



# **Single Building District Improvement Plan**

**WAY Academy - Flint, Flint Campus**

**WAY Academy - Flint**

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## **Introduction**

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

# Improvement Plan Assurance

## **Introduction**

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

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## Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We plan to put our goals and plans in ASSIST	

# **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.**

WAY Academy Flint engaged a variety of stakeholders in the development of our improvement plan. The improvement plan for WAY Academy of Flint was conducted over multiple months by the school improvement team. The first step in this process involved identifying participants of the school improvement team. The team consisted of administrators, teachers, support staff and parent representatives. The team met throughout the school year. This process also included additional meetings to receive input from every staff member, parents, students, and community members, to ensure all stakeholders had a voice in providing feedback in the development of the School Improvement Plan. The next step was to collect and review perception, program and process, demographic and student achievement data. The data review involved identifying trends, concerns, and strategies. Student achievement data was examined by reviewing the district wide Performance Series Test. Assessment results were examined for all students tested in the 7th-12th grades in the content areas of mathematics and reading.

Stakeholders were selected based on willingness to commit to the process. Each meeting reminded participants that everyone had an equal voice and expectations for the meetings. Meetings were scheduled at various times in order to accommodate schedules. Zoom meetings were also used.

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

Parents, teachers, administrators, students and board members were part of the stakeholder group that developed the improvement plan. Each shared the responsibility of discussing topics from their perspective after looking at the prepared data. All ideas were accepted and open for discussion before the group made a conclusion.

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

As each part of the improvement plan was completed, it was emailed to stakeholders for review. Stakeholders could then email the administrator with questions or wording changes. The communications were sent monthly.

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

WAY Academy of Flint is a public high school for students in grades 7-12. WAY stands for "Widening Advancements for Youth." The WAY Academy of Flint is part of an international program that provides a non-traditional education that appeals to non-traditional students. The comprehensive needs assessment for WAY Academy of Flint was conducted over multiple days by the school improvement team. The first step in this process involved identifying participants of the school improvement team. The team consisted of administrators, teachers, support staff and parent representatives. The team met throughout the school year. This process also included additional meetings to receive input from every staff member, parents, students, and community members, to ensure all stakeholders had a voice in providing feedback in the development of the School Improvement Plan. The next step was to collect and review perception, program and process, demographic and student achievement data. The data review involved identifying trends, concerns, and strategies. Student achievement data was examined by reviewing the district wide Performance Series Test. Assessment results were examined for all students tested in the 7th-12th grades in the content areas of mathematics and reading. MSTEP and PSAT/SAT assessments from 2016 through 2019 were examined and compared.

Demographic data examined included enrollment data, attendance, mobility, graduation & retention rates, and teaching experience of staff.

Perception Data - Surveys were administered to staff, parents and students.

Following the examination of all data, goals were developed in all content areas, and strategies and activities were selected to address the needs identified through the Comprehensive Needs Assessment.

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

#### DEMOGRAPHIC DATA

WAY Academy of Flint provides an educational program for students in grades 7-12. WAY Academy of Flint is a non-traditional education program that appeals to non-traditional students. Students enroll at WAY Academy of Flint for a variety of reasons. Some seek an alternative to the traditional educational approach while others have enrolled because our school is their only educational alternative after being expelled from their current school. During the 2019-20 school year, our enrollment fluctuated somewhat, ranging from 84-97 students. As of April 2020, there are 82 students enrolled.

The age of students at WAY Academy of Flint ranges from 12-20 years of age; regular education students "age out" at 20; students with an IEP may remain in school up to age 26. We currently have approximately 11 students with IEPs. The ethnic composition of our student population consists of

60% African American,

27% white

4% Hispanic

6% Multi-Racial

1% other.

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Approximately 3.6% of students have children and approximately 37% have jobs. Approximately 90% of students live with one or more parents, 7% live with a guardian, .01% with a partner.

The population of economically disadvantaged students is 97%.

Typically, students leave WAY Academy of Flint to return to a traditional school or have made the decision to no longer pursue a high school education. The average daily attendance rate of students attending WAY Academy of Flint is 52.7%. Due to our blended learning environment, our students report to school 4 days a week for 4 hours per day. All students are expected to work at home for the remainder of the school day using the WAY program online curriculum, HERO. Student attendance is monitored on a daily basis by the attendance liaison and reported to the student mentors. Mentors work with the attendance liaison to identify students who fail to meet the attendance requirements schedule / implement intervention strategies such as phone calls, e-mails, and/or parent-student conferences. Students may be recommended to the team leader for a home visit and ultimately may be assigned to a "re-commitment" status in which the student's computer can be reclaimed and the student is required to attend school daily.

### Demographic Data - Conclusions

Based on the results of the demographic data, WAY Academy of Flint attracts a diverse student population. It meets the needs of students seeking a non-traditional form of education.

### Discipline/Behavior Data

2017-2018

Level A Offenses: 16

Level B Offenses: 5

Level C: Offenses: 0

2018-2019

Level A Offenses: 31

Level B Offenses: 7

Level C Offenses: 7

2019-2020

Level A Offenses: 2

Level B Offenses: 5

Level C: Offenses: 6

Discipline/Behavior Data Conclusions: Based on the results of the behavior data, it is difficult to determine the change due to different administrators documenting the behavior. 2019-2020 reflects the offenses that resulted in a school suspension. Daily offense data is collected, but these offenses do not result in suspension. We will continue to implement PBIS strategies, as well as, mindfulness activities to address the behavior of the student body.

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## STUDENT ACHIEVEMENT DATA

2016-17 School Year

SAT

Less than 14% of students proficient in English

Less than 10% of students proficient in Math

MSTEP 11

Mathematics- 7th grade: 0% Proficient, 16.7% Partially Proficient, 83.3% Not Proficient Mathematics- 8th grade: 0% Proficient, 10% Partially Proficient, 90% Not Proficient

English Language Arts- 7th grade: 5% Proficient, 5% Partially Proficient, 85% Not Proficient English Language Arts- 8th grade: 10% Proficient, 20% Partially Proficient, 70% Not Proficient

Science- 7th grade: 5.6% Proficient, 5.6% Partially Proficient, 88.9% Not Proficient Science- 11th grade: 0% Proficient, 14.3% Partially Proficient, 85.7% Not Proficient

Social Studies- 8th grade: 0% Proficient, 30% Partially Proficient, 70% Not Proficient Social Studies- 11th grade: 0% Proficient, 76.2% Partially Proficient, 23.8% Not Proficient

2017-18 School Year

SAT

20% Students proficient in English

Less than 13% of student proficient in Math

MSTEP11

Mathematics- 7th grade: 0% Proficient, 10% Partially Proficient, 90% Not Proficient Mathematics- 8th grade: 0% Proficient, 33.3% Partially Proficient, 66.7% Not Proficient

English Language Arts- 7th grade: 10% Proficient, 20% Partially Proficient, 70% Not Proficient English Language Arts- 8th grade: 0% Proficient, 33.3% Partially Proficient, 66.7% Not Proficient

Social Studies- 8th grade: 8.3% Proficient, 41.7% Partially Proficient, 50% Not Proficient Social Studies- 11th grade: 14.3% Proficient, 50% Partially Proficient, 35.7% Not Proficient

Data was not reported for Science proficiency

2018-19 School Year

SAT

Less than 11% of Students proficient in English

Less than 11% of Student proficient in Math

PSAT8

Mathematics- 8th grade: 0% Proficient, 60% Partially Proficient, 40% Not Proficient

English Language Arts- 8th grade: 20% Proficient, 40% Partially Proficient, 40% Not Proficient

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## MSTEP11

Mathematics- 7th grade: 0% Proficient, 0% Partially Proficient, 100% Not Proficient

English Language Arts- 7th grade: 0% Proficient, 22.2% Partially Proficient, 77.8% Not

Social Studies- 8th grade: 0% Proficient, 16.7% Partially Proficient, 83.3% Not Proficient

73.7% Partially Proficient, 10.5% Not Proficient

Social Studies- 11th grade: 15.8% Proficient,

No data reported for Science proficiency

## WAY Academy Flint School Index 2016-17

Proficiency Score 6.84

Growth Score 10.79

Graduation Score 21.19

School Quality/Student Success 11.55

Assessment Participation 89.62

Overall Score 12.57

## WAY Academy Flint School Index 2017-18

Proficiency Score 10.97

Growth Score 9.59

Graduation Score 17.54

School Quality/Student Success 17.25

Assessment Participation 98.75

Overall Score 14.13

## WAY Academy Flint School Index 2018-19

Proficiency Score 10.17

Growth Score 11.91

Graduation Score 34.71

School Quality/Student Success 10.43

Assessment Participation 90.07

Overall Score 15.43

Based upon an analysis of the data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content skills focus on developing skills for each subject area are:

Math: Performing the four basic operations (addition, subtraction, multiplication, and division) with rational numbers, writing a mathematical statement to represent a given situation, using and applying scale factors and interpreting graphs.



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English Language Arts: Summarizing fictional and informational texts, analyzing and synthesizing fictional and informational texts, and writing a narrative.

Social Studies: Mapping, graph/chart/visual data analysis, and analyzing and synthesizing arguments.

Science: Drawing conclusions and identifying patterns in data, explaining complex processes, and generating scientific questions and hypotheses.

## Student Achievement Data - Conclusions

Achievement results show that student proficiency is low in all grade levels and across all content areas, however, proficiency is improving in ELA and Social Studies. Based on these results, we have identified goals and strategies to improve achievement for all students in these areas, with specific strategies for our targeted populations of special education students and the bottom 30%. We have identified content standards and skills (see above) that will become priority areas as we select strategies and activities to close these gaps.

WAY Flint needs to continue work to increase proficiency in Math and Reading. The use of the ALEKS Math program has helped with increasing the proficiency of students in Math. We purchased Flocabulary in January as one strategy to improve reading and our Reading Specialist continues to utilize training opportunities for use of the program in our projects. We are also planning to utilize the program to help develop improved content reading strategies in math and social studies. The DEAR (Drop Everything And Read) program will continue to address some of the reading strategies that can be used to complete the projects.

## PROGRAM/PROCESS DATA

WAY Academy Flint continues with a mentoring program. The structure of the program provides each student with a mentor who keeps in daily contact with the student, providing support, encouragement, and academic support as needed. Professional development opportunities are provided throughout the school year. Professional development is offered at both the district and school level on a monthly basis. Staff development topics are developed based on school needs, and the goals and strategies in the SIP.

## PERCEPTION DATA

All students had the opportunity to participate in the survey and 80% participated in the student survey.

86% of students agree that there are programs and services available to them to help toward success.

86% of students agree that the purpose and expectations are clearly explained to them and their family

91% of students agree that a high quality education is offered.

