



Single Building District Improvement Plan

West Michigan Aviation Academy

West Michigan Aviation 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?

West Michigan Aviation Academy was authorized by Bay Mills Community College to begin its first year of operation on September 7, 2010. The school is managed by MEP Services. WMAA opened its doors to 9th grade students, added 10th, 11th and 12 grades in each subsequent year, becoming a full college preparatory high school serving grades 9-12 in the fall of 2013.

Humble Beginnings:

In the Fall of 2010, 80 Freshmen students were welcomed into a 25,000 sq. ft. renovated office space that served as the first school building on the airport grounds. It wasn't long before expansion plans were on the drafting board.

Rapid Growth:

On the first day of the 2012-2013 school year, over 240 Freshmen, Sophomores and Juniors found their high school home in a brand new 42,500 square foot building. The new addition has enabled not only expansion in space, but also in curriculum, student life, and aviation programs. The new building now gives WMAA a capacity to educate 500 students.

With the advent of the 2013-2014 school year, we had over 400 students and graduated our first class--the Class of 2014! Our first graduating class brought with it a time for reflection and an opportunity to evaluate the effectiveness of our programs. Over the summer of 2014, we again added to our building. As the 2014-15 school year began we had space for up to 150 students per grade level.

As we begin the 2016-2017 school year, WMAA's enrollment is full (600 students) with over 100 students on the waiting list.

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:

To provide a rigorous educational program, through an aviation focus, preparing students for unlimited opportunities, including college achievement, career success, and engaged citizenship.

Our Vision:

- Starts with and maintains a well-prepared and disciplined environment.
- Holds all students to high standards and considers every student a unique individual with potential for success.
- Upholds important character values such as respect, trust, and care within our school environment and for the wider community.
- Offers rigorous academic and technical training that requires simultaneously building discipline and confidence.
- Offers a unique aviation education.
- Champions the age-old philosophy that people learn best by doing.
- Employs a diverse staff of motivated, quality educators and leaders.
- Performs in the top 10% of Grand Rapids high schools annually.
- Graduates seniors with post-secondary and career opportunities and core aviation training.

Become a WMAA Aviator and you will:

- Experience Hands-On Instruction From Caring and Dedicated Faculty
- Become Skilled In Aviation, Science, Technology, Engineering and Math
- Excel With Higher Academic Standards
- Develop and Demonstrate Responsibility and Accountability
- Thrive In An Environment of Higher Behavioral Expectations
- Understand the Value of Differences by Experiencing A Diverse Student Population
- Acquire Skills for Effective Leadership and Life-Long 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.

Our Traditions:

A High School Where Attitude Meets Altitude

Oh the places you'll go!

We're dedicated to expanding the horizons of each student, to help them "see" and "learn" from a perspective they can only gain through hands-on experience. Whether it's learning world history, classic literature, aviation, or science and technology, our dedicated instructors create an interactive learning environment that uses technology to raise the standards to an altitude where limitations diminish and opportunities broaden.

Aviators:

We are Aviators! And yes, while it's not our focus, we do have some sports such as cross country, volleyball, track, soccer, baseball and basketball.

Blue and Orange:

An aviator's vision is an infinite horizon. To an aviator, the sky is dependable, constant and is calming to the soul. Being in flight just may be the preferred first home to those that love aviation. But any reminder of the feeling of flight becomes an ode to those that love aviation.

Adopting the color blue was a natural part of our heritage in honor of the aviator's home away from home.

The color orange is considered warm, cheerful, encouraging, invigorating and healthy. These characteristics can be attributed to another skyward constant--the sun. Providing light and energy that sustains life of earth, adopting orange represents the culture at WMAA--energetic, warm and welcoming.

The Handshake:

The handshake represents the quintessential spirit of WMAA. It's the attribute that leaves an indelible impression upon the business leaders, dignitaries and visitors we're privileged to host almost daily. But we don't encourage our students to shake hands just to impress--it goes beyond the first impression to instill an attitude of respect when meeting. Giving students the opportunity to practice this important American cultural norm gives our students the edge in college and in life. In addition, showing respect to our guests models our core values and the more we practice it, the more ingrained into our nature it becomes.

National Honor Society:

In the fall of 2012, the time-honored, service-minded and academically-focused National Honor Society (NHS) was welcomed into our traditions. This premier organization recognized outstanding students that have demonstrated excellence in academics, leadership, service and character. Since NHS began in 1921, it has grown to include chapters in all 50 states. Membership into NHS gives WMAA students the opportunity to be recognized for their accomplishments. According to the National Honor Society their goal is "to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools."

Volunteerism and Community Service:

The WMAA family gives back. Yes, it's true, we've made it a requirement for students to log volunteer hours each year. But we feel it's necessary in order to teach students the value of volunteer service and the responsibility of good citizenship. By helping others, WMAA students learn new skills and experience life lessons they may not have learned in any other way--values that are instilled for a lifetime. And best yet, they learn the secret of volunteering--that when volunteering, you receive far more than you give.

Bomber Jacket Pride:

Worn with pride, the bomber jacket is the badge of honor at WMAA and is presented upon an important milestone in a pilot's life--the first solo flight. Josh Nienhaus goes down into WMAA history as the first recipient of a WMAA bomber flight jacket. In the 2015-2016 twelve

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students earned their bomber jacket.

Additional Information

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

WMAA students continue to make strides academically. Our students grow beyond state and national norms as indicated by our MME and ACT scores.

In October 2015, WMAA contact the International Space Station through ARISS (amateur radio international space station) and was able to have 16 student questions answered by one of the astronauts residing in the space station.

We have been able to establish several new partnerships. In addition to our relationship with GE Aviation and Steelcase, we joined with University of Michigan School of Engineering, Davenport University, Delta Air, Grand Valley State University.

WMAA consistently shows growth in student achievement and is a lead performer in a variety of measures. Awards from publications like Bridge Magazine and US World and News Report are starting to report the school's drive toward excellence. WMAA is one of just forty-four schools earning the title of "State Champion" from Bridge Magazine and US World and News Report ranked the school as one of the top 5 charter schools in Michigan along with awarding the school a "Silver Medal".

The name of the school, West Michigan Aviation Academy, is part of the school's story. In the first three graduating classes there are a total of 25 students who have been trained by school staff and who have earned their FAA private pilot license. To facilitate that training, the school owns two Cessna 172 airplanes. In addition to the aviation focus all students are exposed to the four components of STEM education. The school recently implemented a STEM Endorsement to acknowledge exemplary achievement in STEM coursework while completing a rigorous academic curriculum. The school also has a very dynamic robotics program involving students in all four grade levels.

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.

Since our beginning, we have included one of our Board members who was also a parent on our School Improvement Team. Our former representative's child has graduated, he has resigned, so we have now recruited another Board member, Rick Fiddler, for our 2016-17 team. We continue to seek a WMAA parent who is willing to join our team. This is a goal for 2016-17.

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

Every department in our school is represented on our School Improvement Team. We also have the Dean of Curriculum and several department heads who are active participants. We have invited a new Board member who is part of the aviation community to join us and are actively seeking a highly regarded parent to join the committee for the 2016-17 school year.

