards and delay earning those standards as long as possible. Many students are not proficient at their identified grade level and need remediation prior to achieving standards in basic algebra, not to mention the advance mathematical skills required by Algebra II.

21c. Math- Trends

This trend has remained at low proficiency and stable over the past four years.

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 lab mentor will incorporate hands-on math activities in lab at least twice per week. Teachers will use multiple teaching strategies to provide initial and supplemental instruction in math. Individual conferencing and analysis of strengths/weaknesses will create target instructional goals for individuals. Standards based projects will be supplemented with drill and practice lessons, and students have access to remediation via a secondary online learning curriculum. The secondary online learning curriculum will be available to students 24 hours a day, 7 days a week.

22a. Science- Strengths

For those that choose to do them, standards in science are relatively easy to earn in the project-based model. Researchers find the projects relatively easy; complex scientific processes are simplified in project-based learning. Researchers use science in real-world applications.

22b. Science- Challenges

Relatively fewer science projects exist in the curriculum. Although many projects utilize household ingredients, the complexity of doing science experiments inhibits some researchers from doing them at home, leaving them to be done in the lab setting. The math embedded in the projects is sometimes inhibitory, as well.

22c. Science- Trends

Not applicable.

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.

Not Applicable.

23a. Social Studies- Strengths

Whether researchers recognize it or not, student interest in Social Studies is high. There is an abundance of Social Studies projects to choose from. The lab mentor is a certified History teacher.

23b. Social Studies- Challenges

No identified challenges at this time.

23c. Social Studies- Trends

Proficiency levels have remained steady over the past four years.

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.

Not Applicable.

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?

53.45% All of my teachers explain their expectations for learning and behavior so I can be successful.

24b. Student Perception Data

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

17.86% My school shares information about school success with my family and community members.

24c. Student Perception Data

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

Letters home for top Mover & Shaker of the month, Letter home when they earn credit to move a class.

25a. Parent/Guardian Perception Data

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

The area with the highest level of satisfaction among our parents/guardians was the fact that they know their child has at least one adult advocate in the school. 59.9% of those surveyed indicated that they strongly agree with this.

25b. Parent/Guardian Perception Data

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

The areas with the lowest level of satisfaction among our parents/guardians included:

- All of my child's teachers help me to understand my child's progress.
- All of my child's teachers keep me informed regularly of how my child is being graded.
- All of my child's teachers report on my child's progress in easy to understand language.

These three areas had a 3.23% satisfaction rate.

25c. Parent/Guardian Perception Data

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

Due to the non-traditional nature of the program, a traditional grading system is not utilized. This upcoming year, however, the staff of the WAY Program will be more intentional about ensuring parents have a solid understanding of how to track student progress. This will be done by encouraging parents to create a parent portal in HERO so they can check their child's progress anytime. This will also be accomplished by making sure parents understand the language used by WAY to describe grading, progress, and achievement. Finally, the staff will have more regular communication with all parents/guardians who have students in the program through a monthly newsletter.

26a. Teacher/Staff Perception Data

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

According to the recent survey the area of highest staff satisfaction related to Resources and Support Systems with about 71% of the staff who responded strongly agreeing or agreeing with the questions in this section of the survey. The area of Governance & Leadership was second 66%, closely followed by Teaching & Assessing for Learning 63.5%, Purpose & Direction 60%.

26b. Teacher/Staff Perception Data

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

According to the recent survey the area of lowest staff satisfaction related Using Results for Continuous Improvement with about 52.87% of the staff who responded strongly agreeing or agreeing with the questions in this section of the survey.

26c. Teacher/Staff Perception Data

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

We need to work on implementing things with consistency and using the results to inform decisions as well as improve performance. Possibly setting up a team of staff to begin to brainstorm ideas. Scheduling regular times during staff meetings to look at how we can use the data to inform decisions.

27a. Stakeholder/Community Perception Data

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

Stakeholder survey results not available. Will be improved in the 2016-17 school year.

27b. Stakeholder/Community Perception Data

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

Stakeholder survey results not available. Will be improved in the 2016-17 school year.

27c. Stakeholder/Community Perception Data

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

Improve stakeholder survey process of distribution, access, availability, and awareness of its value will take place with stakeholders in the 2016-17 school year.

Summary

28a. Summary

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

When reviewing the four kinds of data collected, many strengths and challenges can be identified. It is clear from the data that most of the stakeholder groups are satisfied with the overall mission and vision of the school and feel that the goals and objectives are consistently shared. It is less evident that the stakeholder groups are satisfied with the support and guidance received by students from the school staff. There are some areas that need improvement. The data reflects a lack of understanding among stakeholder groups about how progress and achievement are communicated and tracked within the HERO system. This seems to be across the board, especially among parents/guardians and students.