85% of students agree that they are treated with respect.

84% of students agree that teachers work together to improve student learning.

88% of students agree that rules are applied equally to all students.

62% of students say that students treat adults with respect

86% of students feel the principal and teachers hold them to a high expectation.

77% of students think WAY-Flint provides challenging curriculum and learning experiences. 77% of students say there is at least 1 adult who knows them well and shows interest in their educational future.

84% of students agree that the teachers of WAY Flint use a variety of teaching methods and learning activities to help develop the skills the student needs.

88% of students say that the school grounds are kept safe, clean and provide a healthy place for learning.

77% of students agree that they have access to counseling, career planning and other programs to help them in school

86% of students feel that their opinions are considered when planning to improve the school.

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All staff had the opportunity to participate in the survey; however, only 5 responded.

100% of the staff agree that the school's purpose statement is clearly focused.

100% of the staff agrees that the school's purpose statement is formally reviewed and revised with involvement from the stakeholders.

100% of the staff members agree that the school's purpose statement is based on shared values and beliefs that guide decision making.

100% of the staff agrees that the school's purpose statement is supported by the policies and practices adopted by the school board.

100% of the staff agree that the school has a continuous improvement process based on data, goals, actions, and measures for growth.

100% of the staff agree that our school board complies with all policies, procedures, laws and regulations.

80% of the staff agree that the school board maintains a distinction between its roles and responsibilities and those of school leadership.

80% of the staff agrees that the school leaders support an innovative and collaborative culture.

80% of the staff agrees that the school leaders expect staff members to hold all students to a high academic standard.

80% of the staff agree that the school leaders hold themselves accountable for student learning.

100% of the staff agree that the school leaders hold all staff members accountable for student learning.

80% of the staff agree that the school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

100% of the staff agree that the school leaders ensure all staff members use supervisory feedback to improve student learning.

80% of the staff agree that school leaders engage effectively with all stakeholder about the school's purpose and direction.

80% of the staff members agree that the school leaders provide opportunities for stakeholders to be involved in the school.

80% of the staff agree that all teachers in the school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.

80% of the staff agree that WAY Flint personalizes instructional strategies and interventions to address individual learning needs of students

100% of the staff agree that WAY Flint regularly uses instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

100% of the staff agree that all teachers in WAY Flint use a variety of technologies as instructional resources.

80% of the staff agree that all teachers use process to inform students of their learning expectations and standards of performance

80% of the staff agree that WAY Flint teachers provide students with specific and timely feedback about their learning.

80% of the staff agree that WAY Flint teachers use multiple types of assessments to modify instructions and revise curriculum.

80% of the staff agree that teacher of WAY Flint use consistent common gradin and reporting policies across grade levels and courses based on clearly defined criteria.

100% of the staff agree that all teachers of WAY Flint participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

60% of the staff agree that they have been trained to implement a formal process that promotes discussion about student learning.

100% of the staff agree that challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

60% of the staff agree that learning support services are provided for all students based on their needs.

100% of the staff agree that a formal structure exists to that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

100% of the staff agree that all staff members use student data to address the unique learning needs of the students.

80% of the staff agree that staff members are provided peer coaching.

60% of the staff agree that a formal process is in place to support new staff members in their professional practice.

100% of the staff agree that all staff members participate in continuous professional learning based on identified needs of the school

80% of the staff agree that a professional learning program is designed to build capacity among all professionals and support staff members

60% of the staff agree that all school personnel regularly engage families in their child's learning process.

80% of the staff agree that all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

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100% of the staff provided qualified staff members to support student learning

100% of the staff agree that instructional time and resources to support WAY Flint's goals are priorities

80% of the staff agree that the school provides sufficient material resources to meet student needs

100% of the staff agree that the school provides protected instructional time

100% of the staff agree that the school provides a variety of information resources to support student learning.

100% of the staff agrees that the school provides a plan for acquisition and support of technology to support student learning.

100% of the staff agree that the school provides a plan for the acquisition and support of technology to support the school's operational needs.

80% of the staff agree that the school provides high quality student support services.

60% of the staff agree that the school provides opportunities for students to participate in activities that interest them.

100% of the staff agrees that the school maintains facilities that support learning.

100% of the staff agree that the facilities contribute to a safe environment.

80% of the staff agrees that the school uses multiple assessment measures to determine student learning and school performance

80% of the staff agree that the school employs consistent assessment measures across classrooms and courses.

100% of the staff agree that the school has a systematic process for collecting, analyzing, and using data.

80% of the staff agrees that the school ensures that all staff members are trained in the evaluation, interpretation, and use of the data.

100% of the staff agrees that the school uses data to monitor student readiness and success at the next level

100% of the staff agree that the school leaders monitor data related to student achievement

100% of the staff agree that school leaders use data related to school continuous improvement goals

All parents had the opportunity to participate in the school climate survey. Parents received the survey questions by email, mail and in person. 18% of the families participated in the survey that had only 3 questions:

1. What would you like to see continue at WAY Academy Flint?

mentoring

small class sizes

love the entire program

my kids are happy

personal interaction with the kids and the hands on approach

my son is doing well

parent nights

more parent nights to explain programs so we can help our kids

the hot lunch program is an upgrade

the online access from home

good parent information

interactions with students are positive

I like the way things work at WAY, don't change a thing

for students to continue making progress

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2. What would you like to see WAY Academy Flint do differently?

I am happy with everything, so no suggestions

more events

communication with parents about college information

more instructions on how to help parents help their child

teachers provide examples about what needs to be fixed in a project assignment

nothing, my son used to hate school, but now loves it

offering a cooking class

3. What is something new that you would like WAY Academy-Flint to consider doing?

offer a full day schedule for students

after school activities

after school activities

after school activities

sports

better wifi

course on hygiene and disease prevention

N95 masks

science experiments

take students on the honor roll to a Friday movie

### Perception Data - Conclusions

Overall, students were generally positive in their perceptions of WAY Academy of Flint programs. Continuing to encourage an environment that fosters respect among students and staff and building a safe community within our school are areas of focus.

Families were generally positive when asked about the school. Parents are pleased with the amount of communication they receive regarding their child's progress and feel it is a positive environment. Areas for improvement include providing parents with better understanding of the programs and increased extracurricular activities.

Staff members feel they are making a difference in the educational lives of their students and that we have improved in protecting instructional time. Areas for improvement would be to hire a dedicated science teacher which would allow for more break out groups with Title 1 students and better training for new employees.

### GOALS

Based on an analysis of our data, we have developed goals in all content areas:

All WAY Academy of Flint students will receive a well rounded education to assure they are college and career ready.

All WAY Academy of Flint students will be prepared to make safe and healthy choices in both academic and social settings.

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

All WAY Flint students will be provided a well rounded education that will prepare students for college and career readiness.

All WAY Flint students will be prepared to make safe and healthy choices in social and academic settings.

WAY Flint will cover the content areas by creating objectives under our first goal to meet the students needs for a well-rounded education and preparation for career and college choices. To provide a well-rounded education, we seek to create and revise rigorous projects that are cross-curricular and connect the students to their community and the world around them. For Language Arts, we seek to create projects that target reading and writing skills that students can further apply in other subject areas. For Social Studies, we seek to create projects that focus on reading and critical thinking skills that can be used to make real-world connections and choices. For Math, we seek to incorporate more scaffolding in the projects and to create projects that help students understand how to apply math skills in daily life and make real-world connections. For Science, we seek to provide more opportunities for hands on experimenting in order to help students interpret the research and data they are exposed to, and to evaluate the information in light of scientific principles.

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

WAY Flint is addressing all students within the objectives, strategies, and activities by providing a well-rounded education. We offer services that address the needs of all students through mentoring, social worker, a dropout prevention coordinator, an attendane liaison, and academic programs such as Flocabulary and ALEKS.

Our goals will address the needs of all students by meeting the students where they are and providing scaffolding supports throughout the learning process to support students and increase their learning potential.

Our goals will address the needs of our target populations by providing specific support to raise assessment scores and student achievement.

We plan to further promote growth of the whole child by providing training for our staff to build relationships with students and addressing childhood trauma. For students that need the additional support we will continue to offer face to face opportunities with teachers, social worker, and other professionals. We will continue to keep families informed of community resources available to them for non-educational needs.

## **Component 2: Schoolwide Reform Strategies**

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

Based on the findings in our Comprehensive Needs Assessment, WAY Flint has selected the following research based strategies to address the challenges identified.

#### Leveled Literacy Intervention

Leveled Literacy Intervention is an approach to reading instruction that helps students develop the knowledge, strategies, and dispositions they need to become better readers. This approach regularly models disciplinary-specific literacy skills, helps students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum.

**ALEKS Math Program:** Students that are designated as underperforming in math will be assigned to ALEKS Math. ALEKS math uses an adaptive testing feature to find out a student's understanding in math. Then the student will be placed in the correct supplemental ALEKS course to improve their math skills. For a student to stay on track they will be required to work in ALEKS 30-60 minutes a day.

**Collins Writing:** Students utilize five types of writing that will develop essential skills in all of their various courses. This is an interdisciplinary skill that is designed to meet the different needs within each discipline. Writing can be informal or formal, critical or creative, informative or argumentative. The program requires students to engage with the content at a deeper level and promotes higher order thinking skills, along with improving writing skills.

**Flocabulary:** Flocabulary is a program that contains various resources regarding vocabulary in a variety of subjects through song and lyrics. The resources also include flash cards, interactive texts, games, quizzes, and a lyric-lab where students can create their own songs for the vocabulary words. Each resource can be used together in a pre-curated collection or individually. This is a cross-curricular program.

**Project-based Learning:** Students have the opportunity to resubmit any project upon completion to show their further mastery of the content standards. Students have the capability to show their mastery of standards through projects of their choice such as essays, PowerPoint presentations, or hands-on assignments. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

**Data Driven Dialogue:** Data Driven Dialogue includes the following types of information: student attendance, credit attainment, project submission, and test scores. These conversations are held amongst staff members, the student academic support specialist and students to differentiate individualized learning plans. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

**Graphic organizers** provide a user-friendly format to assist our students in guiding and organizing his/her thinking, enabling the writer to translate those thoughts into an organized written format. Graphic organizers visually represent the thinking needed to compose a written task, as well as to organize and remember information. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

**Thinking Maps:** Thinking maps use eight visual patterns each based on a fundamental thought process. These patterns are used across content areas, as an integrated set of tools critical to providing scaffolds and structures to support deeper levels of understanding in order to master the cognitive demands of the CCSS. Experts incorporate these maps when working with researchers. These maps are also

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embedded in the projects in the Hero curriculum to support student thinking.