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

Our bi-weekly faculty and staff meeting agendas always include an update by the School Improvement Team. Our yearly professional development topics all revolve around the SIP goals. We also share the plan with our stakeholders on our website and with The Board of Directors.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

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

Student Demographic Data

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

Our goal as a school is to welcome all students who would like to come. However, our high standards of 70% to pass, seven classes per day, longer school day and longer school year are challenges for some of our learners who come to us underprepared. Lower level classes, tutoring, and Saturday school are not enough to help the learner who is not willing to take advantage of the additional support. Our enrollment continues to grow each year. In the 2016-2017 school year WMAA will maximize our enrollment at 600 and have over 100 students on a waiting list. We have also increased the number of sub-populations within our school (Black/African American, Hispanic, Free and Reduced Lunch, Gender, and English Language Learner).

Student Demographic Data

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

Due to the nature of our location, families and students are responsible for their own transportation. While some families have the opportunity to drive or carpool, a large number of our students utilize the city public transportation system. While this has proven to be a valuable resource, it is a significant variable in attendance for the first hour of our school day. Teacher reported absences are 11% higher in first hour than any other hour of the day. Within this data, more absences are reported for English Language Learners. Just over 60% of our ELL students have 5+ absences/semester (in comparison to 31% of the general population).

In addition to the challenges faced with first hour attendance, there is a direct correlation between students with absences greater than 5 per semester and number of failing courses. For the class of 2018, 90% of students identified as at risk of grade promotion have an average of over 8 absences per semester.

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?

The most frequent student problem is disruption of classroom instruction - 50 students were sent to our in-house detention for 2015-2016. Additionally students continue to struggle with uniform infractions - this has been a constant over all six years we've been in operation. A category that is on the rise is "harassment". This is an issue that we will need to address as we plan for the 2016-2017 "Be Nice." program.

Student Demographic Data

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

A number of collaborative conversations and planning meetings have been happening to address the identified challenges. Specifically:

- A team of staff members have met to discuss and implement additional measures to track and follow-up with attendance. We are going to send letters home to our ELL students in their native language to explain the importance of consistent attendance.
- School counselors work with students who demonstrate ongoing absences, particularly at the start of the school day, to address and plan for alternate measures to arrive to school on time.
- Additional remedial coursework is in place to address the gaps in academic proficiency for underprepared incoming students (EBLI, Pre-Flight Math, New Student Orientation, etc.)

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 school is fortunate to be led by several career administrators. The school leader provides a breadth of knowledge and insight from his lengthy career leading school buildings from a diverse range of school districts. Other school leaders, such as our Dean of Students, Dean of Academic Affairs, and Assessment Coordinator all bring years of teaching, counseling, and administrative experience. Again, the variety of experiences produces wisdom, guidance, intervention strategies, as well as research to assist in instructional practices. The support for teachers offered by all of these leaders allows for teacher feedback and guidance on curriculum mapping, differentiation, and consistent student support. The blend of more and less experienced staff means that students have a variety of instructional strategies and shows the importance of collaboration.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The staff composite for our program is fairly unique, with a number of experienced teachers with 20+ years of experience mixed with vibrant young staff bringing new ideas and energy to our school building. The combination of experience, energy, and collaboration between the two has provided fresh, research-based approaches to student learning. Student achievement is supported by the diverse experiences of teaching staff, as they are able to deliver proven lesson plans with new and innovative strategies. Our experienced teachers both teach and learn from new teachers; as a team, the variety of years teaching has proven an ideal mix.

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?

Again, our unique mission and vision for our school has allowed for our school leader to network with a number of corporations, community

leaders, and philanthropists as a part of his role. While these events and visits may take our leader out of the building on occasion, the benefit to students is well worth the time away. Our leaders' out-of-building connections has provided means for our school to: implement a full aviation program, hire additional staff, create additional extracurricular programs, host professional mentors, create an engineering department, provide job shadows and career experiences to students, as well as build a strong reputation for our school within the community.

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?

As a general philosophy, we as a school believe our teachers deliver the best instruction to our students. However, on occasion, it is valuable and important for our teachers to be out of the building to attend professional development events. We believe that selected learning opportunities for teachers, in time, provide for improved instruction delivered by trained professionals who are up-to-date with current trends and practices. This, in turn, leads to higher levels of student achievement.

During times of teacher illness, we believe absences provide the teacher the time to recover their health quickly to return to teaching. These absences also prevent additional students from becoming ill, which may lead to fewer student absences.

Teacher/School Leader(s) Demographic Data

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

While we have a highly qualified staff diverse in their world views, gender, and backgrounds, we do aim to continually improve the racial diversity. We value diversity and as such will continue to recruit, hire, and promote a diverse staff for both teaching and administrative positions.

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?

We at WMAA believe our strengths lie in four major areas: curriculum, instruction, assessment and culture for learning.

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?

WMAA draws from 42 different districts and our families travel varied distances to bring their students to our campus. Therefore, one of our challenges is to provide opportunities for our families to be involved in activities that meet during the working day such as special committee meetings like School Improvement. We do have a great deal of community involvement in the engineering and aviation areas, however. In addition, because of our diverse population, communicating to parents in their native language is a challenge which is a part of Standard 6, Organizational Management. Lastly, Standard 7, "Professional Learning Culture" is a challenge in the area of collaborative teams. This is due in part to a lack of size and budget to all allow for common planning times. We are also implementing a new teacher evaluation model which will have a strong impact on our performance in this area.

12. How might these challenges impact student achievement?

The lack of common planning time definitely impacts our teachers' ability to provide each other with collegial support through coaching and feedback. If parents are not as involved in the day-to-day school operations, they do not have the ability to make as informed decisions as do involved parents. We are starting a campaign in the fall of 2016 to increase attendance in our English Language Learners.

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.

Providing meeting times for committees (like the School Improvement Committee) before or after the work day, might encourage more parent involvement. When creating the Master Teaching Schedule, common planning time could be granted either departmentally or for those who teach the same course to improve common learning experiences. If the budget and/or classroom space doesn't allow for a common planning hour, we could provide common planning time during our regularly scheduled professional development days. Additionally our new teacher evaluation program will enhance professional growth and teacher support.

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?

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We have a full array of support services including: a full-time social worker, a part-time speech therapist, a part-time school psychologist, and a 3 full-time guidance counselors in our Student Services Office. In addition, we have a designated English Language Learner instructor and a full time Special Education Teacher Consultant. In the area of curriculum, we provide all students with credit recovery opportunities as well as extended learning opportunities in our online learning laboratory. Each department establishes criteria for students to recover credit for specific core classes as well.

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

Algebra I Credit Recovery Class-- Grade 9

Provided several Advanced Placement and Honor's courses to support our gifted students. Grades 10-11-12

Provided Advanced Aviation Grade 12

Aircraft Restoration Project Grade 11-12

Pre-flight Math Class--Grade 9

Dual Enrollment for multiple online classes--Grade 11-12

Online enrichment courses--Grades 11-12

Capstone trips for each grade level--Grades 9-11

Saturday School--Grades 9-12

Student-led tutoring--Grades 10-12

New Student Orientation --Grades 9-12

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

At-risk students are identified through their attendance, semester grades, NWEA Map scores in reading and math, discipline, and receiving additional services. Parents were notified in a variety of ways including phone calls or emails from either our Student Services Department, teachers, or the main office.