28b. Summary

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

When looking at the identified challenges through the data, student achievement would be most impacted because of the lack of support they receive due to the lack of understanding among the stakeholder groups. When parents/guardians and other community stakeholders do not fully understand how progress and achievement are tracked and reported, students lose key coaches to their academic success.

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 addressed by providing more frequent and widely available information. Things such as a monthly newsletter that highlights the important events taking place each month within the school.

Parents/Guardians will also be strongly encouraged to not only have weekly conversations with their child about their progress, but also create a parent login in HERO so they can check their child's progress on their own. Finally, the WAY staff will be intentional about community outreach efforts where all kinds of community groups and leaders will have opportunities to learn about the program's goals and objectives.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No		

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	http://mtpleasantschools.net/domain/43	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We serve 8th grade students in extenuating circumstances only. In these rare exceptions, an EDP have been/will be kept on file. We do not anticipate serving any 8th graders in the 2016-17 program year.	

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

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		

School Improvement Plan

WAY - Oasis

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	Jennifer Verleger Assistant Superintendent for Personnel 720 N. Kinney Mt. Pleasant, MI 48858 989.775.2300	

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		

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

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

2016-17 WAY-Mt. Pleasant School Improvement Plan

Overview

Plan Name

2016-17 WAY-Mt. Pleasant School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Oasis will be proficient in reading.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$31125
2	All students at Oasis will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$30000
3	All students at Oasis will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$30000

Goal 1: All students at Oasis will be proficient in reading.

Measurable Objective 1:

30% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in language arts in English Language Arts by 06/20/2014 as measured by credit attainment..

Strategy 1:

Book Club - Students will sign up to lead a book talk on a student chosen book. They will work with the lab mentor to dissect and analyze literature, increasing the amount of time they spend reading and writing in lab.

Category: English/Language Arts

Research Cited: Daniels, Harvey. Literature Circles: Voice and Choice in Book Clubs and Reading Groups

Tier:

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a book club based on their own book selections. They will reflect on their learning using literary analysis techniques. Teachers will facilitate discussion and reflection activities. Students will use word processing programs and editing/revision with peer evaluation.	Direct Instruction		Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Lab Mentor

Strategy 2:

Differentiated Instruction - Staff will learn about and implement differentiated instruction focusing on improving the proficiency levels of all students including Native American and male sub groups.

Category: Learning Support Systems

Research Cited: Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007)

Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC:

National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.

Retrieved from <http://ncer.ed.gov>.

IES What Works Clearinghouse Practice Guides

Tier:

Activity - DI Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

WAY - Oasis

Staff will participate in Differentiated instruction professional learning opportunities and incorporate strategies into lab environment.	Professional Learning			07/01/2016	06/30/2017	\$900	Title II Part A	Director, Team Leaders, Lab Mentors, Technician
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Strategy 3:

Reading Apprenticeship - One staff will complete a Reading Apprenticeship program to learn to design and implement a school-wide approach to literacy instruction and data analysis.

Category:

Research Cited: US Department of Education, "The Enhanced Reading Opportunities, Final Study"

Tier:

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are investigating the existing opportunities for our Lab Mentor to participate in a RA program. Strategies and program design learned in the apprenticeship program will be incorporated into the WAY program.	Policy and Process		Getting Ready	07/01/2016	06/30/2017	\$225	Title II Part A	Lab Mentor

Strategy 4:

Mentoring - At induction into WAY-Oasis, each researcher will be assigned to an online mentor who is also a certified teacher. The mentors and researchers will communicate primarily via e-mail, instant messaging, text, phone, or other appropriate methods, on a daily basis. A dynamic summary of researcher transcripts will be available in the student's online profile, visible to both parties, so that the mentor may assist the researcher in developing an academic plan and selecting appropriate projects/standards. The mentors will be assigned up to six researchers and are expected to be available online at least one hour every day, including weekends and holidays. Protocols and procedures exist for mentors to communicate researcher progress with on-site Team Leaders on a regular basis, as well as when researchers don't make contact, when a researcher has unmet needs (academically, socially, etc.), and in case of emergencies.

Category:

Research Cited: McGrane, G. (2010). Building Authentic Relationships with Youth At Risk. Effective Strategies. Clemson, SC : National Dropout Prevention Center/Network and other resources available at the National Dropout Prevention Center/Network at Clemson University

WWC Reports: "Check & Connect" and "ALAS" available at IES What Works Clearinghouse

WWC Reports: "Check & Connect" and "ALAS" available at IES What Works Clearinghouse

Tier: Tier 1

Activity - Mentor-Researcher Daily Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

WAY - Oasis

Each researcher will be paired with a mentor who is also a certified teacher. There will be daily interaction between the mentor and the researcher. The role of the mentor will be to assist the researcher in making an academic plan, selecting appropriate projects/standards to advance towards completion, identify & capitalize on student interests to keep researchers engaged in academics, identify barriers to education and facilitate their reduction/elimination, and guide the researcher in self-advocacy. Mentors will also collaborate with on-site Team Leaders to support researcher needs.	Academic Support Program		Monitor	07/01/2016	06/30/2017	\$30000	Section 31a	Online Mentors
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Goal 2: All students at Oasis will be proficient in writing.