### Response to Intervention (RTI)

RTI is a multi-tier approach to the early identification and support of students with learning needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Tier 1 strategies include quality whole classroom instruction, Tier 2 strategies include small group, supplemental instruction, and Tier 3 strategies include intensive individualized instruction.

The following are examples of Tiered-level strategies by content area:

#### ELA

Tier 1 - Change the process of learning by differentiating graphic organizers, levels of questions, or depth of analysis.

Tier 2 - Materials are provided to teachers by support staff for use by teachers in their lessons.

Tier 3 - Referral to Literacy Specialist

#### Math

Tier 1 - Level the content of learning from need to know, to more detailed learning, to deep/enrichment levels of learning.

Tier 2 - Materials are provided to teachers by support staff for use by teachers in their lessons.

Tier 3 - Referral to Literacy Specialist for math vocabulary Technology is accessible at school and home.

#### Science

Tier 1 - Level the content of learning from need to know, to more detailed learning, to deep/enrichment levels of learning.

Tier 2 - Materials are provided to teachers by support staff for use by teachers in their lessons.

Tier 3 - Referral to Literacy Specialist

#### Social Studies

Tier 1 - Change the process of learning by differentiating graphic organizers, levels of questions, or depth of analysis.

Tier 2 - Materials are provided to teachers by support staff for use by teachers in their lessons.

Tier 3 - Referral to Literacy Specialist

Technology access at school and home:

Students have access to laptops, the Hero learning system (WAY Program's online curriculum and student data) and other forms of assistive technology, internet connectivity (if needed) at home to access the program's online curriculum as well as access to certified teachers from all content areas 24 hours per day. Students attending the lab are provided computers and internet to be used while working with the lab experts.

Student progress is monitored weekly by a mentor. Each student has a dashboard in HERO that clearly outlines their project completion and credit attainment for the last seven days. If a student is not meeting weekly goals, the student's mentor and student collaborate to create a comprehensive learning plan that identifies areas for improvement across all content areas. One-on-one tutoring is available to students who may need that support. They may schedule time to work with an expert on Fridays in the lab or set up a zoom meeting.

After school programs:

Manners Can Make A Difference with Mrs. Kacey Seay. Six week training for young women for 1 hour a week. The mission is to engage and impact young women at foundational levels of social/life skills development and enhance self-esteem.

Hip Hop: Beyond the Beats and Rhythms with Mr. D'Angelo Gillespie. Eight week program for students after school, once a month. Students will learn habits and tools that support success in high school and post-secondary planning.

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

### QUALITY OF INSTRUCTION:

The following strategies will allow us to increase the quality of our instruction:

All certified staff will participate in professional development sessions on how to effectively implement reading apprenticeship, project-based learning, Collins Writing Program, the use of Thinking Maps in all content areas, and using the Data Driven Dialogue model to review data for improving instruction. Ongoing training and evaluation of these research-based strategies will ensure staff improves the quality of instruction across all content areas.

The RTI model is a three-tier design that uses the state standardized assessments for all students to identify how students are performing on the common core requirements for each grade level. The data from the state standardized assessments help determine instructional strategies for all students.

Lessons are presented both online and in the classroom and are delivered using a rigorous project-based learning (PBL) curriculum that is directly aligned to state standards and supported by effective instructional strategies. Each project includes various modules designed to demonstrate proficiency of all standards presented within the unit.

Our PBL model engages students in authentic learning experiences through an inquiry process structured around working in collaborative learning groups. The groups conduct research and investigations to answer driving questions to meet standards for specific content areas.

The driving or guiding questions are presented as authentic learning problems and are designed to evaluate the students' knowledge of the standard. Students can access online projects based on their personalized learning plan and interests.

Implementation of the Reading Apprenticeship approach increases the quality of instruction by helping students become better readers by engaging students in more reading; by making the teacher's reading processes and knowledge visible to students; helping students gain insight into their own reading processes, and helping them develop problem-solving strategies for overcoming obstacles and deepening comprehension of texts from various academic disciplines.

All students are required to attend school year round. Students attend school a minimum of 4 days per week for a minimum total of 16 hours per week. For the remaining 8 hours of instruction, students are expected to work with an online instructor or on their own from home. Students identified as our targeted population can attend additional days of school to increase the quantity of instruction for these students.

### QUANTITY OF INSTRUCTION:

The opportunity exists to increase instructional time for students by offering the opportunity to attend lab 5 days a week, instead of the 4 day minimum schedule that most students follow. Our online learning environment also allows opportunities for increased instructional time for all students. Students are able to work and receive assistance on-line 24 hours a day, 365 days of the year. All of the above strategies are designed to allow students to have access to teachers and learning resources any time that they may be needed.



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

Many of our students come to us below grade level. In order to improve their achievement, we have to implement a variety of strategies for all students. Each of the research-based reform strategies that were selected are aligned with the findings of the comprehensive needs assessment. All of the research-based reform strategies align with the findings of the comprehensive needs assessment. As we conducted our comprehensive needs assessment, we identified our targeted population and focus areas, and selected appropriate strategies that will address those needs.

#### Leveled Literacy Intervention

Leveled Literacy Intervention is an approach to reading instruction that helps students develop the knowledge, strategies, and dispositions they need to become better readers. This approach regularly models disciplinary-specific literacy skills, helps students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative and individual practice as an integral part of teaching their subject area curriculum.

ALEKS Math - Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she/he is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she/he is taking.

#### Collins Writing Program

Collins Writing Program is an approach to writing instruction that helps students develop the strategies and skills necessary to become better writers. This approach encourages students to follow the Five Types of Writing guidelines and pay special attention to Focus Correction Areas. By using this program, students will learn how to organize their thoughts throughout their writing and during the brainstorming process, what the various steps of the writing process are and how to continuously develop their writing skills and understanding of writing conventions.

#### Project-Based Learning

Project-based learning is a teaching strategy in which students actively explore real-world problems and challenges for an extended period of time to acquire a deeper knowledge of common core standards. This teaching method helps students gain knowledge and skills by investigating and responding to a complex question, problem, or challenge. Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed. Projects are designed to be cross-curricular, containing multiple subjects and evaluated using a rubric.

#### Data Driven Dialogue

Data Driven Dialogue is a collaborative and inquiry-based process with and about data that discovers assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions. Teachers use data from state standardized tests data, which will be included on a weekly basis to improve student achievement. Instruction is adjusted and scaffolded based on individual student needs and ability levels.

## Thinking Maps

Thinking maps are graphic organizers that allow students to visually portray information or represent their thinking and concepts on a particular subject across all content areas. Teachers use various thinking maps within their projects to provide organizational strategies across the curriculum. Students use the visual aids to work collaboratively for deeper comprehension in all content areas and grade levels. For example, some thinking maps that students will use include Bubble Maps, Double Bubble Maps, and Bridge Maps.

## Response to Intervention (RTI)

RTI is a multi-tier approach to the early identification and support of students with learning needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Tier 1 strategies include quality whole classroom instruction, Tier 2 strategies include small group, supplemental instruction, and Tier 3 strategies include intensive individualized instruction.

Each of these research-based programs/strategies will support students through the educational process. These programs will scaffold skills and increase students' abilities to help them be more successful. The strategies will support the content areas that our students are weak in and will build a stronger foundation that will continue to help them throughout the rest of their schooling.

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

#### Response to Intervention (RTI)

Tier 1 - Teachers use many strategies during their general instruction including reteaching, one-on-one instruction, small group work, and student-led discussions. Instruction is differentiated to meet the needs of individual students, and students are monitored on a weekly basis to identify struggling learners who need additional support.

Tier 2 - Consists of students that score in-between the 11th and 25th percentile on the Performance Series test. Students that are in this tier continue to receive tier 1 instruction provided to all students. In addition, students are placed in groups based on individual need and work with staff to specifically provide projects that target individual focus areas. Reading comprehension strategies and thinking maps are provided by the literacy specialist to assist teachers in offering students additional strategies to increase achievement.

Tier 3 - Consists of students that score in the lowest 10th percentile on the Performance Series test. These targeted students receive small group or individualized instruction in areas of need by a Literacy specialist.

Progress monitoring occurs every 9-12 weeks for each tier to determine appropriate instructional strategies and to determine if intervention continues to be necessary

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

WAY Academy of Flint utilizes Performance Series assessment two times a year to determine if students are making progress. Tier 2 students take the Performance Series assessment three times a year. The staff also utilize a Data Driven Dialogue approach during their monthly meetings to help analyze achievement data to determine if the needs of all students are being met.

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Performance Series scores are used to identify students whose skills are not meeting grade level expectations. The student's scores are compared against the Normative Data chart provided by Performance Series. The scores of students who are not at grade level are further analyzed to identify which interventions are most appropriate.

Students are assessed two to three times per year using the Performance Series. If a student increases their score to meet their goal but is still not at grade level, we can hypothesize that the interventions are helping the student. If a student increases their score to demonstrate they are at or close to grade level, we can determine they no longer need the interventions in place. Students who meet their required credit acquisition may no longer need Tier 2 or 3 interventions.

**Component 3: Instruction by Highly Qualified Staff**

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

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

WAY Academy Flint have replace 1 teacher at the beginning of the 2019-2020 school year. We also had 1 teacher move into the role of Director. WAY Academy Flint had a retention rate of 86% of teachers retained.

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

WAY Academy of Flint has 5 teachers. Our teachers 20%(1) have 1-5 years of teaching experience, 40% (2) have 6-10 years of teaching experience, and 40%(2) have 16-20 years of teaching experience. All WAY Michigan teachers are highly qualified.

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

Teachers are attracted to the WAY Academy-Flint program because they see the need for dedicated educators to reach students who have not been successful in other arenas. Teachers like the small classroom size and the ability to work with students individually. The use of technology in and out of the classroom in order to assist students be successful are positive. Teachers are given freedom to add to projects in order to make them more personal for their students. Teachers WAY Academy-Flint like the open concept so that they can learn from other teachers through observation. The teachers in our building are supportive to one another and this works to provide a positive and inclusive environment. We offer a variety of professional development and training that meets the needs of all of our teachers. All of these qualities work together to attract and retain highly qualified teachers.

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

WAY Academy-Flint creates opportunities for highly qualified teachers to continue their teaching career in a small positive setting. WAY Academy Flint is a blended learning program where teachers work with students both in the lab and online. Our teachers are provided with a computer, demonstration supplies, and monthly professional development. We offer other benefits such as medical insurance and supplemental positions where a stipend is offered (i.e mentoring, parent liaison, college and career coach). We recruit when we need a specific certification or more teachers of a specific certification. We use the Genesee County Applitrak System for announcing job openings, attending college job fairs, and post available positions on job board websites. We describe the benefits as listed above to help recruit candidates. Applicants fill out an application that includes the submission of all of their certifications. The applicant is interviewed at least two times before it is determined if we are going to hire the applicant. All applicants must be highly qualified, technologically literate, and have the ability to work with students both in the live classroom and in the online classroom.