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

We have grade level/department minutes from our monthly department meetings that reflect discussions regarding the status of alignment. In addition, much of our Professional Development is devoted to department work including vertical and horizontal alignment to standards. Each December, our departments are given a full day out of the classroom to meet with the Assessment Coordinators to discuss curricular gaps and class alignment according to the NWEA Map and College Board assessment data. Additionally, course organizers have been created. Unit organizers were completed this year that shows alignment to the state standards or to the career technology standards in each course.

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.

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Currently we do not use this survey.

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

Reading has consistently been identified as one of our school's priority School Improvement goals and has remained a significant focus for all staff members and all content areas. This effort has been supported through in-service professional development, training our teachers to implement reading strategies within their department, as well as conference attendance by our English and Social Studies faculty. Within the English department, our curriculum uses a Common Core aligned textbook to support our teaching which we have adapted for an advanced model, structuring our courses with higher text complexity earlier on (10th grade text supports ELA 9 etc.). Additionally, academic vocabulary is supported school wide, and the English department subscribes to a leveled academic vocabulary program from Sadlier-Oxford. New research-based initiatives are also being incorporated into the English curriculum, including longer periods of Sustained Silent Reading and a Choice Reading Program. Part of our "Focus Plan" identified that incoming students' reading abilities were vast. To address the variety of skills, WMAA has implemented a supplemental reading/writing course at the 9th grade level (Aviation History and Literature) in 2013, and two of our faculty members are trained and certified in EBLI instruction, a fluency model to support struggling readers.

The fruit of our efforts is clearly seen in our assessment results. Due to the change in the state assessments, we are using NWEA Map scores as a point of comparison for the The number of students that are identified as below average or "at-risk" readers has dropped annually. In Fall of 2015, the Class of 2019 had 17% of their classmates identified as below average or "at-risk" readers; this spring the number dropped to 12%. In Fall of 2015, the Class of 2018 had 11% of their classmates identified as below average or "at-risk" readers; this spring the number remained stable (we had a large group of immigrants and refugees join our school this year - almost doubling our program). In Fall of 2014, the Class of 2017 had 14% of their classmates identified as below average or "at-risk" readers; this fall the number dropped to 10%.

19b. Reading- Challenges

One of our biggest challenges so far with reading instruction is that our student body demonstrates an extremely polarized range of reading ability. We are still working hard to cultivate a style of instruction that is both challenging for our exceptional readers and supportive for our
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struggling readers. We are re-aligning and revising our current curriculum to ensure that WMAA has addressed known curriculum gaps. Classroom practices, policies and procedures are established. We revisit them annually in August based on feedback from other grade-levels and again in mid-Winter to address newly identified areas of need in the curriculum. Additionally, since our English instruction is accelerated (and most of whole school's curriculum is college preparatory), we are increasing the accommodated classroom resources (e.g. graphic novels, ELL readers, scaffolded texts, etc.) to support our struggling readers. Over the last two years, we have provided many additional strategies to use for "reading for information" and "developing vocabulary". Correspondingly these area of student achievement have shown an increase. This year the social studies classes took on a new way to assess students' ability to analyze primary resource documents. In World History the class averages improved by 10% or more on that specific portion of the test.

We continue to work with each department to assist them develop a viable model for reading intervention that will be accessible to all learners. Finally, as we aim to support reading across the curriculum, we have yet to establish standards, products, and support for reading instruction in all departments.

19c. Reading- Trends

Currently, we are working to align our reading instruction with Common Core State Standards and the College Readiness Standards. We have a very strong honors program and a strong AP English course.

Our English Language Learner population continues to grow (which directly affects our reading instruction), although we do believe that our newcomer populations will likely decline. EBLI instruction is used to support English Language Learner students to maximize their growth as a reader.

MAP data suggests that we are on track for reaching our reading achievement goals for the 2015-2016 academic year for both freshman and sophomore classes. In the fall of 2015, 60% of WMAA students meet or exceed their fall-to-fall growth targets in reading; 80% of WMAA students meet or exceed the reading grade level achievement targets. Annually the number of students in the "low average" score range declines.

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.

Our mission to improve reading instruction and student reading ability is progressing smoothly. Teachers have been assigned scheduled monthly departmental time to improve horizontal alignment regarding reading instructional practices, and departments are working together create vertically aligned graduated product requirements that continually increase reading expectations in the content areas. The school has allotted budget space for the English classrooms to maintain a classroom library, for the acquisition of accommodated materials to support reading instruction and has hired a paraprofessional to support instruction with English Language Learners. Collaborative conference attendance between the English department and the Social Studies department is leading to an increased use of intentional reading strategies in multiple disciplines. Winter data analysis empowers our departments to make informed decisions about curriculum and provides models for assessing students' reading skills. Even more importantly the number of below average or "at-risk" readers decreases annually. For the class of 2019, fall NWEA Map scores showed that 25% of our students were below average or "at-risk". This spring the gap closed even more dropping the number of below average or "at-risk" to 12%. The 10th grade (Class of 2018) also saw a reduction in the number of at-risk students from 35% in their 9th grade year to only 25% their sophomore year.

20a. Writing- Strengths

Writing has been identified as one of our School Improvement goals, and, as a subject, has received a lot of attention at in-service professional development. The concentrated efforts to support writing in many of the content areas, including Social Studies, Science, and Aviation is definitely helping staff members to feel more skilled at assessing writing. Faculty training with thinking maps (especially FLOW maps) has helped support struggling writers organizationally. Our EL students work with EBLI certified teachers to aid writing fluency with extra attention to common spelling structures in the English language. Other areas that we need to continue working on are our school-wide focus on academic vocabulary has aided students in incorporating more academic language into their writing. Additionally, collaborative writing conference attendance between the English and Social Studies departments has led to more intentional writing instruction in multiple disciplines.

Since the change in our state mandated assessments, we have no standardized test examples to provide feedback. However in comparison to our fall in-house SAT style writing assessment, our spring results showed some improvement. Just under 25% of the Class of 2017 "passed" the fall assessment; just over 35% met the writing benchmark score on the SAT + Writing.

20b. Writing- Challenges

As our school has expanded rapidly, we have had some inconsistency with the courses assigned to each staff member. This turnover has slowed our progress with alignment and the creation of graduated writing expectations for each grade level (both of which are major goals for the 2016-17 academic year).

Also, similar to our challenges with reading, our students level of ability is vastly polarized, with some students writing well above grade level and others falling far below. We are still working to identify the best possible strategies for reaching each learner at their level of ability.

The lack of consistency with state assessments has also made it quite difficult to gather and track meaningful data related to our students'

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writing ability. Once we have a more secure means of analyzing longitudinal data, it will then be possible for us to analyze the effectiveness of our practice and its correlation with student achievement. Determining the target and then reverse designing the instruction is critical to success.

We have had a strong SAT style writing test in place each October starting in 2011. The challenge in long term data analysis is in the changes in the rubric. However, this annual exercise has provided an opportunity to develop grade-level based rubrics to be used across content areas.

20c. Writing- Trends

The school-wide effort to support writing at West Michigan Aviation Academy is progressing well. Our English department is currently working to establish a graduated, vertically aligned approach to the Common Core State Standards and College Board Writing Rubric. Our Writing School Improvement Goal specifies our plan to then create writing expectations for all grade levels in all content areas.

Also, similar to our challenges with reading, our students level of ability is vastly polarized, with some students writing well above grade level and others falling far below. We are still working to identify the best possible strategies for reaching each learner at their level of ability.

