

MICIP Portfolio Report

WAY Academy - Flint

Goals Included

Active

- Decrease mentor/student ratio
 - Improve Performance Series math scores with better projects
 - Improve Reading Skills
 - Improve credit attainment through attendance
-

Buildings Included

Open-Active

- Way Academy - Flint, Flint Campus
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

WAY Academy - Flint

Decrease mentor/student ratio

Status: ACTIVE

Statement: Our goal is to provide 1 mentor for 10 or fewer students by June 2023 in order to better meet the needs of the whole child and increase credit attainment and class attendance thereby increasing student graduation rate.

Created Date: 05/07/2021

Target Completion Date: 06/23/2026

Data Set Name: Mentoring

Name	Data Source
Parent Survey	Other
Student Survey	Other
Student Counts: Student Count	MiSchoolData
Traumatic Events in Student Body	Other
CSI Data 2020-21	Other
WAY Academy Flint Demographics	Other

Data Story Name: Addressing the needs of the whole child through mentorship.

Initial Data Analysis: The parent survey revealed the need for more contact with mentors to better understand the needs of their student. Parents were seeking guidance on how to better use the parent portal and analyze testing results, progress reports, etc.

Despite the fact that 72% of students communicate with their mentor weekly; the survey revealed a clear need for more time with the mentor relationship. One area the student survey supports is the need for more individualized mentoring in the areas of life after high school (college/career planning, FAFSA, resume writing). There is also the need for more student mentor collaboration to develop increased awareness of support programs and school initiatives in place to further individualize the learning experience. The students also expressed a need for support when selecting appropriate school projects to further boost credit attainment.

As the number of mentors have decreased so too has student enrollment. The school has gone from 3 mentors to only 2 mentors since 2019. Prior to 2019, there were 4 or more mentors for the student body.

The above data also supports that between 2019 and 2021, students who were actively engaged with their mentor were more likely to graduate. 71% of students with a mentor graduated with a high school diploma, while only 62% of students without a mentor

graduated within the same time-frame.

The relative attendance data shows that students actively engaging with their mentor attend more class sessions than those students who do not respond to their mentor. Students who dropped out of the WAY program between 2019 and 2021 attended only 31% of their scheduled classes. However, those who graduated during this time were attending 72% of their scheduled classes.

Finally, our last data point highlights the need to address mental health support of all learners. The 2021 data shows that 79% of our current students have had to deal with at least 1 traumatic event in the past school year. 43% of students have had more than 1 traumatic occurrence in the same time frame. There was an average of 1.8 traumatic events per student. 27% of our students met regularly with the social worker during a 4 month period of time.

In addition, our data shows that 94% of the student body are considered economically disadvantaged and in need of various services. 75% of our student body are minorities. 2018-19 showed only 90% of the students participated in state and charter testing.

Initial Initiative Inventory and Analysis: Our Mission:

To change lives by creating engaging and encouraging educational opportunities for all young people.

Mentoring provides support to students to address the whole child so that students can receive the attention needed in order to focus on their education. Mentors also help students create measurable educational goals, create plans to achieve these goals, keep track of progress and communicate regularly with parents.

The personnel involved in the implementation of the mentor program include: school staff, school director and central office.

The expected outcome of the mentor program is for students to learn how to set and achieve goals, increase credit attainment and class attendance, connections to resources and life skills.

The financial commitment is to offer fair pay to mentors and the source is school budget and Title funds.

Currently fidelity measures in place are communication logs, success plans, and correspondence with student and parents

Check and Connect was introduced one school year; staff members have attended social emotional PD's and webinars and then shared out with staff. Community partners have presented to the school body as needed. Staff participated in ACES Trauma Informed practices in August 2020. Love and Logic was presented in August 2020. Restorative Practices PD for the staff was in September 2020.

The gap between our current situation and our desired mentor program is represented in poor class attendance, # of zero credit earners, and less time with individuals due to large case load.

Gap Analysis:

The gap between our current situation and our desired mentor program is represented in

poor class attendance, # of zero credit earners, and less time with individuals due to large case load.

District Data Story Summary: Smaller caseloads and increased number of meetings between mentor/mentee would allow all students to have the opportunity to work with and develop a more meaningful relationship with a caring adult. This time with their mentor, allows researchers to be met where they're at, which allows them to have authentic dialogue and ultimately lead to improved educational outcomes as students continue to grow as lifelong learners. The reliable routine of mentorship allows students to build a relationship with their teachers built on honesty and trust over time.

The data reveals that better mentorship relationships lead to increased learning outcomes. Currently, data reveals that there are not enough mentors in place to best serve the entire student population.