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

N/A

## **Component 5: High Quality and Ongoing Professional Development**

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

The goals of the School Improvement Plan are to offer a well rounded education that prepares students for college and career readiness. Additionally, we have a goal to help students make safe and healthy decisions in social and academic environments. The professional development plan will incorporate the strategies that online experts and mentors should be using to achieve these goals. Based on our comprehensive needs assessment, our priority for achievement strategies should be focused on providing students with ways to engage in the curriculum to increase proficiency. Additionally, we need to focus on working with a diverse population and students who live in difficult situations. Interpretation of student data is key to targeting instruction on a student's deficit areas. The experts and mentors must be masters at looking at all data points and determining what intervention strategies should be implemented for each student. Professional development in this area will focus on unpacking the data, creating a picture of each student using the data, and designing specific instructional approaches for helping each student increase their achievement.

We are addressing the college and career readiness by implementing Xello and providing teachers with training in the fall of 2020. This program will better help students to begin planning for their future at the beginning of their middle school years and continue through to graduation.

We have addressed the making of healthy and safe decisions by sending staff to trainings on non-violent crisis intervention and restorative practices. The staff will be trained in PBIS strategies and implementation of that full program is scheduled for September 2020. We are also planning for training on Restorative Practices and Mindfulness in order to help students with social issues and mental health. These professional developments will help teachers to interact with students in crisis and provide them with choices to make healthy and safe decisions.

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

Staff and the student support specialists will engage in ongoing, sustained monthly professional development throughout the course of the year. Our year long professional development calendar was created based on achievement data and the comprehensive needs assessment. It is aligned with the strategies and activities in our School Improvement Plan. The school director also use the information presented in the professional development to monitor the implementation of the strategies from the professional development.

Following professional development sessions, the director will monitor the implementation of the strategies and create follow up conversations regarding the strategies in staff meetings. The group will discuss what is working and where more coaching is needed and then work as a group to better implement the strategies. The school social worker will actively monitor students to determine the needs of individual students socially and mentally. The Drop Out Prevention Coordinator will monitor students on academic needs and guide the staff in implementing strategies to help that student succeed. The HERO learning platform provides mentors with the ability to monitor all chats, emails, and lessons between individual students and staff. This allows for the staff to monitor the pulse of the students and to target areas of need that will benefit from the implementation of the strategies provided in the professional development.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		WAY Academy Flint PD Plan



## **Component 6: Strategies to Increase Parental Involvement**

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

A survey is conducted asking parents questions about student support and the quality of instructional services offered at WAY Academy of Flint. Input from parents is also included from parent conferences, home visits, and parent meetings. Parent input is gathered from parents who regularly attend the parent meetings through surveys and open discussions.

At WAY Academy of Flint, we conduct home visits with our parents throughout the school year. They are initially conducted upon the enrollment of a student. Once a student starts attending, we conduct home visits on an as-needed basis.

Parent access is also granted through WAY's Parent Portal. Parents are able to log into HERO, our school's student database and curriculum, to track their child's progress.

Parents receive positive phone calls throughout the school year regarding their student's progress and this is another opportunity to gather input. We inquire as to what extra support their student may need, and advise them of the supports available (Title 1 Interventions, additional time on-site, etc.) at WAY Academy of Flint.

Parents are made aware that we welcome their input at all times and invite their participation in our educational program.

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

Parents are involved in the ongoing review of implementation data to ensure the program is effective.

Through the initial home visit, parents are provided information as to how to access their student's records and activities. Parents are encouraged to monitor their student's progress and completion of projects. They are advised to contact a staff member if they have questions or concerns.

Parents are surveyed throughout the year, and monthly parent meetings are conducted to get parents involved with the school and the education of their student.

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

Parents will be invited to be part of the school improvement team when we conduct our annual evaluation. Parents are surveyed to determine the effectiveness of parental involvement activities. Parents are also encouraged to provide feedback to teachers and administrators at annual conferences and monthly parent meetings. WAY Academy of Flint provides parents of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children. Follow up surveys and in home visits also offer parents the opportunity to be involved in the evaluation of the school-wide plan.

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

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

Section 1118(E)(1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress.

State content expectations are annually reviewed and discussed with parents. Parents are informed about state-mandated standardized tests.

Content expectations are shared with parents during the annual curriculum night. Copies are made available for parents who were not able to attend the meeting and for new enrollment.

Parents have direct access to the State's academic content standards through our academic student/parent portal. Individual reports can be printed at any time upon the request of a parent.

Teachers are available to have individual meetings with each parent to review individual testing proficiency and any necessary supports that might be needed. Parents are also advised of ways they may support learning at home.

All state assessment results are mailed home to both parents and students. Teachers are available for personal conferences or to address questions regarding assessments.

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

WAY Academy of Flint will provide support sessions for parents on a variety of topics that will enable them to support the academic progress of their children at home. These sessions will include:

--Intro to Project-Based Learning for Parents

--Training for parents on how to best utilize HERO

Section 1118(E)(3) Shall, with the assistance of parents, educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school.

Ongoing professional development will be provided for staff on ways to increase parent involvement.

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

Coordination with programs for parent involvement includes:

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- Flint Public Library: provides adult literacy sessions.
- Michigan Works!: collaborates with WAY to provide career advising for parents.
- Ashbury Methodist Church collaborates with WAY to provide holiday baskets at both Christmas and Thanksgiving.
- Dentists-R-Us collaborates with the school to provide free dental cleanings for parents and students.

Section 1118(E)(5) Shall ensure that information is shared with parents in a language and format they can understand.

Information is shared with parents in a language and format they can understand. Examples include:

- Translators and interpreters are available through the ISD.
- Google translate is also available to our families for additional language translation assistance.
- Language is parent-friendly so that parents will understand the terminology, acronyms, and other important information.

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

Parents are provided with the following support:

- Learning plans and activities are provided to parents for extended leaves and vacations so that students do not fall behind.
- WAY Academy of Flint provides family assistance with clothing and food as needed.

Section 1118(F) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Our staff provides opportunities for full parent participation. Our building is handicapped accessible. Interpreters/Translators are available for parents who don't speak English.

There are not migrant students in the school. If there were, we would offer alternate conference times and provide materials for home learning.

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

Parents are surveyed to determine effectiveness of parental involvement activities.

Attendance and participation in parent involvement activities is tracked.

Parent participation on the school improvement team allows parents the opportunity to provide suggestions for how to increase involvement and support. Parents are also asked what kinds of activities and training would be beneficial to help support them and their student.

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

WAY uses the results of our parental evaluations to assist in modifying our school-wide program.

Based on parent feedback, the parent involvement component will be reviewed and revised to meet the needs of our parents. This could impact the whole plan because we may discover a common skill or need in which both parents and students need additional support.

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

A committee of staff and parents worked together to develop and modify the parent compact. The components identify how the parents, entire school staff, students, and Title I interventionists will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's standards. The compact is discussed annually to reevaluate efficiency during monthly parent meetings, home visits, and/or recommitment meetings.

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

N/A

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

The School-Parent Compact is shared at our annual parent involvement meetings. Input and feedback are welcome each year as we review the Compact. Additionally, the School-Parent Compact is shared with parents when their student is enrolled. A copy of the Compact is provided and a WAY team member reviews the verbiage of the document with the parent and student.

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

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

WAY staff discuss achievement progress with parents in an ongoing basis in the following ways in their home language:

--Real Time Updates in HERO

--Home visits

--Individual parent conferences in the school --Monthly Parent Meetings

--Phone calls home

Student progress and test results are provided in parent-friendly terms.

If a parent does not speak English, we would seek the assistance from the Genesee ISD for a translator.

## **Component 7: Preschool Transition Strategies**

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

Preschool Transitions - WAY Academy of Flint does not have a preschool nor elementary program.

The general fund, as well as Title I part A funds, allow us to provide a new student induction program, a student mentoring program, and field trips and training for seniors who are preparing for college.

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

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Teachers participate in building collaboration time for eight hours per month. During this time, teachers analyze student artifacts from projects while simultaneously participating in inter-rater reliability for grading and awarding standards for projects. Additionally, teachers work through a data cycle using the Data Driven Dialogue process for state-mandated assessment data. This allows teachers to identify cross-curricular connections, scaffolds, and interventions appropriate to assist in improving the academic achievement of all students.

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

At WAY Academy of Flint, weekly staff meetings are conducted on Fridays. During this time, Teachers disaggregate the data and discuss content, instructional delivery, and assessment. Specific intervention strategies are discussed for those students in need of strategic or intensive intervention at these meetings as well. Staff members have been trained and are using the Data Driven Dialogue process, as well as other protocols for looking at student work.

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

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

Identification of students who experience difficulty mastering the state's academic achievement standards begins when they enroll in WAY Academy of Flint. Each student is assigned to a cohort team that monitors their progress and identifies them for additional support as needed. These cohort teams meet regularly to review all student achievement data - assessments, mastery of standards, credit attainment, attendance, and other key indicators of success.

The staff analyzes student achievement data to identify students who need timely, additional intervention support. This is a process to help structure and facilitate collaborative inquiry with and about data. The Date Driven Dialogue protocol uses a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understanding of both problems and possible solutions.

The data review process involves analysis of current and previous test scores, teacher recommendations, attendance, student schedule (AM or PM) for potentially increasing daily lab hours attended, and initial assessments made by intervention staff. Teachers are also encouraged to recommend students they think will benefit from additional intervention based on observation and performance in the classroom. Once recommended, the students will be assessed by the interventionist to determine if further services are necessary.

A comprehensive review of state standardized assessments and classroom performance on individualized standards mastery is also used to identify students who are failing or most at risk of failing to meet the state core curriculum standards. Students identified for additional support were not proficient on the state standardized tests (Levels 3 & 4) and were below grade level on the Performance Series test (Levels low and low-average).

Students complete Performance Series assessments or Reading, Math and Language three times a year to identify gaps and track progress toward meeting their individualized goals. The lowest 30% of students in reading, math, and language usage are identified for potential Title I services by the literacy intervention specialist. The literacy intervention specialist administers additional assessments to identify more specific, individualized and targeted needs. From these assessments, students with the most need are targeted first. The additional assessments include reading inventories on fluency, decoding, and comprehension as well as running records and other applicable measures. Individual plans are then created for each student in order to effectively target their areas of need and SMART goals are used to measure progress.

Staff meet regularly to review and evaluate each student's project completion and standards mastery data. This review is completed to determine if struggling students need additional interventions or can continue to make growth with the additional support provided. This ensures that students are receiving the specific interventions that they need. Once a student has reached their targeted proficiency scores, they are removed from the targeted services list to make room for additional students who are struggling with content. Staff members continue to monitor students who have been removed from the targeted student list to ensure they are progressing appropriately through the curriculum.