Measurable Objective 1:

40% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing skills. in Writing by 06/30/2014 as measured by credit attainment based on successful demonstration of writing standards..

Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies, including differentiated instructional strategies, with a focus on improving writing proficiency levels.

Category: English/Language Arts

Research Cited: IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A. Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, US Department of Education. Retrieved from <http://ncer.ed.gov>.

Tier:

Activity - Writng Strategies Instruction & Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various instructional techniques to deliver instruction on writing skills improvement. Strategies will include individual conferencing, reporting on reading, variety of presentations and oral reports, writing across the curriculum, and journaling. Weekly Lab Activity focused on writing.	Direct Instruction		Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Lab Mentor

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

WAY - Oasis

Written projects in any course of study will be evaluated for successful demonstration of writing standards and awarded ELA standards based on evidence of proficiency.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Lab mentors and all online experts
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Activity - PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth and Tenth graders will take PSAT.	Direct Instruction	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	Team Leaders, Lab Mentors

Strategy 2:

Mentoring - At induction into WAY-Oasis, each researcher will be assigned to an online mentor who is also a certified teacher. The mentors and researchers will communicate primarily via e-mail, instant messaging, text, phone, or other appropriate methods, on a daily basis. A dynamic summary of researcher transcripts will be available in the student's online profile, visible to both parties, so that the mentor may assist the researcher in developing an academic plan and selecting appropriate projects/standards. The mentors will be assigned up to six researchers and are expected to be available online at least one hour every day, including weekends and holidays. Protocols and procedures exist for mentors to communicate researcher progress with on-site Team Leaders on a regular basis, as well as when researchers don't make contact, when a researcher has unmet needs (academically, socially, etc.), and in case of emergencies.

Category:

Research Cited: McGrane, G. (2010). Building Authentic Relationships with Youth At Risk. Effective Strategies. Clemson, SC : National Dropout Prevention

Center/Network and other resources available at the National Dropout Prevention Center/Network at Clemson University

WWC Reports: "Check & Connect" and "ALAS" available at IES What Works Clearinghouse

Tier: Tier 1

Activity - Mentor-Researcher Daily Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each researcher will be paired with a mentor who is also a certified teacher. There will be daily interaction between the mentor and the researcher. The role of the mentor will be to assist the researcher in making an academic plan, selecting appropriate projects/standards to advance towards completion, identify & capitalize on student interests to keep researchers engaged in academics, identify barriers to education and facilitate their reduction/elimination, and guide the researcher in self-advocacy. Mentors will also collaborate with on-site Team Leaders to support researcher needs.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$30000	Section 31a	Online Mentors

Goal 3: All students at Oasis will be proficient in math.

Measurable Objective 1:

40% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics. in Mathematics by 06/30/2014 as measured by credit attainment based on successful demonstration of mathematics standards..

Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies, including differentiated instruction strategies, with a focus on improving math proficiency for all students.

Category:

Research Cited: IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, US Department of Education. Retrieved from <http://ncer.ed.gov>.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple teaching strategies to provide initial and supplemental instruction in math. Individual conferencing and analysis of strengths and weaknesses in math will create targeted instructional goals.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Lab mentors, team leaders and WAY online experts

Activity - Hands-on Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lab mentors will incorporate hands-on activities in lab projects at least twice per week.	Direct Instruction, Technology		Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Lab Mentors

Strategy 2:

Mentoring - At induction into WAY-Oasis, each researcher will be assigned to an online mentor who is also a certified teacher. The mentors and researchers will communicate primarily via e-mail, instant messaging, text, phone, or other appropriate methods, on a daily basis. A dynamic summary of researcher transcripts will be available in the student's online profile, visible to both parties, so that the mentor may assist the researcher in developing an academic plan and selecting appropriate projects/standards. The mentors will be assigned up to six researchers and are expected to be available online at least one hour every day, including weekends and

School Improvement Plan

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holidays. Protocols and procedures exist for mentors to communicate researcher progress with on-site Team Leaders on a regular basis, as well as when researchers don't make contact, when a researcher has unmet needs (academically, socially, etc.), and in case of emergencies.