There is currently a mentor program in place, but the challenges are increased with the lack of in person and/or virtual contact. More time and effort is required to reach students in an attempt to get involved with the student's life. Increasing the number of mentors and limiting the size of each mentor group, would allow more time to hone in on individual student areas of need. It follows that mentors would have to work with students outside of the regular school hours, thereby justifying the need for increased financial compensation. This increased contact would allow mentors to be aware of both academic and mental health needs more readily.

Analysis:

Root Cause



Five Whys

- Why: District needs to focus resources, mentoring and training to support all students and their families to ensure that they can earn credits needed and graduate as scheduled with their cohort.
- Why: Students are poorly attending online classes, in-lab sessions, and not earning enough credit to stay on the 4 year graduation track.
- Why: Students are adapting to massive changes. The students are struggling with the social/emotional changes resulting from Covid coupled with the online transition from the previous school model to a hybrid model. This has resulted in the increased need for individual and more personalized mentoring.
- Why: The individual needs of the students has increased but students availability has

decreased due to many having taken on additional responsibilities with jobs and family. The challenges of meeting with individualized students shows a need for an increased amount of time and expanded availability of the mentor to best meet the needs of the whole child.

The current ratio of students to mentors is too high for optimal student success and health of the whole child.

- Why: The current ratio of students to mentors is too high for optimal student success and health of the whole child.

Challenge Statement: The district needs to allocate resources to provide more individualized support so that the students will be more engaged and have more academic success.

Strategies:

(1/3): Dropout Prevent-Engage Students

Owner: Shelly Smith

Start Date: 05/21/2021

Due Date: 06/23/2023

Summary: Students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school.⁸⁷ These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students’ sense of belonging in school.⁸⁸

Buildings: All Active Buildings

Total Budget: \$80,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Parent Newsletter
- Presentations
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire mentors	Shelly Smith	10/05/2021	06/23/2023	COMPLETE
Hire College and Career Coach	Shelly Smith	10/01/2021	06/23/2023	COMPLETE
Renew Xello contract	Shelly Smith	09/01/2021	06/23/2023	COMPLETE
Hire Parent Liaison	Shelly Smith	10/01/2021	06/23/2023	COMPLETE
Renew Ripple Effects contract	Shelly Smith	01/04/2022	06/23/2023	COMPLETE

(2/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Shelly Smith

Start Date: 05/21/2021

Due Date: 06/23/2023

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: \$6,000.00

- Title II Part A (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Social Media
- Parent Newsletter
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mentor Training	Shelly Smith	09/16/2021	06/23/2023	COMPLETE
Purchase incentives for students to attend classes	Shelly Smith	10/05/2021	06/23/2023	COMPLETE
Provide mentor/student group activities for overall wellness	Shelly Smith	10/19/2021	06/23/2023	COMPLETE

(3/3): MTSS - PBIS (Behavior)

Owner: Shelly Smith

Start Date: 05/21/2021

Due Date: 06/23/2023

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: \$130,000.00

- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Renew ALEKS and Exact Path licenses	Shelly Smith	01/04/2022	06/23/2023	ONTARGET
Hire a Reading Specialist	Shelly Smith	10/01/2021	06/23/2023	COMPLETE
Hire a Math Interventionist	Shelly Smith	10/01/2021	06/23/2023	COMPLETE

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increased contact hours with mentor for Student Survey		01/28/2022	COMPLETE
Redefine mentoring responsibilities and structure with accountability measures in HERO learning system.	Shelly Smith	06/22/2022	COMPLETE
Regular monitoring schedule for mentors to report on the data collected.	Shelly Smith	05/09/2025	ONTARGET

Measure	Owner	Due Date	Status
Increase small group academic opportunities to increase math and reading scores	Shelly Smith	06/23/2026	ONTARGET

Impact Notes

Date	Note	Author
05/09/2022	Student behavior has improved and there are fewer needs for probation contracts due to academics. Teachers have implemented monthly projects that focus students on a minimum of one objective to accomplish the goal for the month and earn credit while still working to improve basic skills. The evidence is represented in the monthly credit attainment and fewer students earning 0 credit in a month.	Shelly Smith

Adjust Notes

Date	Note	Author
05/09/2022	Our goal is to provide 1 mentor for 10 or fewer students by June 2023 in order to better meet the needs of the whole child and increase credit attainment and class attendance thereby increasing student graduation rate. I believe we will need more time to meet our goal, June 2026 is our new target date. Some programs, such as Edmentum, Xello, and Ripple Effects needs more training and instruction on how to implement into the program. PBIS rewards need to be distributed more evenly throughout the school year so that their impact does not drop off during the winter months.	Shelly Smith

Activity Status:

Dropout Prevent-Engage Students Activities

Activity	Owner	Start Date	Due Date	Status
Hire mentors	Shelly Smith	10/05/2021	06/23/2023	COMPLETE
Hire College and Career Coach	Shelly Smith	10/01/2021	06/23/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Renew Xello contract	Shelly Smith	09/01/2021	06/23/2023	COMPLETE
Hire Parent Liaison	Shelly Smith	10/01/2021	06/23/2023	COMPLETE
Renew Ripple Effects contract	Shelly Smith	01/04/2022	06/23/2023	COMPLETE

Positive Behavioral Intervention and Support (PBIS) Activities

Activity	Owner	Start Date	Due Date	Status
Mentor Training	Shelly Smith	09/16/2021	06/23/2023	COMPLETE
Purchase incentives for students to attend classes	Shelly Smith	10/05/2021	06/23/2023	COMPLETE
Provide mentor/student group activities for overall wellness	Shelly Smith	10/19/2021	06/23/2023	COMPLETE

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Renew ALEKS and Exact Path licenses	Shelly Smith	01/04/2022	06/23/2023	ONTARGET
Hire a Reading Specialist	Shelly Smith	10/01/2021	06/23/2023	COMPLETE
Hire a Math Interventionist	Shelly Smith	10/01/2021	06/23/2023	COMPLETE

Monitoring Notes

Monitoring Notes: Dropout Prevent-Engage Students

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/09/2022	WAY Academy of Flint has worked to keep students engaged in school by keeping class sizes small to allow for stronger engagement opportunities. We added the role of mentor to more staff members and hired another staff person in order to reduce the mentor/students ratio significantly. This has assisted in helping students establish positive relationships with teachers and peers as they have a designated time set aside to meet with their mentor group a minimum of 2 times a week. WAY Academy of Flint has had fewer dropouts this school year.	Shelly Smith

Date	Note	Author
<i>Evidence Data Set for 'WAY Academy of ...'</i>		
Date	Data Name	Provider
05/09/2022	Dropouts vs Grads	Dropouts vs Grads.pdf
05/09/2022	Mentor Ratio Data	Mentor Ratio Data.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/09/2022	The intended population is the currently enrolled students of WAY Academy of Flint. Our data shows that attendance started off very well at the beginning of the 2021-22 school year with in-person attendance in the 80%; however after the holidays attendance has declined. We continue to need more improvement in our attendance.	Shelly Smith
<i>Evidence Data Set for 'The intended po...'</i>		
Date	Data Name	Provider
05/09/2022	2021-22 Attendance Reports	Attendance Reports 2021-22.pdf

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/09/2022	We have used funds to hire a College & Career Coach, parent liaison, mentors, and PBIS incentives for attendance. The College and career coach has hosted events and worked with students to complete EDP's. The parent liaison continues to write monthly newsletters and provide resources to families. The PBIS attendance awards worked well in the fall of 2021, but then attendance began to decrease.	Shelly Smith
<i>Evidence Data Set for 'We have used fu...'</i>		
Date	Data Name	Provider
05/09/2022	Xello Progress	Xello Progress 2021-22.pdf
05/09/2022	Attendance Reports 2021-22	Attendance Reports 2021-22.pdf

Date	Note	Author
Date	Data Name	Provider
05/09/2022	Community Events for 2021-22	Parent Liaison_Community Event Log - Sheet1.pdf
05/09/2022	Career Interests	Xello Career Interests.pdf
05/09/2022	Top Saved College Choices by Students	Saved Colleges Choices 2021-22.pdf
05/09/2022	College and Career Events	College & Career Events Log - Sheet1.pdf

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/09/2022	WAY Academy Flint has a part-time Reading Specialist and part-time Math-interventionist who both sit on the MTSS team. Student support is provided according to three tiers based on student needs. It continues to be a school wide approach that addresses the needs of all students with disabilities. Evidence shows that there has been some academic improvement in both math and reading levels.	Shelly Smith

Evidence Data Set for 'WAY Academy Fli...'

Date	Data Name	Provider
05/09/2022	Reading Gains Fall 2021 to Winter 2022	Reading Gains Fall to Winter.pdf
05/09/2022	2021-22 Reading Intervention Data	2021-22 Reading Intervention Data.pdf
05/09/2022	Math Gains Fall 2021 to Winter 2022	Math Gains Fall to Winter.pdf
05/09/2022	Math Intervention 2021-22	Math Intervention 2021-22.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author

Date	Note	Author
05/09/2022	The intended population continues to be MTSS identified students with needs to improve math and reading levels. The evidence shows that between Fall and Winter there were small gains made by individuals, while the overall group dropped their averages.	Shelly Smith
<i>Evidence Data Set for 'The intended po...'</i>		
Date	Data Name	Provider
05/09/2022	Math Gains Fall to Winter	Math Gains Fall to Winter.pdf
05/09/2022	Reading Gains Fall to Winter	Reading Gains Fall to Winter.pdf