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

WAY Academy of Flint provides timely, effective, additional assistance to all students who are experiencing difficulty mastering the state's academic achievement standards. Interventions/assistance can vary greatly from student to student due to our implementation of individualized learning plans. Additional, timely assistance is primarily provided by a literacy specialist and/or math specialist.

Strategies used throughout the WAY Academy Flint model to assist students having difficulty in mastering the State standards include:

#### PROJECT BASED LEARNING:

Students have the opportunity to resubmit any project upon completion to show their further mastery or increase their proficiency level of the content standards. Students will receive additional support from the staff to help them select projects of their choice and demonstrate their mastery of standards through essays, powerpoint presentations, or collaborative assignments. This is a cross-curricular strategy that supports English, math, science and social studies.

#### LITERACY INTERVENTION SPECIALIST:

Intervention staff participate in Data Driven Dialogue with other staff around the following types of information for struggling students: daily student attendance, credit attainment, project submission, and test scores. Conversations about this information are held monthly amongst staff members as well as between staff members and students to develop individualized learning plans. Intervention staff identifies the greatest areas of need for each struggling student and develops a plan of action to effectively target their areas of need and set SMART goals to measure their progress. The Intervention Specialist also works with the teaching staff to provide tools and supports that will assist targeted students in their content areas. The literacy intervention specialist meets with the teaching staff to ensure that targeted Title I students needs are being considered in the general education curriculum.

#### TECHNOLOGY:

While at school, all students have access to desktop computers, laptops, the HERO learning system (WAY Program's online curriculum and student data system) and other forms of assistive technology for struggling students. Students are provided technology and internet connectivity (if needed) at home to access the program's online curriculum as well as access to certified teachers from all content areas 24 hours per day. Struggling students can assess the online staff as often as needed to get timely and effective individualized support. Staff can modify projects within the HERO system to provide the interventions necessary for struggling students to meet state standards.

#### READING:

Individualized and small group supports and service with a literacy specialist are implemented for students who have difficulties attaining state achievement standards at a proficient or advanced level in reading. These strategies include, but are not limited to, the following: teaching students how to use context clues, use of audio books, development of vocabulary skills, paired reading, concept web mapping, use of the Flocabulary Learning software, content-specific reading and vocabulary, and other individualized intervention strategies.

#### MATH:

Title 1 math specialist will use ALEKS math to work with students identified to need help. ALEKS is - Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she/he is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she/he is taking.



## WRITING:

Individualized and small group supports and service with a literacy specialist is implemented for students who have difficulties attaining state achievement standards at a proficient or advanced level in writing. These strategies include graphic organizers, Collins Writing program, summarization, process writing, use of quick writes, concept web mapping, and other individualized intervention strategies.

## SCIENCE:

Individualized and small group supports and service are provided by the literacy specialist for students who have difficulties attaining state achievement standards at a proficient or advanced level in Science. Targeted reading strategies are used to help students unlock science text materials and vocabulary.

## SOCIAL STUDIES:

Individualized and small group supports and service with a literacy specialist are available for students who have difficulties attaining state achievement standards at a proficient or advanced level in Social Studies. Targeted reading strategies are used to help students with text structures, structured notes, building upon background knowledge and vocabulary development.

## ADDITIONAL TIME:

In addition to the individualized supports, students who are targeted for Title I services are required to attend additional days in the lab each week. In the blended model of the WAY Academy of Flint, high school students attend lab three days per week. When a student is identified for Title I services, the onsite portion of their schedule is increased in order to provide additional time with the literacy intervention specialist. Students who continue to experience difficulty are referred to the appropriate additional staff (Special Ed, Literacy Intervention, Title 1 Math Specialists, Social Worker) for further evaluation and support. Students are also referred for Title I services based on performance on state standardized assessments.

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

Classroom teachers differentiate instruction in a variety of ways. Daily, students are provided the opportunity to create their own projects to demonstrate their mastery of the Common Core State Standards. For example, in math, students might create blueprints of their future house; in social studies, students may be grouped together based on ability level so they can assist other students. Social studies projects might include such things as writing letters to local politicians based on student concerns in their community. In science, students may complete projects based on their unique skills and interests including the impact of "Hot Cheetos" on the human body; students needing greater levels of assistance will receive more direct instruction. Reading students may receive varying levels of text based upon their level of understanding and comprehension and in writing various learning styles are addressed by including different styles of projects including written, verbal, and visual aspects into the same assignment. During classroom instruction, teachers tailor lessons to address the individual needs of every student.

Teachers address various learning levels by:

- small group instruction
- extended time for assignments
- additional days in school (if needed)
- giving the choice to create real world connections to demonstrate mastery of the standard
- scaffolding on-line projects in HERO. HERO is the program's online learning environment where students may access their graduation plan,

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transcripts, online assignments, as well as receiving help from online teachers.

- building in scaffolds to address specific skills needed to complete projects
- providing audio and visual versions of texts
- offering multiple choices for artifacts including student choice. Students have the opportunity to collaborate in lab and online with teachers to create projects based on needed standards and their interests.
- direct instruction and independent work time available

Team Leaders / Directors may address various learning styles in the school by:

- conducting home visits to strengthen parent involvement with their child's progress
- conduct student meetings bi-weekly, or as needed to discuss student progress
- assist students in scheduling extra days to attend school

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

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

WAY Academy receives the following funding resources that support the school-wide program:

Federal--Title I, Part A; Title II, Part A; school nutrition, and Title IV

State--per pupil allowance (state aid) / general fund, 31-a (at risk) funding, Trig grant, Robotics grant

The funding sources are integrated and aligned to the school-wide goals in the following ways:

All Title I, Part A, Title II, Part A, and 31-a (at risk) funding for WAY Academy are used to fund staff, supplies, and technology to achieve the school-wide goals in reading, writing, math, science, and social studies. Title I, Part A funds are used to staff one full time literacy specialist to work with targeted Title 1 students one-on-one and in small groups to improve literacy skills in English, science, math, and social studies.

Section 31-a funds support our mentorship program. Title I Part A funds are also used for parent involvement activities, to support our goal in increasing parent involvement.

Title I, Part A funds are utilized for literacy support materials, such as leveled literacy book sets, technology and organizational materials and furniture.

Title II, Part A funding is used for ongoing, job-embedded staff training on topics such as Leveled Literacy Intervention, Thinking Maps, Cultural Competent Instruction, and Data Driven Dialogue training for all certified staff from K-12 Teachers' Alliance.

Title IV, Title IV, Part A SSAE supports three major strategies:

- Strategy A: Well-Rounded Educational Opportunities (ESSA, Section 4107)
- Strategy B: Safe and Healthy Students (ESSA, Section 4108)
- Strategy C: Effective Use of Technology (ESSA, Section 4109)

All 31a (at risk) State funding is used to provide students with a mentor to act as a personalized learning coach to ensure that each student is making satisfactory academic progress and provide supports and interventions when needed. Mentors act as an educational advocate for students to help personalize learning for each and every student.

Per pupil allocation (state aide)/general fund covers all operational and instructional (including curriculum and assessment) components. The following areas are covered by per pupil state aid allocations:

- General instruction - all general education staff salaries and benefits; team leader salaries and benefits
- Mileage - mileage reimbursement for home visits completed by staff members
- Support services - one half-time administrative assistant and one custodian
- Instructional services - special education services above those reimbursed by Act 18 or IDEA funds
- General administration - one full-time director (principal)
- Building costs - monthly rent and utilities; printing expenses; teaching supplies

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--Professional services - access fees to the WAY Program curriculum, including access to all online expert staff for academic support and evaluation

--Technology - desktops or laptops for 1:1 initiative

--Internet Access - building internet costs as well as internet access fees for students in their homes.

School nutrition funds are used to provide school breakfast and lunch to free and reduced eligible students.

### Local Resources

--Flint Public Library provides adult literacy sessions.

--Michigan Works! collaborates with WAY to provide career advising for students and parents.

--Ashbury Methodist Church collaborates with WAY to provide holiday baskets at both Christmas and Thanksgiving, area for graduation ceremony, and STEM training program for students.

--Dentists-R-Us collaborates with the school to provide free dental cleanings for parents and students.

--The Flint Cultural Center Corporation provides free or low cost opportunities for students to be involved in local community activities and events.

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

1. Comprehensive Needs Assessment - State per pupil allocations (general funds) will be used to fund staff who will, in turn, compile and analyze the data for the academy's comprehensive needs analysis. Since the WAY Academy of Flint has a small staff (one director, two teachers, one reading specialist, one social worker, one drop-out prevention coordinator, and one special education teachers) all staff members will act as members of the planning team along with parents, community members, and local business representatives. Each teacher acts as a member of the cohort that includes one team leader / director to oversee one hundred twenty students. In this cohort model, the team analyzes all data for the cohort, develops individualized intervention plans for each student, and helps to ensure that all learning needs of every student are met. The data analysis completed by each cohort, in turn, informs the overall comprehensive needs analysis for the academy.

2. School-wide Reform Strategies - State per pupil allocations (general funds) will be used to implement the year-round, blended program for the WAY Academy. General funds are also used to allow cohorts to implement monthly collaboration time to analyze student data, review scientifically-based research, develop and implement effective interventions, and participate in job-embedded action research to ensure student learning needs are being met. Title I Part A funds provide highly qualified intervention and support services teachers (reading and math interventionists).

3. Instruction by Highly Qualified Teachers - State per pupil allocations (general funds) are used to hire and train highly qualified teachers for the Academy. General funds are also used to fund administrators who observe and evaluate all highly qualified teachers. Additionally, general funds are used to provide monthly collaboration time for all teachers, with a minimum of eight hours of collaboration time monthly for all certified teachers. Intervention and support staff are funded by Title I Part A.

4. Strategies to Attract Highly Qualified Teachers - State per pupil allocations (general funds) are used to allow administrators to use a portion of their time to review applications, interview staff members, attend job fairs, and hire highly qualified teachers. Highly qualified teachers are retained by providing an environment that encourages and values teacher input, professional development opportunities, and

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leadership opportunities.

5. High Quality and Ongoing Professional Development - Both Title II, Part A funds and a portion of general fund allocations are used to implement ongoing, job embedded, high quality professional development aligned to the school improvement plan for all certified staff members.

6. Strategies to Increase Parental Involvement - A portion of Title I, Part A funds will be used to implement parent workshops. These workshops will include literacy materials and training, standards-based reporting, and the use of the student management system to track their student's progress.