The lack of consistency with state assessments has also made it quite difficult to gather and track meaningful data related to our students' writing ability. Once we have a more secure means of analyzing longitudinal data, it will then be possible for us to analyze the effectiveness of our practice and its correlation with student achievement. Determining the target and then reverse designing the instruction is critical to success.

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.

Our school's efforts to promote writing achievement are progressing as planned. Now that our student count (and therefore our class-load) is stabilizing, our efforts toward intentional curriculum design will be more horizontally and vertically aligned. Additionally, the allocation of resources (both financial and human) for our special populations has aided our efforts of creating appropriate writing instruction for all of our students. Although our data record for writing growth is limited, our English department has been innovative in creating in-house methods to track student achievement. All required English courses maintain portfolios for students to examine their work from last week, last month, or last year. Our August 2016 PD will once again focus on inter-departmental collaboration for planning writing-based activities. We need to continue working on department-based expectations of writing assignments. Each department needs to design and align the general expectations for written work as well as agree upon base papers to ensure alignment of grading.

21a. Math- Strengths

The math department is filled with staff members who analyze student achievement data and respond by addresses individual and course-wide knowledge gaps. Our staff are all highly-qualified based on the State of Michigan requirements and we implement after-school tutoring to all students during the school week along with Saturday School opportunities scattered throughout the year. Our staff regularly engages in professional development opportunities and performs data analysis on all exams.

As a reflection of our student achievement analysis in the Winter of 2016, it was clear that one of our weaknesses was in the "heart of Algebra". Since fewer geometry items are on the current state mandated exam, we are realigning our geometry course to re-sequence the Geometry curriculum to align with the standards and skills that are required for the state mandated spring assessments.

21b. Math- Challenges

We attract students from over 40 different school districts in West Michigan along with a larger-than-normal home-schooled population. Without a unified feeder school at the 6-8 grade level, we receive students at the freshmen level that have varied mathematics instruction and mathematics achievement that is based upon the standards of their home district. The math department continues to re-examine and re-align course curriculum based on identified needs from standardized assessments. The current math area of weakness is "heart of algebra" which is being addressed through the re-sequencing of our current geometry program. Additionally we are going to give the NWEA Map assessment to all incoming 9th grade students to more accurately place them in math courses that range from Pre-flight Math (pre-algebra) to Algebra II.

21c. Math- Trends

As we have developed our mathematics curriculum at WMAA, we are aligning our classes vertically based upon the College Readiness Standards. We are also aligning our classrooms horizontally by having multiple teachers teaching sections of the same class by creating and proctoring common assessments. We also engage in the same types of classroom activities and projects. The scope and sequence of our mathematics classes are being aligned to the MAISA units that follow the Common Core State Standards. Student achievement data is used to ensure mastery of content and the realignment of courses curriculum. Beginning in the fall of 2016, our geometry course curriculum will evolve tremendously based on the needs identified by assessment data analysis.

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.

Our math department offers a robust, rigorous, and thought-provoking curriculum. Individual teachers take it upon themselves to stress to students the importance of the fundamental understanding of concepts. This practice naturally leads into students being able to verbalize their knowledge of the content and then become an asset to each other in the learning process. We are continuing to analyze and refine our curriculum where needed according to best-practices research, and we are continually analyzing test data and achievement outcomes to provide the best education to our student population. Annually course content and instructional strategies are evaluated to ensure that WMAA is meeting the needs of all students.

22a. Science- Strengths

We teach physics first to the 9th grade class using teachers trained in physics modeling which encourages students to find relationships between traditional physics concepts through experimentation and discovery. We have highly qualified teachers with extensive additional training - physics modeling, chemistry modeling, AP training, access to extra conferences and professional development. We have flexible teachers who are able to adapt curriculum as standards and student needs change. Our curriculum is developed based on research supported data. We are currently in the process of implementing the Next Gen science course curriculum. There is a strong connection with the engineering program using many common modeling and problem solving strategies. We are closely watching the performance of our students on the MSTEP. Our students are growing faster than area schools and far outdistancing growth amongst our partners within Bay Mills.

22b. Science- Challenges

In the past, we have struggled with physics first because not all students had a great math background. While it is good that we continue to update our curriculum, we are still working to organize it just the way we want- especially with the classes switching over to modeling. We are a young department. We're still trying to build the culture of our honors and AP programs. We have students from many districts so we have some challenges in teaching the wide learning levels within each class. There is a vast difference in background knowledge depending on what district the student came from. Meteorology is an elective that has been challenging to teach since the curriculum can be difficult. We could improve on bridging our math department and science department and making sure we build upon each other's curriculum.

22c. Science- Trends

We are looking to the Next Generation Science Standards more as the state comes closer to approval. We are starting an AP program. We just finished our first year of AP Physics, and we are offering AP Biology and AP Chemistry next year. We are continuing to wait for NGSS to be approved so we know exactly how to align our curriculum and we are switching both Physics and Chemistry over to modeling style for most of our units. We are working on aligning the science program horizontally between the same grade and teachers that teach the same subject and vertically to ensure science academic growth. We are trying to incorporate more of the same lab format, so students are increasingly aware and comfortable using the same lab format across the different science classes.

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.

Overall, the science department is heading in a good direction concerning our instruction choices. Through the years we have changed to the physics first idea and we have added the modeling aspect to our physics program. Our teachers are trained and provide great instruction in modeling that meets not only the current standards in science but also the Next Generation Science Standards by teaching students how to think like a scientist. Our progression from freshman to seniors includes more detailed lab reports and difficult reading assignments. We are working on these each year and tweaking them to constantly improve on what we already have. We are adding AP Biology and AP Chemistry classes as a senior electives next year to make a more rigorous science department and we continue to offer the opt-in honors classes in our physics, chemistry, and biology classes. As we continue, we will be constantly revising our new curriculums to better meet the needs of the students and the standards that must be taught.

23a. Social Studies- Strengths

The WMAA Social Studies department has highly qualified teachers with teachers who consistently attend various professional development opportunities. 2 of our 4 teachers are AP certified in US History, and Government and Macroeconomics having attended weeklong conferences as well as single day workshops. We have a consistent curriculum that is aligned to the Michigan State content standards for every course we offer. One of our focuses is the emphasis on primary source analysis as it is the most authentic way to study history and brings a deeper level of engagement with our students. Another department-wide initiative is the importance of including current events into our instruction when appropriate as we seek to have our students become more aware of their surroundings and to have the ability to think critically about the major issues of our time on a local and global level. Each of our courses includes the "Week In Rap" where we take 15+ minutes to examine the world around us. A "Current Events" course was introduced last year and a JSA club was formed and has had consistent attendance throughout the year. Additionally the Social Studies department is evolving their unit assessments to include visuals and more challenging primary resource document (new to students) analysis questions.

23b. Social Studies- Challenges

In the past, we've engaged the Social Studies department in helping achieve our School Improvement goals of reading. With this focus,

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we've been able to highlight some of our deficiencies and attempt to correct them. With our selection of AP and Honors courses, we are able to appropriately reach and challenge our upper-level students but our attempts at reaching our lowest achievers have been not as fruitful. Our 9th grade World History textbook is at a 10th grade reading level and many of our students with lower reading levels find the textbook reading quite challenging. Consequently, we've struggled to find a more appropriate text to differentiate and this continues to be a focus for our department moving forward. This emphasis connects very much with our ELL population, which has grown significantly in the last few years, and so we find ourselves lacking the appropriate materials and techniques for these students.