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/09/2022	We stopped using the ALEKS program as we were not seeing the results we hoped for with this program. We implemented Edmentum for the 2021-22 school year in both Reading and Math. Teachers are in need of more training to better utilize this program. Meetings revealed that the diagnostics have not been used with fidelity.	Shelly Smith
<i>Evidence Data Set for 'We stopped usin...'</i>		
Date	Data Name	Provider
05/09/2022	Edmentum Exact Path Summation	Edmentum Exact Path Summation April 2022 -- Lambert.pdf

Monitoring Notes: Positive Behavioral Intervention and Support (PBIS)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/09/2022	PBIS supports were used to increase and motivate overall school attendance. We held campaigns in September and November with in-person attendance running in the 80% range. However, online attendance remained in the 60%. Attendance declined after the holidays	Shelly Smith

Date	Note	Author
	and remained around 50% for the remainder of the school year. PBIS supports need to be used throughout the school year.	
<i>Evidence Data Set for 'PBIS supports w...'</i>		
Date	Data Name	Provider
05/09/2022	Attendance Reports 2021-22	Attendance Reports 2021-22.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/09/2022	We are trying to get all WAY Academy Flint students engaged in their learning. Our goal was that better attendance would improve credit attainment and school progress. The months with higher attendance percentages (September, October, November) showed that students did earn more credit.	Shelly Smith
<i>Evidence Data Set for 'We are trying t...'</i>		
Date	Data Name	Provider
05/09/2022	Month to month credit attainment	Credit Attainment.pdf

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/09/2022	The Xello resource has been a valuable part of creating EDP's for students and thus providing better information for the College and Career Coach. Our strategy of engaging students in the learning process has been positive, but needs to continue to improve in order to get the results that are being sought. Our dropout rate has improved, but our attendance rates did not maintain throughout the school year.	Shelly Smith
<i>Evidence Data Set for 'The Xello resou...'</i>		
Date	Data Name	Provider
05/09/2022	Xello Progress	Xello Progress 2021-22.pdf

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 85% for CSI Data 2020-21	06/23/2026	ONTARGET
Decrease by 75% for CSI Data 2020-21	06/23/2026	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve credit attainment through attendance

Status: ACTIVE

Statement: Our goal is to improve credit attainment by increasing student attendance to 92% by 2026.

Created Date: 05/27/2021

Target Completion Date: 05/28/2026

Data Set Name: Attendance Data Story

Name	Data Source
2020-21 Attendance Data	Other
Attendance and Credit attainment	Other
Attendance by demographics	Other
Microschool attendance compared to credit attainment	Other

Data Story Name: Attendance Data Story

Initial Data Analysis: Despite the fact that 60% of the top credit earners at WAY Academy Flint attended in person lab support sessions with a WAY Flint expert, we currently have overall low attendance as measured by logins, micro-school attendance and lab attendance date.

The data also shows that new students have a higher micro-school attendance rate than those students who were accustomed to attending classes in the lab, but then were switched to online micro-school classes in November 2020.

Students with low attendance rates have among the lowest credit attainment. Data showed that students with an IEP earned the most credit, while all other demographics were equitable. Students with an IEP have a 1 to 6 mentor ratio.

Initial Initiative Inventory and Analysis: Micro-school attendance was targeted with a special April attendance push with prizes being awarded each week of April to those who had 75% or higher attendance rates. This project brought overall attendance rates up by 10%, but did not sustain itself after the contest ended.

The Flint team includes a part-time Attendance Liaison and Resilience Coach and a full-time Para-professional who work to establish student contact on a daily basis. They also follow up with students who miss class and work to keep parents informed. However, student attendance rates remain low.

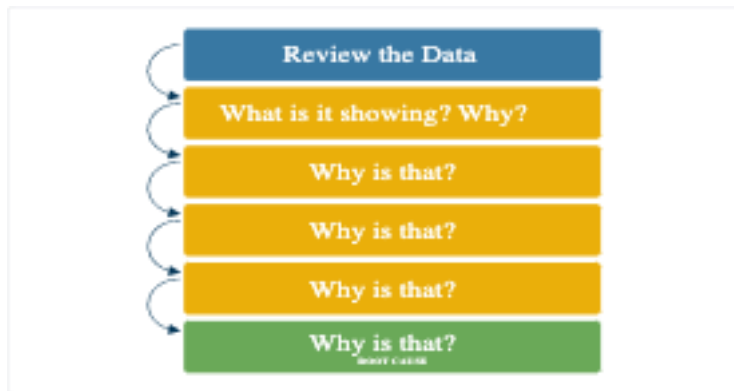
Gap Analysis: After investigating the factors contributing to our attendance problem, it was determined that the lack of regular attendance, online and in-person, leads to slow credit attainment thereby also resulting in low motivation levels. It was also revealed that new students may not fully understand how to earn credit and/or monitor their own progress; minimal in person contact reduces the opportunity to witness and model best practices. Finally, we must account for the fact that students' online schedules do not account for

their out of school responsibilities, which may limit students' availability to attend class.