7. Preschool Transitions - WAY Academy does not have a preschool nor elementary program.

The general fund, as well as Title I part A funds, allow us to provide a new student induction program, a student mentoring program, and field trips and training for seniors who are preparing for college.

8. Teachers Included in Decisions Regarding Assessment - General funds will be used to allow teachers to create performance assessments for onsite projects, to meet and review student data, to examine student work to determine the effectiveness of rubrics and projects, and to analyze data. Title II, Part A funds will be used to train teachers on Data Driven Dialogue.

9. Timely and Additional Assistance to Students Experiencing Difficulty Mastering State Standards - Title I, Part A and Section 31A funds will be used to fund a literacy specialist in order to provide individualized and small group interventions. General funds will be used to implement a year round, standards-focused, project-based curriculum that includes real world connected projects and allows students to master content at an individualized pace.

10. Coordination of Federal, State, and Local Services and Programs - General funds will be used to document the effectiveness of all Federal, State, and local services and programs.

Evaluation - General funds will be used to allow us to conduct an annual evaluation of the school improvement plan.

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

The WAY Academy of Flint does not receive funding for violence prevention programs, housing programs, Head Start, adult education, vocational and technical education, nor job training. The WAY Academy does receive funding for the school nutrition program, which has been used to allow all students at the WAY Academy to eat both breakfast and lunch free of charge.

## **Evaluation:**

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

WAY Flint will have an annual meeting with our stakeholders to evaluate the implementation and success of our school-wide program. During the meeting, the strategies used to reach our goals and objectives will be discussed with stakeholders to ensure that they meet the needs of our students. If deemed necessary at this time, new strategies may be considered if the needs of our students have changed. Walkthroughs are conducted to ensure that strategies are being used to reach goals of the school improvement plan. Teacher lesson plans are also evaluated to ensure they include goals and strategies to increase student achievement included in the school improvement plan.

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

The school will evaluate the results achieved from state standardized assessments and other indicators of academic achievement including the completion of project based learning projects, and weekly credit attainment when analyzing the academic achievement of our students. This evaluation will take place at weekly Friday collaboration meetings between staff members discussing the progress of our students. During these meetings, strategies are developed to better service the needs of our students based upon the results from the state's annual assessments.

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

WAY Flint determines whether the school-wide program has been effective in increasing the achievement of students who are furthest from achieving the standards by measuring the growth of these students. These measurements include monitoring and comparing Performance Series test results. Support is also provided by our literacy specialist and math specialist through individualized reading or math assessments which allow our staff to better service the needs of these students. Our literacy specialist and math specialist provide supports to students and staff in the form of graphic organizers, reading, and/or math strategies to increase student achievement.

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

Cohort teams meet weekly to collaborate on data and to revise the plan when needed based on the ongoing review of all data sources. The school participates in the continuous improvement cycle outlined by Advanc-ed.

# **2019-20 School Improvement Goals & Plans**

## Overview

### Plan Name

2019-20 School Improvement Goals & Plans

### Plan Description

Throughout the course of the 2020-21 school year, WAY Academy-Flint staff will implement all goals with fidelity and vigor. Our goal is to prepare all students with the tools necessary to become productive members of society and to excel at their post-secondary plans.



## 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	1. All WAY Academy of Flint students will receive a well-rounded education to assure they are college and career ready.	Objectives: 3 Strategies: 9 Activities: 20	Academic	\$124257
2	2. All WAY Academy of Flint students will be prepared to make safe and healthy choices in both academic and social setting	Objectives: 2 Strategies: 3 Activities: 16	Organizational	\$79186

**Goal 1: 1. All WAY Academy of Flint students will receive a well-rounded education to assure they are college and career ready.**

**Measurable Objective 1:**

75% of All Students will demonstrate a proficiency in all tested areas in English Language Arts by 06/14/2024 as measured by local and state assessments..

**Strategy 1:**

Reading Across the Curriculum - Teachers will use the Reading Apprenticeship framework to regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment.

Category: English/Language Arts  
 Research Cited: Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008). The Enhanced Reading Opportunities Study: Early impact and implementation findings (NCEE report no. 2008-4015). Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

Cziko, C. (1998). Reading happens in your mind, not in your mouth: Teaching and learning academic literacy in an urban high school. California English, 3.(4).

Donohue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. Journal of Adolescent & Adult Literacy, 47(1), 24–37.

Tier: Tier 1

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Reading Apprenticeship framework to regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment.	Direct Instruction	Tier 1	Implement	09/01/2020	06/28/2024	\$0	No Funding Required	Teachers and Director

**Strategy 2:**

Graphic Organizers in Instruction - Students will be taught how to use graphic organizers to provide a user-friendly format to assist them in guiding and organizing their thinking and increase reading comprehension.

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Category: Learning Support Systems

Research Cited: Cronenberg, B. (2003). Strategies for Reluctant Readers. Utilizing Thinking Maps® to Promote Reading Comprehension and Motivation to Read in Urban Elementary School Males by Patricia A. Edwards, Doctoral Candidate, Oakland University, Rochester, Michigan, 2011. 'The Effect of Thinking Maps on Students' Higher Order Thinking Skills by Laura A. Weis California State University, Northridge, 2011 An Examination of Student Performance after Two Years of Thinking Maps® Implementation in Three Tennessee Schools by Katharine Mabie Hickie, May 2006  
Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will implement the use of Thinking Maps within project-based learning.	Direct Instruction	Tier 1	Implement	09/01/2020	08/27/2021	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

**Strategy 3:**

Project-based Learning - WAV Academy Flint is a project-based learning school. While implementing project-based learning, we will continue to develop in-depth multi-step projects that cover ELA standards in multiple subject areas.

Category: Learning Support Systems

Research Cited: Vega, Vanessa. "Project-Based Learning Research: Annotated Bibliography." Edutopia. Edutopia, 3 Dec. 2012. Web. 25 June 2013  
Tier: Tier 1

Activity - Project-based Learning Sustained Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in on-going training in the implementation of project-based learning strategies across all content areas	Professional Learning	Tier 1	Implement	09/01/2020	08/27/2021	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Activity - Project Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will look through our project database and eliminate or edit the poorly constructed projects so that the students are better served. Additional projects will be created and implemented to address reading competencies. Adding in projects that cover a wider variety of texts and narratives will drastically improve these key standards that show up as a weakness on state tests. Projects will be created to require student writing and editing in different forms (expository, persuasive, descriptive, and narrative).	Curriculum Development	Tier 1	Getting Ready	09/01/2020	08/27/2021	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist
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## Strategy 4:

Reading Intervention - Targeted Students will be given support one on one and in small groups to increase reading and writing proficiency

Category: English/Language Arts

Research Cited: JOURNAL ARTICLE

If They Don't Read Much, How They Ever Gonna Get Good? Richard L. Allington Journal of Reading Vol. 21, No. 1 (Oct., 1977), pp. 57-61

Tier: Tier 2

Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist to provide one on one and small group instruction using the Leveled Literacy Intervention Program to increase reading proficiency of targeted students.	Direct Instruction	Tier 3	Implement	09/01/2020	08/27/2021	\$73440	Title I Part A	Reading Specialist and Director

Activity - English Learner Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive support in reading, writing, listening and speaking. Days and hours will be determined using WIDA data.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/01/2020	08/27/2021	\$0	No Funding Required	Reading Specialist and Director

Activity - Flocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hip-hop videos and creativity tools give teachers new ways to caputure students while engaging them in academically rigorous content. Each lesson aligns with state and national standards and helps reinforce any K-12 curriculum Vocabulary is a building block of literacy and the foundation for every Flocabulary lesson. Student creativity and collaboration are at the core of our platform. General education teachers will begin utilizing the tool for additional courses.	Academic Support Program	Tier 1	Implement	01/13/2020	01/28/2022	\$1750	Title I Part A	Administrators, Reading Specialist, general education teachers

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Activity - Leveled Literacy Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled reading support materials to support instruction by reading specialist	Academic Support Program	Tier 2	Implement	09/01/2020	06/30/2024	\$1000	Title I Part A	Reading Specialist

## Strategy 5:

Writing Across the Curriculum - Writing will be taught in all content areas using the Collins Writing- 5 types of writing method

Category: English/Language Arts

Research Cited: Graham, S., & Hebert, M. (2010). Writing to read: Evidence for how writing can improve reading. New York: Alliance for Excellent Education.

Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. New York: Alliance for Excellent Education.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works.

Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Collins Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the 5 types of writing in daily lessons.	Direct Instruction	Tier 1	Monitor	09/01/2020	08/27/2021	\$0	No Funding Required	Teachers and Director

## Measurable Objective 2:

75% of All Students will demonstrate a proficiency in all areas in Mathematics by 06/30/2024 as measured by local and state assessments.

## Strategy 1:

Project-based Learning - Math - WAY Academy Flint is a project-based learning (PBL) school. Teachers will focus on the implementation of projects that are cross-curricular, standards-based and engaging to students. To continue our goal of implementing PB, we will continue to develop in-depth multi-step online projects.

Category: Learning Support Systems

Research Cited: Vega, Vanessa. "Project-Based Learning Research: Annotated Bibliography." Edutopia. Edutopia. 3 Dec. 2012. Web. 25 June 2013. Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. Educational Psychologist, 26(3, 4), 369–398. Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. Journal for Research in Mathematics Education, 33(4), 239–258. Cognition and Technology Group at Vanderbilt. (1992). The Jasper Series as an example of anchored instruction: Theory, program description, and assessment data. Educational Psychologist, 27(3), 291–315. Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., & Soloway, E. (1997). Enacting project-based science: Challenges for practice and policy. Elementary School Journal, 97(4) 341–358. Thomas, J. W. (2000). A review of research on project-based learning. San Rafael, CA: Autodesk Foundation.

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Tier: Tier 1

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Project-based Learning - Math								
All certified math teachers will implement cross-curricular, project based learning in math.	Direct Instruction	Tier 1	Implement	09/05/2017	06/28/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Math Specialists

**Strategy 2:**

Mathematics Intervention - Math intervention for the students with the lowest performance in Mathematics. These interventions will be individualized and carried out in small group and individual teaching sessions in the areas of fact fluency, operations and number sense, algebraic thinking and measurement and data.  
 Category: Learning Support Systems

Research Cited: A Quantitative Investigation of the Activity and Impact of Elementary Mathematics Coaches. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL 2007. Neufeld, B., D. Roper. "Coaching: A strategy for Developing Instructional Capacity." The Annenberg Institute and the Aspe Institute Program on Education.