Category:

Research Cited: McGrane, G. (2010). Building Authentic Relationships with Youth At Risk. Effective Strategies. Clemson, SC : National Dropout Prevention Center/Network and other resources available at the National Dropout Prevention Center/Network at Clemson University

WWC Reports: "Check & Connect" and "ALAS" available at IES What Works Clearinghouse

Tier: Tier 1

Activity - Mentor-Researcher Daily Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each researcher will be paired with a mentor who is also a certified teacher. There will be daily interaction between the mentor and the researcher. The role of the mentor will be to assist the researcher in making an academic plan, selecting appropriate projects/standards to advance towards completion, identify & capitalize on student interests to keep researchers engaged in academics, identify barriers to education and facilitate their reduction/elimination, and guide the researcher in self-advocacy. Mentors will also collaborate with on-site Team Leaders to support researcher needs.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$30000</p>	<p>Section 31a</p>	<p>McGrane, G. (2010). Building Authentic Relationships with Youth At Risk. Effective Strategies. Clemson, SC : National Dropout Prevention Center/Network and other resources available at the National Dropout Prevention Center/Network at Clemson University</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PSAT	Ninth and Tenth graders will take PSAT.	Direct Instruction	Tier 1	Evaluate	07/01/2016	06/30/2017	\$0	Team Leaders, Lab Mentors
Differentiated Instruction	Teachers will use multiple teaching strategies to provide initial and supplemental instruction in math. Individual conferencing and analysis of strengths and weaknesses in math will create targeted instructional goals.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Lab mentors, team leaders and WAY online experts
Hands-on Math Lab	The lab mentors will incorporate hands-on activities in lab projects at least twice per week.	Direct Instruction, Technology		Monitor	07/01/2016	06/30/2017	\$0	Lab Mentors
Book Club	Students will participate in a book club based on their own book selections. They will reflect on their learning using literary analysis techniques. Teachers will facilitate discussion and reflection activities. Students will use word processing programs and editing/revision with peer evaluation.	Direct Instruction		Evaluate	07/01/2016	06/30/2017	\$0	Lab Mentor
Writing Across the Curriculum	Written projects in any course of study will be evaluated for successful demonstration of writing standards and awarded ELA standards based on evidence of proficiency.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Lab mentors and all online experts
Writing Strategies Instruction & Practice	Teachers will use various instructional techniques to deliver instruction on writing skills improvement. Strategies will include individual conferencing, reporting on reading, variety of presentations and oral reports, writing across the curriculum, and journaling. Weekly Lab Activity focused on writing.	Direct Instruction		Monitor	07/01/2016	06/30/2017	\$0	Lab Mentor

Title II Part A

School Improvement Plan

WAY - Oasis

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Apprenticeship	We are investigating the existing opportunities for our Lab Mentor to participate in a RA program. Strategies and program design learned in the apprenticeship program will be incorporated into the WAY program.	Policy and Process		Getting Ready	07/01/2016	06/30/2017	\$225	Lab Mentor
DI Professional Learning	Staff will participate in Differentiated instruction professional learning opportunities and incorporate strategies into lab environment.	Professional Learning			07/01/2016	06/30/2017	\$900	Director, Team Leaders, Lab Mentors, Technician

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor-Researcher Daily Contact	Each researcher will be paired with a mentor who is also a certified teacher. There will be daily interaction between the mentor and the researcher. The role of the mentor will be to assist the researcher in making an academic plan, selecting appropriate projects/standards to advance towards completion, identify & capitalize on student interests to keep researchers engaged in academics, identify barriers to education and facilitate their reduction/elimination, and guide the researcher in self-advocacy. Mentors will also collaborate with on-site Team Leaders to support researcher needs.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$30000	Online Mentors

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Mentor-Researcher Daily Contact	Each researcher will be paired with a mentor who is also a certified teacher. There will be daily interaction between the mentor and the researcher. The role of the mentor will be to assist the researcher in making an academic plan, selecting appropriate projects/standards to advance towards completion, identify & capitalize on student interests to keep researchers engaged in academics, identify barriers to education and facilitate their reduction/elimination, and guide the researcher in self-advocacy. Mentors will also collaborate with on-site Team Leaders to support researcher needs.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$30000	McGrane, G. (2010). Building Authentic Relationships with Youth At Risk. Effective Strategies. Clemson, SC : National Dropout Prevention Center/Network and other resources available at the National Dropout Prevention Center/Network at Clemson University
Mentor-Researcher Daily Contact	Each researcher will be paired with a mentor who is also a certified teacher. There will be daily interaction between the mentor and the researcher. The role of the mentor will be to assist the researcher in making an academic plan, selecting appropriate projects/standards to advance towards completion, identify & capitalize on student interests to keep researchers engaged in academics, identify barriers to education and facilitate their reduction/elimination, and guide the researcher in self-advocacy. Mentors will also collaborate with on-site Team Leaders to support researcher needs.	Academic Support Program		Monitor	07/01/2016	06/30/2017	\$30000	Online Mentors