District Data Story Summary: In order to best address these areas of concern, while also further establishing strong connections between school and student/family, WAY Academy Flint needs a full-time specialist to better focus on student growth and retention, a Student Engagement Specialist.

Analysis:

Root Cause



Five Whys

- Why: The data story shows that students have low credit attainment as a result of low attendance as measured by logins, micro-school attendance and lab attendance.
- Why: Students do not fully understand how to earn credit and/or monitor their own progress.
- Why: Minimal in person contact reduces the opportunity for students to witness and teachers to model best practices.
- Why: The student online schedules do not account for out of school responsibilities and pressures.
- Why: Students need a full-time Student Engagement Specialist to better focus on student growth and retention.

Challenge Statement: The district needs to allocate resources to develop a system to implement a Student Engagement Specialist at WAY Academy Flint and maintain resources needed to involve students more in school life.

Strategies:

(1/1): MTSS Framework (General)

Owner: Shelly Smith

Start Date: 05/28/2021

Due Date: 05/28/2023

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Parent Newsletter
- Presentations
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire Student Engagement Specialist	Shelly Smith	10/01/2021	05/28/2023	COMPLETE
Attendance Liaison	Shelly Smith	10/01/2021	05/28/2023	COMPLETE
Fund small Group activities	Shelly Smith	10/01/2021	05/28/2023	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 75% for Attendance and Credit attainment		05/27/2026	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Hire Student Engagement Specialist	Shelly Smith	10/01/2021	05/28/2023	COMPLETE
Attendance Liaison	Shelly Smith	10/01/2021	05/28/2023	COMPLETE
Fund small Group activities	Shelly Smith	10/01/2021	05/28/2023	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/10/2022	We have hired the Engagement Coach and Attendance liaison who coordinate efforts to keep students engaged and participating in school. We have collected data on attendance as it relates to in-person and online attendance. At this point our overall attendance is on average of 50%. There is still work to be done in this area and we will need more time to meet our goal of 92% attendance. We have not implemented small group activities yet.	Shelly Smith
<i>Evidence Data Set for 'We have hired t...'</i>		
Date	Data Name	Provider
05/10/2022	2021-22 Attendance Reporting	Attendance Reports 2021-22 copy 2.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/10/2022	The intended populations are students who are not regularly attending classes, online and in-person. We implemented a designated	Shelly Smith

Date	Note	Author
	meeting time each week with the director, engagement coach and the attendance liaison to coordinate the efforts to reach out to families. During this time we created a system of letters to that go out to families that demonstrates and increase of urgency for chronic absenteeism. These efforts have allowed a more consistent approach to our attendance issues; however, our results have not been as positive as desired. We seem to have the system solidly in place, but more time is needed for better results.	
<i>Evidence Data Set for 'The intended po...'</i>		
Date	Data Name	Provider
05/10/2022	Action Taken for Chronic attendance	Lab Attendance Absences - Actions Taken - Data.pdf

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/10/2022	Resources were used to hire the Engagement Coach and Attendance Liaison and it was a positive year of implementation and defining these roles. More work is needed to allow more time for the Engagement Coach to make home visits and implement more family meetings to identify obstacles to attendance and solutions t removing those obstacles. The evidence is represented in the data showing the number of parent meetings.	Shelly Smith
<i>Evidence Data Set for 'Resources were ...'</i>		
Date	Data Name	Provider
05/10/2022	Action Taken for Chronic Absenteeism.	Lab Attendance Absences - Actions Taken - Data.pdf

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status

Measure	Due Date	Status
Decrease by 85% for 2020-21 Attendance Data	05/28/2024	ONTARGET
Decrease by 92% for Attendance and Credit attainment	05/28/2026	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve Performance Series math scores with better projects

Status: ACTIVE

Statement: Our goal is to provide 50% more math projects that specifically support state and local testing expectations by 2022.