Another challenge for our department is writing in a historical manner. Many of our students come from different backgrounds and different schools so many arrive to us with different historical skill sets. One of the skills that is lacking for our students is the ability to write for argumentation instead of the traditional research essay. We've been able to anecdotally tackle this issue but are finding it difficult to do with writing rubrics that are horizontally, but not vertically aligned between grade levels.

Additionally we are working on modeling our assessment to more closely reflect the type of questions found on the College Board suite of assessments. This has led to a change in unit assessment practices as well as increase use of primary resource documents in daily instruction.

23c. Social Studies- Trends

We're currently working on aligning our courses with the Common Core reading standards by identifying which texts we use for each unit and which Common Core skills we use in that unit. This alignment is especially important as we are growing as a Social Studies department and multiple teachers are teaching the same course. This alignment provides the students with a more horizontally aligned curriculum and allows us to plan vertically the skills and academic vocabulary each course will use. One of our school improvement activities will be department time to indentify the necessary vocabulary and emphasize those words in specific courses. The goal will be that the teacher in the next grade can be assured that students who have passed the previous class have a working knowledge of the academic vocabulary.

Our department is also following a school wide initiative and creating "course owners" whereas one lead teacher will compile major assignments, tests, and exams that are required for that course to ensure horizontal alignment and institutional stability in case of a long term absence.

As part of the writing initiative, we will be working with the English department to create grade-level Social Studies specific writing rubrics for our classes. These rubrics would create clear expectations for what good social studies writing looks like for each class.

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.

Overall, the Social Studies department is heading in a good direction. Our teachers are trained and provide great instruction in modeling that meets not only the current standards in Social Studies but also the Common Core Reading Standards by teaching students how to think like

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historians. Our progression from freshman to juniors includes more critical thinking and difficult reading assignments. We are working on these each year and tweaking them to constantly improve on what we already have. We are looking to potentially add a senior level Social Studies elective to give students who want a more rigorous year long class instead of the semester long Current Events class. As we continue, we will be constantly revising our curriculums to better meet the needs of the students and the standards that must be taught.

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?

Based on the 2016 AdvancEd survey results:

Governance and Leadership: In my school the principal and teachers have high expectations of me (4.48/5).

Purpose and Direction: In my school a high quality education is offered (4.45/5).

Resources and Support Systems: In my school the building and grounds are safe, clean, and provide a healthy place for learning (4.37/5).

24b. Student Perception Data

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

Based on the 2016 AdvancEd survey results:

Governance and Leadership: Rules are applied equally to all students (3.62/5).

Using Results for Continuous Improvement: My school considers students' opinions when planning ways to improve the school (3.33/5).

Teaching and Learning: All of my teachers change their teaching to meet my needs (3.42/5).

Governance and Leadership: All my teachers keep my family informed of my academic progress (3.42/5).

24c. Student Perception Data

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

Given the feedback from students, we as a school will work to find ways to address student concerns. Additional insight will need to be gathered to both solidify the learning expectations to ensure they are clearly defined. This will be addressed during our pre-service professional development when the teachers and departments meet to discuss and plan learning objectives for students. This will then allow teachers to bring planning strategies to engage students in their learning towards defined expectations.

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The school will work towards more developed systems of communication. We will continue to offer PowerSchool training sessions to families, conferences, and quarterly grade reports. In addition, we will continue to work towards ongoing continued communication with school counselors and teacher when grades are failing. Engaging families will also be addressed by improved attendance procedures, as addressed in the demographic section of this report.

25a. Parent/Guardian Perception Data

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

The areas identified as the highest level of satisfaction among parents are:

has clean and well-maintained facilities and properties (79.77%) treats students with respect (72.09%), has adults that really care about students (72.09%).

25b. Parent/Guardian Perception Data

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

The areas identified as the lowest level of satisfaction are: enforces school rules equally for my child and all students (46.4%), allows input and welcomes parent's contributions (44.44%), provides support to help students with social or emotional needs (32.75%).

25c. Parent/Guardian Perception Data

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

Given that our student population comes from 11 counties and 41 districts, communication between the school and families has been a challenge. While we implement monthly newsletters, an updated calendar and website, as well as ongoing teacher/parent email and phone communications, there continue to be gaps in information between stakeholders.

As we look to improve this area, we are working on implementing a few new systems. For one, we are developing programs to allow us to do a quick school reach communication in which important updates can be sent to emails, voicemails, and text accounts instantly. Secondly, we are placing a higher level of emphasis on our Naviance database as a method to communicate with both students and parents. During each of our parent nights throughout the year, we work to ensure our Naviance program is up to date with email and phone contact information to ensure accuracy in our outgoing communications.

26a. Teacher/Staff Perception Data

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

Our school's purpose statement is clearly focused on student success - 100%.

In our school, all staff members participate in continuous professional learning based on identified needs of the school - 99%.

Our school provides qualified staff members to support student learning - 99%.

26b. Teacher/Staff Perception Data

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

Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning - 30%.

Our school's leaders ensure all staff members use supervisory feedback to improve student learning - 49%.

In our school, a formal process is in place to support new staff members in their professional practice - 49%.

26c. Teacher/Staff Perception Data

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

The staff survey data indicated a gap in direct work with staff coaching, supervision, and evaluation. Due to a number of factors, these tasks have not been a priority for our seasoned teachers or administration. While high-level teaching is observed every day in the classroom, we are now implementing a formal staff evaluation process. The results of this year's process will be used to drive and improve next year's implementation.

While we are waiting for work from the State of Michigan in regards to updated evaluation requirements, as a school team we will be coming together to identify what additional support can be offered in these areas. We have already allocated a partial FTE to support mentoring and the professional development of staff. However, over the course of the next academic year, our team will be working closing with other building leaders and teachers to create and implement a more formal system of observation, feedback, and evaluation.

27a. Stakeholder/Community Perception Data

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

WMAA is very fortunate to have several strong partnerships with companies in the aviation and engineering communities. The high expectations for students, our excellent teaching staff, and the STEM/Aviation curriculum and programs rank highest in satisfaction from all

of our stakeholders.

27b. Stakeholder/Community Perception Data

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

For many parents, the time commitment and commuting expense incurred to bring students to our school is lowest in the area of satisfaction.

27c. Stakeholder/Community Perception Data

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

We provide city bus tickets to any student on the bus line, and we encourage parents to create car pools by using our social media website.

Summary

28a. Summary

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

Our greatest strengths lie in the quality of our teaching/administrative staff and our progressive STEM/Aviation curriculum and programs. The challenges occur because our students come to us from 42 different educational experiences. We draw students from the communities of refugees, the inner-city, home schools as well as from very affluent school districts. Therefore our greatest challenge is to meet the needs of a wide variety of learners.

28b. Summary

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

Since we have no "feeder" middle school, we never know the achievement levels of our incoming students. Our student achievement levels are sometimes lower as a result.

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?

Our goals for the 2016-17 school year continue to be in the areas that impact all students especially our EL students which is our largest sub population more than doubling in the past 2 school years. Reading, writing, and math continue to be our school improvement goals. Many of the strategies and activities revolve around our professional development times to assist teachers in implementing good instructional strategies. We constantly bring data analysis into full staff as well as department meetings to keep a pulse on the achievement of our students, and to monitor our curricula. If we see an area that needs support, we modify the curriculum to fill the gap.