Tier: Tier 3

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - ALEKS Math								
The Math Specialist will work with a targeted group of students using ALEKS math to improve math skills and proficiency.	Academic Support Program	Tier 3	Implement	09/05/2017	08/31/2024	\$1000	Title I Part A	Math Specialist and Director

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Intervention Specialist								
A Mathematics Specialist will provide interventions for the students with the lowest performance in Mathematics.	Academic Support Program	Tier 3	Monitor	09/05/2017	08/31/2024	\$36195	Title I Part A	Intervention Specialist and Director

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Math Coach								
Math Coach to provide one on one coaching and professional development to math teachers and Title I Intervention Specialist to increase math proficiency of students.	Professional Learning	Tier 3	Implement	07/30/2018	08/31/2024	\$500	Title I Part A	Math Coach and Director

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### Strategy 3:

Differentiated Instruction - Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This strategy allows teachers to utilize assessment data to determine individual and small groups learning activities to provide academic content on a daily basis. All teachers will receive professional development on various differentiation strategies as a method for helping all students improve math achievement.

Category: Mathematics

Research Cited: At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching to create the best learning experience possible that teacher is differentiating instruction.

(Tomlinson, 2001) Working alone or in groups; and allowing students choices in where to sit, in which order to complete tasks, roles in cooperative learning, and using different content is another way of increasing achievement. (Tomlinson, 2001)

Tier: Tier 2

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use a variety of hands-on math manipulative for use within their projects.	Academic Support Program, Supplemental Materials	Tier 1		09/01/2020	07/26/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Math Specialists

Activity - STEM Genius	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contracted supplemental science/math instruction for identified students with prnl initiatives to support core learning. Two days of facilitated learning in the classroom setting.	Academic Support Program	Tier 1	Implement	09/01/2020	06/25/2021	\$4000	Title I Part A	Superintendent, administrator, all teaching and support staff

### Measurable Objective 3:

75% of All Students will achieve college and career readiness in grades 7-12 in English Language Arts by 08/31/2024 as measured by local and state assessments.

### Strategy 1:

PBIS - Staff will use PBIS strategies to engage students and implement the Milbisi PBIS program.

Category: School Culture

Research Cited: American Humane Association (1999). Family group decision making national roundtable and international evaluation conference: Summary of proceedings. Seattle, WA: Author. Austin, G.W., Jaffe, P.G., & Hurley, P.M. (1991/1992). Incorporating children's needs and views in alternative dispute resolution approaches. Canadian Family Law Quarterly, 8, 70-79

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Tier: Tier 1

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A train the trainer model will be used, Superintendent to attend Restorative Practice workshop series and will present to staff to implement in the school. Restorative Practices to foster positive healthy school climate and helping student learn from their mistakes	Professional Learning	Tier 2	Implement	07/02/2018	08/31/2024	\$0	No Funding Required	Staff, Directors, and Superintendent

Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be used to engage students in meeting with weekly academic goals in all core content areas, consistent attendance and positive behavior in the school	Behavioral Support Program	Tier 1	Implement	09/04/2018	08/31/2024	\$672	Title IV Part A	Teachers and Director

Activity - Mibisi Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WAY Academy of Flint will implement the Mibisi PBIS program starting in the 2019-2020 school year to support students, staff, and the director. Staff will use SWISS app to help keep track of behavior	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist, PBIS Coach

Activity - PBIS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Coordinator will provide school-based training to support school improvement plan, provide tier I, II and III support, assist with data-based decision making, and facilitate expansion and sustainability of the practice.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$5000	Title II Part A	SWISS Coach and Director

Activity - SWISS App (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SWISS app is used to help keep data to support the Mibisi PBIS program.	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	08/31/2024	\$700	Title I Part A	SWISS Coach, Director, Teachers, Team Leader, Mentors



## Goal 2: 2. All WAY Academy of Flint students will be prepared to make safe and healthy choices in both academic and social setting

**Measurable Objective 1:**  
collaborate to keep students engaged academically through supports that will remove non-educational barriers. by 06/30/2021 as measured by an increase in student attendance and credit attainment.

**Strategy 1:**

Student/Family Engagement Support - Liaisons, staff, and Director will use strategies to engage stakeholders to increase student attendance, engagement and achievement

Category: School Culture

Research Cited: Traphagan, T., Kusera, J. and Kishi, K. (2009) Impact of Class Lecture webcasting on attendance and learning. Education Tech Research Development 58(1), pp. 19-37. Kinlaw, C.R., Dunlap, L.L. and D'Angelo, J.A. Relations between faculty use of online academic resources and student class attendance. Computers & Education, 59(2),pp. 167-172,  
Tier: Tier 2

Activity - Check & Connect Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained to use the Check & Connect program and app to help keep high risk students engaged in school	Academic Support Program, Behavioral Support Program, Community Engagement	Tier 2	Implement	11/08/2018	08/31/2024	\$9992	Other	Teachers, Directors, Team Leaders, Mentors

Activity - Home Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will make home visits to families throughout the school year to help inform and engage families and students in the school	Academic Support Program, Community Engagement	Tier 2	Implement	09/06/2016	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Mentors

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<b>Activity - Childcare Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Childcare will be provided for students that are having difficulty staying in engaged with school because they have a child	Academic Support Program, Community Engagement	Tier 2	Implement	11/05/2018	08/31/2024	\$1000	Other	Teachers, Directors, Team Leaders, Mentors

<b>Activity - Bus Transportation Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students that are having difficulty making it to school will be offered MTA bus passes to provide transportation to and from school.	Academic Support Program, Community Engagement	Tier 2	Implement	11/05/2018	08/31/2024	\$6000	Other	Teachers, Directors, Team Leaders, Mentors

<b>Activity - Student Led Conferences</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will be trained on how to teach students to conduct Student Led Conferences that will be presented twice a year for families, School Board, Community Partners, etc.	Academic Support Program, Community Engagement	Tier 2	Getting Ready	09/03/2019	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Mentors

<b>Activity - Parent Liason</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide 6 workshops to increase parent engagement, promote supportive school climate, improve dropout prevention, promote healthy and active lifestyle.	Community Engagement, Parent Involvement	Tier 1	Implement	09/01/2020	06/25/2021	\$3750	Title IV Part A	Parent Engagement Coordinator, Administrative Assistant and Administrator

<b>Activity - Attendance Liason</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Resolves attendance issues with identified students with contacts to the families through phone calls, letters, and home visits.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2020	08/27/2021	\$22709	Title I Part A	Administrative Assistant, Administrator, Drop-Out Prevention Specialist, Social Worker
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**Strategy 2:**

College Engagement Support - Students and families will be exposed to college life through college visits and after-school activities with local college students. Students will interact with current college students in order to better understand the possibilities available post-secondary.

Category: Career and College Ready

Research Cited: <https://www.league.org/innovation-showcase/breaking-down-barriers-first-generation-college-students-and-college-success>  
[https://obamawhitehouse.archives.gov/sites/default/files/docs/increasing\\_college\\_opportunity\\_for\\_low-income\\_students\\_report.pdf](https://obamawhitehouse.archives.gov/sites/default/files/docs/increasing_college_opportunity_for_low-income_students_report.pdf)

Tier: Tier 1

Activity - College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four college visits will allow students and parents to visit a college campus. Students will be able to visit UM-Flint, Mott Community College, Saginaw Valley University, and Michigan State University	Career Preparation /Orientation	Tier 1	Getting Ready	09/01/2020	06/25/2021	\$2200	Title IV Part A	Drop-Out Prevention Specialist, Social Worker, Administrator

Activity - Being A Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet monthly to discuss topics related to being a scholar and how the skills of a scholar can be implemented into everyday life. Discussions will include SMART goals, writing skills, choices and accountability, six pillars of character	Extra Curricular	Tier 1		09/07/2020	06/25/2021	\$3400	Title IV Part A	Drop-Out prevention Specialist, Administrator

Activity - Life Skills for Women	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The training helps build character, confidence and courtesy in young women. Not only is correct behavior taught, the instructor explains "why" good behavior is necessary—and the consequences of bad manners. Etiquette classes offer learning strategies for coping with change and ensure social success. Etiquette courses help develop social skills such as:          Proper behaviour at home, at school or in public          Showing respect for parents, elders or others          Communication and coping skills to avoid tantrums and overcome shyness          Sharing, empathy and helping others          Finding worth and building self-esteem          Choosing good role models and navigating difficult situations          Establishing good habits: health, diet, exercise, hygiene          Setting realistic goals and devising plans to achieve them</p>	<p>Career Preparation /Orientation , Extra Curricular</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2020</p>	<p>06/25/2021</p>	<p>\$2100</p>	<p>Title IV Part A</p>	<p>Administrator, Reading Specialist</p>
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**Measurable Objective 2:**

collaborate to keep students engaged academically through supports that will remove educational barriers. by 08/31/2024 as measured by an increase in student attendance and credit attainment and a decrease in student behavior issues..

**Strategy 1:**

Student/Family Engagement Support - Emotional - Liaisons, staff, and Director will use strategies to engage stakeholders to increase student attendance, engagement and achievement, and to decrease student behavior issues.

Category: School Culture

Research Cited: Taphagan, T., Kucsera, J. and Kishi, K. (2009) Impact of Class Lecture webcasting on attendance and learning. Education Tech Research Development 58(1), pp.19-37. Kinlaw, C.R., Dunlap, L.L. and D'Angelo, J.A. Relations between faculty use of online academic resources and student class attendance. Computers & Education, 59(2),pp.167-172. American Humane Association (1999). Family group decision making national roundtable and international evaluation conference: Summary of proceedings. Seattle, WA: Author. Austin, G.W., Jaffe, P.G., &Hurley, P.M. (1991/1992). Incorporating children's needs and views in alternative dispute resolution approaches. Canadian Family Law Quarterly, 8, 70-79  
 Tier: Tier 2

Activity - Learning Dreams Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students that are high risk will be recommended to take part in the Learning Dreams program to receive Life Skills coaching.</p>	<p>Academic Support Program, Behavioral Support Program, Community Engagemnt, Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/09/2017</p>	<p>08/31/2024</p>	<p>\$15000</p>	<p>Other</p>	<p>Teachers, Directors, Team Leaders, Mentors</p>

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Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker days will be increased from two days to four days to support all students that need support.	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	04/29/2019	08/31/2024	\$10000	Other	Teachers, Directors, Team Leaders, Mentors, Social Worker

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 2020 Special Education Conference								
Social Worker will attend the 2020 General and Special Education Conference to help learn more to support students and staff. Registration 499, Air Fare 500, Hotel 800 (4 days). MaryAnn Brittingham M.S. workshops.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1		09/03/2019	08/31/2024	\$1799	Special Education	Social Worker and Director

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - CPR and First Aid Certification								
Staff will be trained in CPR and First Aid. Staff will then train students and other staff for certification.	Academic Support Program, Professional Learning, Community Engagement	Tier 3	Getting Ready	09/03/2019	08/31/2024	\$0	Other	Teachers, Directors, Team Leaders, Mentors