Created Date: 06/01/2021

Target Completion Date: 06/24/2026

Data Set Name: Math Improvement

Name	Data Source
2021 Performance Series	District Determined
NPR Math	District Determined
2019 PSAT8 Math Scores	MiSchoolData
2019 PSAT9 Aggregate Scores	MiSchoolData
2019 PSAT10	MiSchoolData

Data Story Name: Math Improvement

Initial Data Analysis: The data shows that WAY Academy of Flint researchers continue to be behind the national average in mathematics. The Winter 2021 Performance Series shows that 85% continue to place below the 50% National Percentile Rankings. The 2021 Performance Series math scores show very little growth between grades 7 and 12 with an average score of only 2609. Students consistently struggle with with data analysis and probability, averaging only 2537. Geometry (2584) scores would be the second worse scores the Measurement (2606), Numbers & Operations(2652), and students tend to perform slightly better on the Algebra (2640) portion of the test.

The 2019 PSAT8, PSAT9, PSAT10 scores represent low math scores across the grades.

Initial Initiative Inventory and Analysis: WAY Academy Flint has the ALEKS math program in place to help students with basic math skills in order to have a strong foundation to build upon. We also have an ALEKS representative to coach the math interventionist for our building in how to best utilize the program.

Exact Path licenses were purchased through Edmentum to be used as an additional resource for math and was set up in January 2021.

A math interventionist and a Title 1 math instructor are employed by WAY Academy of Flint. A summer math program is being planned for July 2021 in order to work have small groups working with the math interventionist.

Many math games and geometry manipulatives have been purchased for use by students.

Gap Analysis: The gap between our current standardized math scores and our desired math outcomes is represented by poor standardized math scores yet positive credit attainment.

District Data Story Summary: Math scores continue to be well below state and national averages. Students are performing best with algebra skills, but do not seem to work as

well with geometry and data analysis. There are many math manipulatives and games available for use within the classroom; however, in-person attendance is an issue. The district has invested money into additional math computer programs that go largely unused by students. ExactPath has not been used or put in to place to determine it's usefulness.

Analysis:

Root Cause



Five Whys

- Why: The math scores continue to be below state and national averages for a variety of reasons. Students often come to WAY Academy of Flint with low skills and, therefore, start our program behind. Students do not attend online classes or in-person sessions on a regular basis. The use of manipulatives and math skill games have been limited to in-person use and students who come in the lab to work with a math specialist prefer to work on a homework assignment as opposed to their overall skills. The ALEKS program is not used daily by students and the Exact Path program has not been put into place for students to utilize or test. The math interventionist struggles to meet with targeted students regularly because the students are resistant.
- Why: Students are resistant to working with the math interventionist because they prefer to meet with him one-on-one to get personalized help as opposed to small groups intervention.
- Why: Students prefer to work with the math interventionist one-on-one so that they can work at their own speed and work on homework assignments instead of skills.
- Why: Students prefer to work on homework assignments instead of skills because they prefer to earn credit while doing the math work so that they can move closer to graduation.
- Why: There is only one math interventionist and his time is limited when working with students one-on-one and the students want to utilize each moment with him as a way to earn credit.
- Why: Students do not see working on math skills outside of homework assignments in projects as beneficial to them graduating.

Challenge Statement: The district needs to allocate resources to develop a system to better implement math skills into math assignments that lead to credit attainment and graduation.

Strategies:

(1/1): "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

Owner: Shelly Smith

Start Date: 06/01/2021

Due Date: 06/24/2023

Summary: Professional learning using Dr. Peter Liljedahl's "Building Thinking Classrooms in Mathematics". This book and related resources encompass 14 optimal practices identified, researched, and shared by Dr. Liljedahl. Each practice helps to create an ideal setting for deep mathematics learning to occur. When these research-based practices are combined, a teaching and learning environment is created with optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning. Such conditions and practices have the power to transform mathematics classrooms. Educators will participate in frequent, ongoing professional learning which includes receiving individual copies of Dr. Liljedahl's book for book study/ planned professional learning. Educators will also practice and apply their learning through support from ongoing coaching and a collegial community of practice; this support is necessary to ensure successful changes in practice by educators as they grow in their understanding and strategic implementation of the 14 practices.