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 building.	

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://wmaa-images.s3.amazonaws.com/asset/s/186/original/AER.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a 9-12 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Guidance counselors create, update and manage EDP's through Naviance, course registration, family and student meetings as well as classroom guidance.	

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	Varsha Dalian Senior Human Resources Specialist Phone: (810) 229-5145 Fax: (810) 229-5439 869 S. Old US 23, Suite 500 Brighton, MI 48114 charterschoolpartners.com mepservices.com	

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	WMAA will implement a variety of programs to encourage high levels of parent involvement in their child's education. WMAA founders believe that parent involvement should be integral and visible at every level of school operations. Therefore, the Board of Directors will seek to have a parent representative on the WMAA Board at all times. The Academy Board will use a committee structure and will ask parents to serve on committees. WMAA will also actively encourage parent participation in parent-teacher conferences and encourage ongoing involvement in the daily life of the school. (see website)	

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.	Yes	NWEA Map scores, College Board Assessments (SAT, PSAT 8/9, PSAT NMSQT) and MSTEP scores.	

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		

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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	It is the policy of the Board to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.	

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	It is the policy of the Board to encourage responsible use of technology and to monitor online activities of minors. The Academy shall develop and implement technology use practices and procedures that promote the responsible and lawful use of technology to support and enhance student learning consistent with the Academy's mission and educational goals.	

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	The Academy shall use technology protection measures to block or filter Internet access through its computers to inappropriate information. Specifically, the protections measures shall block visual depictions of material deemed obscene, child pornography, or, in the case of access by minors, material harmful to minors	

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

Single Building District Improvement Plan

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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	The technology team has met regularly to review data to determine the following needs plans: review of device for 1:1 initiative, and plans to update resources for state testing requirements. A new plan to purchase Chromebooks for 2016-17 has been approved. These machines will enable us to do on site MSTEP testing in the Spring of 2017.	

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	Our opening PD in August reflects needs defined by the teaching staff and the technology committee. We also use the suggestions from our yearly staff survey to drive our P.D.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	All of our teaching staff has an online presence for each of their classes which includes links to subject areas, and because of our many project-based classes and our 1:1 initiative, there many areas in which students provide technology literacy in a variety of ways.	

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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	Training is provided to all new students during the New Student Orientation in August. In addition, because of our 1:1 initiative, our teaching staff uses class appropriate apps and websites in their regular lesson plans so our students are given many opportunities to show their technology literacy. We will also be providing a technology workshop the first week of school to address students' questions and concerns.	

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	Varsha Dalian Senior Human Resources Specialist Phone: (810) 229-5145 Fax: (810) 229-5439 869 S. Old US 23, Suite 500 Brighton, MI 48114 charterschoolpartners.com mepservices.com	

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

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

SI Goals 2016-17

Overview

Plan Name

SI Goals 2016-17

Plan Description

2016-17 Goals for Reading, Writing, Math.

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 West Michigan Aviation Academy will be proficient writers.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$400
2	All students at West Michigan Aviation Academy will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$840
3	All students at West Michigan Aviation Academy will be proficient readers.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$0

Goal 1: All students at West Michigan Aviation Academy will be proficient writers.

Status	Progress Notes	Created On	Created By
N/A	On the Spring of 2016 SAT, 78% of our Juniors met or exceeded the EBRW benchmarks.	June 15, 2016	Mrs. Linda Leiter

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the state designated English and writing assessment in English Language Arts by 06/30/2017 as measured by the 2017 state designated test scores..

Strategy 1:

Writing Skills Accountability - All staff will communicate clear and direct writing expectations within their content areas to hold students accountable for mastering grade appropriate writing skills.

Category:

Research Cited: Olsen, Barry. "Academic Writing Across the Disciplines". February 2013. Literacy Design Collaborative (LDC.org)

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	All staff was trained to score Grades 9-11 student SAT writing prompts during October 2015 PD. Since our PD hours have been cut for the 2016-17 school year, we will be redesigning the strategy.	June 13, 2016	Mrs. Linda Leiter
N/A	October 2013 analysis completed and data compiled. Staff determined that we would continue to use the same prompt so that students can track their individual growth.	June 16, 2014	Mrs. Margaret S Howard
N/A	This was a school-wide activity in October of 2013. We will continue this strategy for the 2014-15 school year. We have chosen to use the same prompt for long term data analysis.	June 16, 2014	Mrs. Margaret S Howard

Activity - Staff Writing Conventions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English department will implement a redesigned SAT practice prompt in the Fall 2016 for all students. These responses will be used to train all staff members in acceptable writing conventions to promote during 2016-17 Professional Development. Staff will be directed to consider and implement writing standards within their respective departments.	Professional Learning	Tier 1	Monitor	10/03/2016	10/31/2016	\$0	No Funding Required	Chris Williams, Peg Howard with the English Department members.

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Status	Progress Notes	Created On	Created By
Completed	Staff completed range finding training and assessed all 9-11th grade student essays.	June 16, 2014	Mrs. Margaret S Howard

Strategy 2:

Writing Practice in Content Areas - All staff will provide targeted writing practice within respective content areas to encourage genre and domain specific writing proficiency according to formal and organizational writing conventions.

Category: Career and College Ready

Research Cited: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools--A report to Carnegie Corporation of New York: Washington, DC: Alliance for Excellent Education.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	All core departments met to analyze assessment data and realigned curriculum based on the analysis of the writing sub-scores.	June 16, 2014	Mrs. Margaret S Howard

Activity - Creating Content Area Writing Performance Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our 2016-17 Professional Development, all staff will develop common graduated writing expectations across grade levels based on instructional samples provided by the English department. Staff will then be instructed to incorporate these expectations into domain/content-specific rubrics to determine and establish base line writing performance expectations in each content area and at each grade level.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	No Funding Required	Peg Howard, Chris Williams, Denise Klaasen, and all Department Heads.

Status	Progress Notes	Created On	Created By
In Progress	Activity will continue.	June 13, 2016	Mrs. Linda Leiter
Completed	All core departments met and analyzed writing prompt scores from the MME and our school-wide essay practice.	June 16, 2014	Mrs. Margaret S Howard

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Activity - Major Departmental Writing Projects using Rubrics.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During department meetings focused on vertical department alignment, all departments will create a master document outlining all major projects/assessments conducted in the required core classes within their content area. Departments will be expected to declare a minimum of 2 major assessments with significant writing components to be evaluated by the department's grade level writing rubrics (see Activity 1)	Curriculum Development	Tier 1	Implement	08/22/2016	06/16/2017	\$0	No Funding Required	Chris Williams, Denise Klaasen, Peter Vandenberg, George Pavey, Brian Way, and any other current department chairs.

Activity - Content Area Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create department specific writing rubrics that are aligned with grade level expectations.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/23/2017	\$0	No Funding Required	All Department Chairs, School Improvement Team.

Strategy 3:

Department Curriculum Realignment - The primary goal is to ensure horizontal and vertical alignment by implementing consistency in instruction expectations and assessment products by course and grade.

Category: Learning Support Systems

Research Cited: Fisher, Frey and Pumpian. "How to Create a Culture of Achievement". ASCD. 2012.