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - CPR Instruction								
Stipend for a CPR certified staff member to provide instruction to students in CPR.	Other, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2019	08/30/2024	\$1008	Title IV Part A	Trained CPR Staff

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Activity - Staff Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Ross W. Greene, author of the acclaimed book <i>The Explosive Child</i> , offers educators and parents a different framework for understanding challenging behavior. Dr. Greene's Collaborative & Proactive Solutions (CPS) approach helps adults focus on the true factors contributing to challenging classroom behaviors, empowering educators to address these factors and create helping relationships with their most at-risk kids.	Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/01/2020	06/25/2021	\$228	Title II Part A	Administrator, all support staff, all teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
College Visits	Four college visits will allow students and parents to visit a college campus. Students will be able to visit UM-Flint, Mott Community College, Saginaw Valley University, and Michigan State University	Career Preparation /Orientation	Tier 1	Getting Ready	09/01/2020	06/25/2021	\$2200	Drop-Out Prevention Specialist, Social Worker, Administration
CPR Instruction	Stipend for a CPR certified staff member to provide instruction to students in CPR.	Other, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2019	08/30/2024	\$1008	Trained CPR Staff
Life Skills for Women	The training helps build character, confidence and courtesy in young women. Not only is correct behavior taught, the instructor explains "why" good behavior is necessary—and the consequences of bad manners. Etiquette classes offer learning strategies for coping with change and ensure social success. Etiquette courses help develop social skills such as:  Proper behaviour at home, at school or in public Showing respect for parents, elders or others Communication and coping skills to avoid tantrums and overcome shyness Sharing, empathy and helping others Finding worth and building self-esteem Choosing good role models and navigating difficult situations Establishing good habits: health, diet, exercise, hygiene Setting realistic goals and devising plans to achieve them	Career Preparation /Orientation , Extra Curricular	Tier 1	Implement	09/01/2020	06/25/2021	\$2100	Administrat or, Reading Specialist

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Being A Scholar	Students will meet monthly to discuss topics related to being a scholar and how the skills of a scholar can be implemented into everyday life. Discussions will include SMART goals, writing skills, choices and accountability, six pillars of character	Extra Curricular	Tier 1		09/07/2020	06/25/2021	\$3400	Drop-Out prevention Specialist, Administrator
Student Incentives	Incentives will be used to engage students in meeting with weekly academic goals in all core content areas, consistent attendance and positive behavior in the school	Behavioral Support Program	Tier 1	Implement	09/04/2018	08/31/2024	\$672	Teachers and Director
Parent Liason	Provide 6 workshops to increase parent engagement, promote supportive school climate, improve dropout prevention, promote healthy and active lifestyle.	Community Engagement, Parent Involvement	Tier 1	Implement	09/01/2020	06/25/2021	\$3750	Parent Engagement Coordinator Administrative assistant and Administrator

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Liason	Resolves attendance issues with identified students with contacts to the families through phone calls, letters, and home visits.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2020	08/27/2021	\$22709	Administrative Assistant, Administrator, Drop-Out Prevention Specialist, Social Worker
Flocabulary	Hip-hop videos and creativity tools give teachers new ways to captivate students while engaging them in academically rigorous content. Each lesson aligns with state and national standards and helps reinforce any K-12 curriculum. Vocabulary is a building block of literacy and the foundation for every Flocabulary lesson. Student creativity and collaboration are at the core of our platform. General education teachers will begin utilizing the tool for additional courses.	Academic Support Program	Tier 1	Implement	01/13/2020	01/28/2022	\$1750	Administrative, Reading Specialist, general education teachers



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Reading Specialist	Reading Specialist to provide one on one and small group instruction using the Leveled Literacy Intervention Program to increase reading proficiency of targeted students.	Direct Instruction	Tier 3	Implement	09/01/2020	08/27/2021	\$73440	Reading Specialist and Director
ALEKS Math	The Math Specialist will work with a targeted group of students using ALEKS math to improve math skills and proficiency.	Academic Support Program	Tier 3	Implement	09/05/2017	08/31/2024	\$1000	Math Specialist and Director
Leveled Literacy Reading	Leveled reading support materials to support instruction by reading specialist	Academic Support Program	Tier 2	Implement	09/01/2020	06/30/2024	\$1000	Reading Specialist
STEM Genius	Contracted supplemental science/math instruction for identified students with pml initiatives to support core learning. Two days of facilitated learning in the classroom setting.	Academic Support Program	Tier 1	Implement	09/01/2020	06/25/2021	\$4000	Superintendent, administrator, all teaching and support staff
Intervention Specialist	A Mathematics Specialist will provide interventions for the students with the lowest performance in Mathematics.	Academic Support Program	Tier 3	Monitor	09/05/2017	08/31/2024	\$36195	Intervention Specialist and Director
SWISS App (PBIS)	SWISS app is used to help keep data to support the Milbisi PBIS program.	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	08/31/2024	\$700	SWISS Coach, Director, Teachers, Team Leader, Mentors
Math Coach	Math Coach to provide one on one coaching and professional development to math teachers and Title I Intervention Specialist to increase math proficiency of students.	Professional Learning	Tier 3	Implement	07/30/2018	08/31/2024	\$500	Math Coach and Director

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Childcare Program	Childcare will be provided for students that are having difficulty staying in engaged with school because they have a child	Academic Support Program, Community Engagement	Tier 2	Implement	11/05/2018	08/31/2024	\$1000	Teachers, Directors, Team Leaders, Mentors

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Learning Dreams Support Program	Students that are high risk will be recommended to take part in the Learning Dreams program to receive Life Skills coaching.	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	01/09/2017	08/31/2024	\$15000	Teachers, Directors, Team Leaders, Mentors
Social Worker Support	Social Worker days will be increased from two days to four days to support all students that need support.	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	04/29/2019	08/31/2024	\$10000	Teachers, Directors, Team Leaders, Mentors, Social Worker
Bus Transportation Program	Students that are having difficulty making it to school will be offered MTA bus passes to provide transportation to and from school.	Academic Support Program, Community Engagement	Tier 2	Implement	11/05/2018	08/31/2024	\$6000	Teachers, Directors, Team Leaders, Mentors
CPR and First Aid Certification	Staff will be trained in CPR and First Aid. Staff will then train students and other staff for certification.	Academic Support Program, Professional Learning, Community Engagement	Tier 3	Getting Ready	09/03/2019	08/31/2024	\$0	Teachers, Directors, Team Leaders, Mentors
Check & Connect Program	Staff will be trained to use the Check & Connect program and app to help keep high risk students engaged in school	Academic Support Program, Behavioral Support Program, Community Engagement	Tier 2	Implement	11/08/2018	08/31/2024	\$9992	Teachers, Directors, Team Leaders, Mentors

## Title II Part A

**Single Building District Improvement Plan**  
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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Coordinator	PBIS Coordinator will provide school-based training to support school improvement plan, provide tier I, II and III support, assist with data-based decision making, and facilitate expansion and sustainability of the practice.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$5000	SWISS Coach and Director
Staff Book Study	Dr. Ross W. Greene, author of the acclaimed book <i>The Explosive Child</i> , offers educators and parents a different framework for understanding challenging behavior. Dr. Greene's Collaborative & Proactive Solutions (CPS) approach helps adults focus on the true factors contributing to challenging classroom behaviors, empowering educators to address these factors and create helping relationships with their most at-risk kids.	Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/01/2020	06/25/2021	\$228	Administrator, all support staff, all teachers.

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Project-based Learning Sustained Support	All staff will participate in on-going training in the implementation of project-based learning strategies across all content areas	Professional Learning	Tier 1	Implement	09/01/2020	08/27/2021	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Project Creation	Teachers will look through our project database and eliminate or edit the poorly constructed projects so that the students are better served. Additional projects will be created and implemented to address reading competencies. Adding in projects that cover a wider variety of texts and narratives will drastically improve these key standards that show up as a weakness on state tests. Projects will be created to require student writing and editing in different forms (expository, persuasive, descriptive, and narrative).	Curriculum Development	Tier 1	Getting Ready	09/01/2020	08/27/2021	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Milbisi Support Program	WAY Academy of Flint will implement the Milbisi PBIS program starting in the 2019-2020 school year to support students, staff, and the director. Staff will use SWISS app to help keep track of behavior	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist, PBIS Coach

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Student Led Conferences	Staff will be trained on how to teach students to conduct Student Led Conferences that will be presented twice a year for families, School Board, Community Partners, etc.	Academic Support Program, Community Engagement	Tier 2	Getting Ready	09/03/2019	08/31/2024	\$0	Teachers, Directors, Team Leaders, Mentors
Project-based Learning - Math	All certified math teachers will implement cross-curricular, project based learning in math.	Direct Instruction	Tier 1	Implement	09/05/2017	06/28/2024	\$0	Teachers, Directors, Team Leaders, Math Specialists
Thinking Maps	All certified teachers will implement the use of Thinking Maps within project-based learning.	Direct Instruction	Tier 1	Implement	09/01/2020	08/27/2021	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Home Visits	Staff will make home visits to families throughout the school year to help inform and engage families and students in the school	Academic Support Program, Community Engagement	Tier 2	Implement	09/06/2016	08/31/2024	\$0	Teachers, Directors, Team Leaders, Mentors
Restorative Practices	A train the trainer model will be used, Superintendent to attend Restorative Practice workshop series and will present to staff to implement in the school. Restorative Practices to foster positive healthy school climate and helping student learn from their mistakes	Professional Learning	Tier 2	Implement	07/02/2018	08/31/2024	\$0	Staff, Directors, and Superintendent
English Learner Support	English Learners will receive support in reading, writing, listening and speaking. Days and hours will be determined using WIDA data.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/01/2020	08/27/2021	\$0	Reading Specialist and Director
Math Manipulatives	Math teachers will use a variety of hands-on math manipulative for use within their projects.	Academic Support Program, Supplemental Materials	Tier 1		09/01/2020	07/26/2024	\$0	Teachers, Directors, Team Leaders, Math Specialists

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Reading Apprenticeship	Teachers will use the Reading Apprenticeship framework to regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum in the project based learning environment.	Direct Instruction	Tier 1	Implement	09/01/2020	06/28/2024	\$0	Teachers and Director
Collins Writing	Teachers will use the 5 types of writing in daily lessons.	Direct Instruction	Tier 1	Monitor	09/01/2020	08/27/2021	\$0	Teachers and Director

**Special Education**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
2020 Special Education Conference	Social Worker will attend the 2020 General and Special Education Conference to help learn more to support students and staff. Registration 499, Air Fare 500, Hotel 800 (4 days). MaryAnn Brittingham M.S. workshops.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1		09/03/2019	08/31/2024	\$1799	Social Worker and Director