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Other | <p>Audience</p> <ul style="list-style-type: none"> • Parents • School Board • Staff • Educators |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Exact Math	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Hire a second math teacher	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Support for ALEKS program	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Support for Exact Path	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Hire Math Interventionist	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Purchase book Building Thinking Classrooms in Mathematics	Shelly Smith	06/01/2021	06/25/2022	OVERDUE
Find PD on math classrooms	Shelly Smith	06/01/2021	06/25/2022	OVERDUE

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 50% for 2021 Performance Series		06/25/2024	ONTARGET
Decrease by 50% for 2019 PSAT9 Aggregate Scores		06/24/2026	ONTARGET
Decrease by 50% for 2019 PSAT8 Math Scores		06/24/2026	ONTARGET
Decrease by 50% for 2019 PSAT10		06/24/2026	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

"Building Thinking Classrooms in Mathematics" - Professional Learning and Application Activities

Activity	Owner	Start Date	Due Date	Status
Exact Math	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Hire a second math teacher	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Support for ALEKS program	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Support for Exact Path	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Hire Math Interventionist	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Purchase book Building Thinking Classrooms in Mathematics	Shelly Smith	06/01/2021	06/25/2022	OVERDUE
Find PD on math classrooms	Shelly Smith	06/01/2021	06/25/2022	OVERDUE

Monitoring Notes

Monitoring Notes: "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/10/2022	A math interventionist was hired and he was given designated time to run math labs	Shelly Smith

Date	Note	Author
	starting in February 2022. He worked weekly with identified students to help them improve their math skills. He did not use the new Exact Path program and the ALEKS math program was ended because the implementation and results were not impacting the math scores. The documented evidence are the results of the math interventionist having more in-person lesson time with these students.	
<i>Evidence Data Set for 'A math interven...'</i>		
Date	Data Name	Provider
05/10/2022	Math Intervention 2021-22	Math Intervention 2021-22.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/10/2022	The intended population of identified students receiving math intervention support shows that students are not making progress in their math skills as yet. The performance series testing shows that there was a drop in the mean gains (fall to winter) for the entire group which included those receiving all types of interventions. Upon looking at the individuals identified for math interventionist there was a small amount of improvement with 30% fewer students in the below average range.	Shelly Smith
<i>Evidence Data Set for 'The intended po...'</i>		
Date	Data Name	Provider
05/10/2022	Math Gains Fall to Winter	Math Gains Fall to Winter.pdf
05/10/2022	Math Intervention 2021-22	Math Intervention 2021-22.pdf

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/10/2022	As a school, we have made progress by carving out designated time for the math	Shelly Smith

Date	Note	Author
	interventionist to work with identified students during the school day. However, more work needs to be done in implementing Exact Path for students. Teacher training is needed for this program so that the teacher is more comfortable implementing it with the students and using it with fidelity.	

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 75% for 2021 Performance Series	06/24/2024	ONTARGET
Decrease by 75% for 2019 PSAT8 Math Scores	06/24/2026	ONTARGET
Decrease by 75% for 2019 PSAT9 Aggregate Scores	06/24/2026	ONTARGET
Decrease by 75% for 2019 PSAT10	06/24/2026	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve Reading Skills

Status: ACTIVE

Statement: Our goal is to provide opportunities for students to read at least 2 novels per school year in order to improve ELA reading skills.

Created Date: 06/01/2021

Target Completion Date: 06/24/2026

Data Set Name: Reading Improvement

Name	Data Source
NPR for Reading	District Determined
2019 PSAT 8	MiSchoolData
Spring 2019 PSAT9	MiSchoolData
2019 Spring PSAT10	MiSchoolData
Performance Series Reading 2021	District Determined

Data Story Name: Reading Improvement

Initial Data Analysis: The data shows that WAY Academy of Flint researchers continue to be behind the national average in reading skills. The Winter 2021 Performance Series test shows that 67% continue to place below the 50% National Percentile Rankings. The 2021 Performance Series reading scores show marginal growth between grades 7 and 12 with an average score of 2835. Students consistently struggle with the Long passage portion of the test, averaging 2718. Fiction and Nonfiction reading both averaged 2744, while students performed best on the vocabulary portion of the test with an average of 2980. The 2019 PSAT8, PSAT9, PSAT10 scores represent low reading scores across the grades.

Initial Initiative Inventory and Analysis: WAY Academy Flint has a full time Reading Specialist employed to work with students on their reading skills. Flocabulary is a program used to improve vocabulary skills and Exact Path licenses were purchased through Edmentum to be used as additional resource for reading skills.

A summer reading program is being planned for July 2021 in order to work with small groups on reading and writing skills.

The reading specialist has expanded the availability of books to our students with the purchase of various books that consider all different cultural and ethnic backgrounds from various genres. Students are allowed to take the books home to read. Many word games and manipulatives have been purchased for use by students.

An after school book reading program was launched and led by our reading interventionist.

Gap Analysis: The gap between our current standardized reading scores and our desired reading outcomes is represented by poor standardized reading scores yet positive credit attainment.

District Data Story Summary: Reading scores continue to be below state and national

averages. Students are performing best with vocabulary skills, but do not seem to work as well with long passages of reading. There are many games and manipulatives for use within the classroom; however, in-person attendance is an issue. The district has invested money into additional reading computer programs that go largely unused by students. ExactPath has not been used or put into place to determine its usefulness.