Tier: Tier 1

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Activity - Determining Gaps and Alignment Inconsistencies in Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department will meet for an entire school day to evaluate assessment data to determine curricular gaps and to develop strategies that align course curricula to state mandated assessment trends.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/01/2016	03/30/2017	\$400	Title II Part A	School Improvement Team

Goal 2: All students at West Michigan Aviation Academy will be proficient in math.

Status	Progress Notes	Created On	Created By
N/A	On the Spring of 2016 SAT, 54% of our Juniors met or exceeded the Mathematics benchmarks.	June 15, 2016	Mrs. Linda Leiter

Measurable Objective 1:

49% of Eleventh grade students will demonstrate a proficiency on the 2016-17 State designated assessment in Mathematics by 05/29/2017 as measured by their SAT mathematics score..

Strategy 1:

Math Conferences - Teachers will attend conferences that focus on instructional strategies and mathematics learning.

Category: Mathematics

Research Cited: ACT. (2012). The Core Practice Framework: A Guide to Sustained School Improvement. <http://www.act.org/research/policymakers/pdf/Core-Practice-Framework-Guide.pdf>.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Both activities were completed. The Mich ME Conference will continue during the 2016-17 school year.	June 13, 2016	Mrs. Linda Leiter
N/A	Completed 2015-16	June 08, 2016	Mrs. Linda Leiter
N/A	2015-16 Completed	June 06, 2016	Mrs. Linda Leiter

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Activity - MichME Conference at Kent ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math faculty will attend the multi-session Michigan Mathematics Educators conference offered by the Kent ISD. (\$30 per registrant)	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/12/2016	05/05/2017	\$120	Title II Part A	Mathematics Department

Strategy 2:

Math Trends Data Analysis - The Math Department will meet to analyze and discuss trends in the M-STEP and PSAT 8/9, PSAT/NMSQT, and SAT math tests.

Category: Mathematics

Research Cited: Dougherty, C. (2008). The Power of Longitudinal Data: Measuring Student Academic Growth. National Center for Educational Accountability, Data Quality Campaign.

Tier: Tier 1

Activity - Determining Gaps and Alignment Inconsistencies in Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department will meet for an entire school day to evaluate assessment data to determine curricular gaps and to develop strategies that align course curricula to state mandated assessment trends.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/01/2016	03/30/2017	\$400	Title II Part A	Mathematics Department, School Improvement Team

Strategy 3:

NWEA Map Data Analysis to Show Growth and for Course Placement and Alignment - Use both Fall and Spring NWEA Map results to more accurately place students in math courses, and to consistently analyze to show growth and align curriculum. This will be an ongoing activity through department meetings and meetings with School Curriculum Leaders.

Category: Mathematics

Research Cited: Schmoker, Mike. (1999). Results: The Key to Continued School Improvement, 2nd Edition. ASCD.

Tier: Tier 1

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Activity - Disaggregate NWEA Map Results f	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department members will review NWEA MAP results from both the Fall and Spring assessment cycles in 2016-17 for student course placement (honors vs. regular, AP etc.)and curriculum alignment	Policy and Process, Teacher Collaboration	Tier 1	Implement	09/06/2016	05/26/2017	\$0	No Funding Required	Math Department

Strategy 4:

Geometry Curriculum - The Math Department will re-sequence the Geometry curriculum to align with the standards and skills that are required for the SAT that is administered to students in their Junior year, thus leaving room in the curriculum for a review of Algebraic concepts.

Category: Mathematics

Research Cited: When we conducted our Data Analysis Days with the Mathematics Department, we looked at our State (PSAT8/9, PSAT NMSQT) and local assessment (NWEA MAP) and determined our students need more instructional time in the study of Algebra.

Tier: Tier 1

Activity - Geometry Curriculum Resequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Department will re-sequence the Geometry curriculum to align with the standards and skills that are required for the state mandated assessment (SAT) which is administered to students in their junior year. Funding is based on 16 hours of summer curriculum work.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	06/24/2016	09/06/2016	\$320	Title II Part A	Eric Fey, Kenny Osbeck

Goal 3: All students at West Michigan Aviation Academy will be proficient readers.

Status	Progress Notes	Created On	Created By
N/A	On the Spring of 2016 SAT, 78% of our Juniors met or exceeded the EBRW benchmarks.	June 15, 2016	Mrs. Linda Leiter

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Measurable Objective 1:

53% of All Students will demonstrate a proficiency in reading as measured by the 2017 SAT. in English Language Arts by 06/30/2017 as measured by the reading score of the SAT.

Strategy 1:

Targeted Reading Practice - All staff will provide targeted reading practice within respective content areas to encourage genre and domain specific close reading strategies.

Category: English/Language Arts

Research Cited: Fisher, Doug. Frey, Nancy. (2004) Improving Adolescent Literacy: Strategies at Work. Pearson Prentice Hall.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Will continue to develop for 2016-17	June 15, 2016	Mrs. Linda Leiter

Activity - MME/MStep/College Board Assessment Series Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze data from major assessment (MME/M-Step/PSAT/College Board Assessment Series) to determine reading areas of need and the types of questions asked. Staff will examine mentor texts via Common Core subject area samples and create questions with similar language. All departments will meet throughout the year to discuss implementation. Staff will employ SAT style questions in formative assessments in order to get students to practice close reading skills and other areas of need, as well as familiarizing students with the style of questions.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	No Funding Required	Peg Howard, Chris Williams, Denise Klaasen, Department Chairs

Strategy 2:

Language Fluency - ELA department will encourage student growth with regard to general language fluency. Other departments will be highly encouraged to adopt this strategy.

Category:

Research Cited: Gallagher, Kelly. (2009) Readicide: How Schools are Killing Reading and What You Can Do About It. Stenhouse.

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Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Will continue to develop activities during 2016-17.	June 15, 2016	Mrs. Linda Leiter

Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sustain Silent Reading will be employed in ELA classes for at least 30 minutes per week in order to build stamina and general fluency	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Chris Williams, and the entire ELA teaching staff.

Strategy 3:

Increase Student Academic Vocabulary - Staff will develop lessons that implement strategies to increase student knowledge of academic vocabulary.

Category: Other - All Departments

Research Cited: Dean, Hubell, Pitler, Stone. (2012) Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, 2nd Edition.

ASCD.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	This strategy will continue to be a focus of all departments for the 2016-17 school year.	June 15, 2016	Mrs. Linda Leiter
N/A	This is an ongoing strategy for the 2016-17 school year.	June 15, 2016	Mrs. Linda Leiter

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will determine list of academic vocabulary and assign/implement by department and course strategies to increase student knowledge/use of academic vocabulary.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Peg Howard, Chris Williams, Denise Klaasen

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Status	Progress Notes	Created On	Created By
In Progress	Departments will continue to add vocabulary to their lists for the 2016-17 school year.	June 15, 2016	Mrs. Linda Leiter

Activity - Vocabulary Word Walls and Academic Word of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will develop activities such as Word Walls, and Academic Word of the Month using their shared academic vocabulary lists. These will be posted in classrooms and used regularly across departments to build student knowledge of common academic vocabulary.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/22/2016	06/16/2017	\$0	No Funding Required	All classroom instructors.

Strategy 4:

Implementing Close Reading Strategies - Departments will be presented with data that will allow them to learn department specific strategies to close known gaps.

Category: Learning Support Systems

Research Cited: Data analysis from our current student demographics and achievement scores. Schmoker, Mike. (2011) FOCUS: Elevating the Essentials to Radically Improve Student Learning. ASCD.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	This strategy will continue to be a focus for the 2016-17 school year.	June 15, 2016	Mrs. Linda Leiter

Activity - ELA Department - Close Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on determined reading areas of need the English Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading activities such as using SAT style readings with "linked" questions. Another activity will be to provide longer passages (ver 650 words), 2 pages) where the teacher defines the purpose and students find evidence within the reading that justifies the purpose.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Peg Howard, Chris Williams, and entire ELA Department .

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Status	Progress Notes	Created On	Created By
In Progress	Funding no longer needed, but different Close Reading Strategy Activities will begin	June 15, 2016	Mrs. Linda Leiter

Activity - Social Studies - Close Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on determined reading areas of need the Social Studies Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading skills Based on determined reading areas of need the English Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading activities such as using SAT style readings with "linked" questions. Another activity will be to provide longer passages (ver 650 words), 2 pages) where the teacher defines the purpose and students find evidence within the reading that justifies the purpose.	Professional Learning	Tier 1		08/22/2016	06/16/2017	\$0	No Funding Required	Peg Howard, Chris Williams Brian Way and Social Studies Department Members

Status	Progress Notes	Created On	Created By
In Progress	Department will continue to learn and add Close Reading Strategies for the 2016-17 school year.	June 15, 2016	Mrs. Linda Leiter

Activity - Science Department - Close Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Based on determined reading areas of need the Science Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading skills Based on determined reading areas of need the English Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading activities such as using SAT style readings with "linked" questions. Another activity will be to provide longer passages (ver 650 words), 2 pages) where the teacher defines the purpose and students find evidence within the reading that justifies the purpose.</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>08/22/2016</p>	<p>06/16/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Peg Howard. Denise Klaasen and Science Department Members</p>
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Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>Department will continue to add Close Reading Strategies for the 2016-17 school year.</p>	<p>June 15, 2016</p>	<p>Mrs. Linda Leiter</p>

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
Sustained Silent Reading	Sustain Silent Reading will be employed in ELA classes for at least 30 minutes per week in order to build stamina and general fluency	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Chris Williams, and the entire ELA teaching staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Geometry Curriculum Resequence	The Math Department will re-sequence the Geometry curriculum to align with the standards and skills that are required for the state mandated assessment (SAT) which is administered to students in their junior year. Funding is based on 16 hours of summer curriculum work.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	06/24/2016	09/06/2016	\$320	Eric Fey, Kenny Osbeck
MichME Conference at Kent ISD	Math faculty will attend the multi-session Michigan Mathematics Educators conference offered by the Kent ISD. (\$30 per registrant)	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/12/2016	05/05/2017	\$120	Mathematics Department
Determining Gaps and Alignment Inconsistencies in Curriculum	Department will meet for an entire school day to evaluate assessment data to determine curricular gaps and to develop strategies that align course curricula to state mandated assessment trends.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/01/2016	03/30/2017	\$400	Mathematics Department, School Improvement Team

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Determining Gaps and Alignment Inconsistencies in Curriculum	Department will meet for an entire school day to evaluate assessment data to determine curricular gaps and to develop strategies that align course curricula to state mandated assessment trends.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/01/2016	03/30/2017	\$400	School Improvement Team
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Rubrics	Create department specific writing rubrics that are aligned with grade level expectations.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/23/2017	\$0	All Department Chairs, School Improvement Team.
Science Department - Close Reading Strategies	Based on determined reading areas of need the Science Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading skills Based on determined reading areas of need the English Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading activities such as using SAT style readings with "linked" questions. Another activity will be to provide longer passages (ver 650 words), 2 pages) where the teacher defines the purpose and students find evidence within the reading that justifies the purpose.	Professional Learning	Tier 1		08/22/2016	06/16/2017	\$0	Peg Howard. Denise Klaasen and Science Department Members

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Social Studies - Close Reading Strategies	Based on determined reading areas of need the Social Studies Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading skills Based on determined reading areas of need the English Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading activities such as using SAT style readings with "linked" questions. Another activity will be to provide longer passages (ver 650 words), 2 pages) where the teacher defines the purpose and students find evidence within the reading that justifies the purpose.	Professional Learning	Tier 1		08/22/2016	06/16/2017	\$0	Peg Howard, Chris Williams Brian Way and Social Studies Department Members
Vocabulary Word Walls and Academic Word of the Month	Departments will develop activities such as Word Walls, and Academic Word of the Month using their shared academic vocabulary lists. These will be posted in classrooms and used regularly across departments to build student knowledge of common academic vocabulary.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/22/2016	06/16/2017	\$0	All classroom instructors.
Major Departmental Writing Projects using Rubrics.	During department meetings focused on vertical department alignment, all departments will create a master document outlining all major projects/assessments conducted in the required core classes within their content area. Departments will be expected to declare a minimum of 2 major assessments with significant writing components to be evaluated by the department's grade level writing rubrics (see Activity 1)	Curriculum Development	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Chris Williams, Denise Klaasen, Peter Vandenberg, George Pavey, Brian Way, and any other current department chairs.
Academic Vocabulary	Staff will determine list of academic vocabulary and assign/implement by department and course strategies to increase student knowledge/use of academic vocabulary.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Peg Howard, Chris Williams, Denise Klaasen
Disaggregate NWEA Map Results f	Math department members will review NWEA MAP results from both the Fall and Spring assessment cycles in 2016-17 for student course placement (honors vs. regular, AP etc.)and curriculum alignment	Policy and Process, Teacher Collaboration	Tier 1	Implement	09/06/2016	05/26/2017	\$0	Math Department

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ELA Department - Close Reading Strategies	Based on determined reading areas of need the English Department staff will learn about mentor texts via Common Core subject area samples. and practice creating questions with similar language. Additionally staff will also learn how to implement close reading activities such as using SAT style readings with "linked" questions. Another activity will be to provide longer passages (ver 650 words), 2 pages) where the teacher defines the purpose and students find evidence within the reading that justifies the purpose.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Peg Howard, Chris Williams, and entire ELA Department
Staff Writing Conventions Training	The English department will implement a redesigned SAT practice prompt in the Fall 2016 for all students. These responses will be used to train all staff members in acceptable writing conventions to promote during 2016-17 Professional Development. Staff will be directed to consider and implement writing standards within their respective departments.	Professional Learning	Tier 1	Monitor	10/03/2016	10/31/2016	\$0	Chris Williams, Peg Howard with the English Department members.
MME/MStep/College Board Assessment Series Data Analysis	All staff will analyze data from major assessment (MME/M-Step/PSAT/College Board Assessment Series) to determine reading areas of need and the types of questions asked. Staff will examine mentor texts via Common Core subject area samples and create questions with similar language. All departments will meet throughout the year to discuss implementation. Staff will employ SAT style questions in formative assessments in order to get students to practice close reading skills and other areas of need, as well as familiarizing students with the style of questions.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Peg Howard, Chris Williams, Denise Klaasen, Department Chairs
Creating Content Area Writing Performance Expectations	During our 2016-17 Professional Development, all staff will develop common graduated writing expectations across grade levels based on instructional samples provided by the English department. Staff will then be instructed to incorporate these expectations into domain/content-specific rubrics to determine and establish base line writing performance expectations in each content area and at each grade level.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Peg Howard, Chris Williams, Denise Klaasen, and all Department Heads.