Analysis:

Root Cause



Five Whys

- Why: The data shows that reading long passages is the lowest scoring area for WAY Academy Flint students, but followed very closely by the fiction and non-fiction passages. It seems that many students do not read passages for understanding because they are in too big of a hurry to get to the questions. Continued improvement of vocabulary is needed and the games and manipulatives would be of great help in making that happen; however, students do not like to come to in-person work groups. The students prefer to work on class assignments and do not spend enough time during class reading passages related to the work.
- Why: The students prefer to work on class assignments because that is what will earn them credit toward graduation.
- Why: The students are focused on the end goal of graduation more than on the importance of being able to read well after high school.
- Why: Students do not have enough exposure to long fiction and non-fiction passages in school projects.
- Why: The ELA projects tend to focus more on writing paragraphs than on evaluating long passages of various types of reading.
- Why: There are not enough projects that give students the opportunity to engage with an entire book.

Challenge Statement: The district needs to allocate resources to develop projects to better implement the use of novels and biographies in the curriculum to develop stronger reading skills of long passages.

Strategies:

(1/1): MTSS Framework (General)

Owner: Shelly Smith

Start Date: 06/01/2021

Due Date: 06/24/2023

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$175,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • Social Media • Parent Newsletter • Presentations • School Board Meeting | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire a Reading Specialist	Shelly Smith	06/01/2021	06/24/2023	COMPLETE
Flocabulary	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
NewsELA	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Exact Path	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Hire Curriculum consultant	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Continue to increase library	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Train staff in MTSS strategies	Shelly Smith	06/01/2021	06/25/2022	OVERDUE
Implement an MTSS team	Shelly Smith	06/01/2021	06/25/2022	OVERDUE
Hire an Academic Success	Shelly Smith	01/04/2022	06/24/2023	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Coach				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 50% for 2019 PSAT 8		06/24/2026	ONTARGET
Decrease by 50% for Spring 2019 PSAT9		06/24/2026	ONTARGET
Decrease by 50% for 2019 Spring PSAT10		06/24/2026	ONTARGET
Decrease by 50% for Performance Series Reading 2021		06/24/2026	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Hire a Reading Specialist	Shelly Smith	06/01/2021	06/24/2023	COMPLETE
Flocabulary	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
NewsELA	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Exact Path	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Hire Curriculum consultant	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Continue to increase library	Shelly Smith	06/01/2021	06/24/2023	ONTARGET
Train staff in MTSS strategies	Shelly Smith	06/01/2021	06/25/2022	OVERDUE
Implement an MTSS team	Shelly Smith	06/01/2021	06/25/2022	OVERDUE
Hire an Academic Success Coach	Shelly Smith	01/04/2022	06/24/2023	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the

selected strategy as intended? What is the evidence?

Date	Note	Author
05/10/2022	We have hired a part-time Reading Specialist who has identified Tier 2 & 3 students and started working with those students during designated times. Attendance makes it difficult for there to be consistency in workshops. Identified students began using Exact Path; however, not with fidelity. There is a need for further training of the Exact Path program in order to better use the program.	Shelly Smith
<i>Evidence Data Set for 'We have hired a...'</i>		
Date	Data Name	Provider
05/10/2022	2021-22 Reading Intervention Data	2021-22 Reading Intervention Data.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/10/2022	We are making progress in identifying those students needed Tier 2 & 3 reading supports through the implementation of our MTSS team.	Shelly Smith

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/10/2022	<p>Currently, the WAY Flint library focuses on 12 key genres and includes content written by authors of diverse backgrounds (7 : Pacific Islander, Hispanic, Latino, African American, Aboriginal, Caucasian, LGBTQ+) . Titles are selected based on student interest determined through responses from student surveys / completed Book Tasting forms and anecdotal interviews along with more in-depth literary discussions during focus lab sessions.</p> <p>Although WAY Flint researchers did not get to utilize Flocabulary fully, 23 researchers have been introduced to the online platform, while</p>	Shelly Smith

Date	Note	Author
	<p>all students (70) reaped the benefits of the engagement Flocabulary videos provide during in lab test prep focus sessions.</p> <p>Newsela was implemented in some of the project based learning; however, more work needs to be done to use this program with more fidelity as well.</p>	

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 75% for NPR for Reading	06/24/2026	ONTARGET
Decrease by 75% for 2019 Spring PSAT10	06/24/2026	ONTARGET
Decrease by 75% for Spring 2019 PSAT9	06/24/2026	ONTARGET
Decrease by 75% for 2019 PSAT 8	06/24/2026	ONTARGET
Decrease by 75% for Performance Series Reading 2021	06/24/2026	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available