



Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

WAY Academy - Flint

Ms. Madeline Black
4385 MILLER RD
FLINT, MI 48507-1279

TABLE OF CONTENTS

Introduction.....	1
 Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
 Improvement Plan Stakeholder Involvement	
Introduction.....	6
Improvement Planning Process.....	7
 Title I Schoolwide Diagnostic	
Introduction.....	10
Component 1: Comprehensive Needs Assessment.....	11
Component 2: Schoolwide Reform Strategies	26
Component 3: Instruction by Highly Qualified Staff.....	32
Component 4: Strategies to Attract Highly Qualified Teachers.....	33
Component 5: High Quality and Ongoing Professional Development.....	35
Component 6: Strategies to Increase Parental Involvement.....	37
Component 7: Preschool Transition Strategies.....	41
Component 8: Teacher Participation in Making Assessment Decisions.....	42
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	43

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources . . . 47

Evaluation: 50

Plan for Single Building District Improvement Plan

Overview 52

Goals Summary 53

Goal 1: 1. All WAY Academy of Flint students will receive a well-rounded education to assure they are college and career ready. 54

Goal 2: 2. All WAY Academy of Flint students will be prepared to make safe and healthy choices in both academic and social setting 69

Activity Summary by Funding Source 73

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.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See 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.

The WAY Academy of Flint school improvement planning (SIP) team consists of all teachers at the academy, the building director (leader), support staff members, a board member, parents, community members, and students where applicable. The SIP team conducted an annual needs assessment based on state and district goals, performance standards, local and state achievement data, and results from stakeholder surveys. The needs assessment, in turn, was the basis for development of the goals, plans, and strategies embedded in the school improvement plan.

External stakeholders were selected based on their willingness to volunteer and commit to being an active member of the team. They were informed of their roles through initial conversations about the role of the SIP and the importance of giving their voice and suggestions to the process. Meetings were scheduled based on the ability of all stakeholders to attend. Once the team was formed, a meeting calendar was designed with input from all team members.

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

Representatives on the school improvement team included all staff at the building: four core content area teachers, the Title I literacy intervention specialist, two special education teachers, the social worker, the building leader, the team leader, one board member, various parents and students throughout the process, and several community members from both post-secondary institutions and business/industry. All stakeholders were involved in assessing needs using district, state, and nationally normed data; prioritizing the school's needs; uncovering the root causes for areas targeted for improvement, including determining any perceived barriers; identifying potential solutions and developing strategies to implement these solutions; establishing a timeline for implementation including identifying tasks, individuals who will complete the tasks, and necessary resources for task completion; determining targeted outcomes and identifying accountability measures; setting target goals; and establishing how success will be measured and celebrated. All stakeholder groups had an equal voice in the school improvement planning process.

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

The final school improvement plan was developed collaboratively by all stakeholder groups and has been submitted to the Board of Directors for approval. The plan is communicated publicly at an annual open house in September and is available on the school's website. The plan is reviewed regularly by the school improvement planning team to ensure effective implementation. The school improvement planning team will report on quarterly progress through a report to the Board of Directors. The school improvement plan will be evaluated on a goal by goal basis related to the level of success in meeting and completing all goals and objectives. The school improvement planning team will meet throughout the 2018-2019 school year to ensure that the process is an ongoing and continuous one.

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 and surveys 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 state-mandated standardized assessment results as well as District-wide testing through Performance Series. MSTEP assessment results were examined for all students tested in the 7th-12th grades in the content areas of mathematics, reading, language usage, science and social studies. MSTEP assessments are conducted during the Spring. 7th and 8th students were given the M-Step test in April and May (2019), completing assessments in reading, writing, and math, 7th and 11th-grade students were assessed in science, and 8th and 11th-grade students were assessed in social studies. In addition, 8th, 9th and 10th-grade students were given the PSAT and 11th and 12th grade students (if eligible) were given the SAT in April.

WAY Academy of Flint School Index Overview 2017-2018

Overall Index: 14.13

Growth Index: 9.59

Graduation Rate Index: 17.54

School Quality and Student Success Index: 17.25

Support Category: N/A

Proficiency Index: 10.97

English Learner Progress: N/A

Assessment Participation Index: 98.75 English Learner Participation: N/A

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

Program / Process Data - The staff completed the Interim Self Assessment and discussed the results.

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

Student Demographics

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 2018-2019 school year, our enrollment fluctuated somewhat, ranging from 85-133 students. Our enrollment is currently at 87 students after June graduation.

The age of students at WAY Academy of Flint ranges from 13-20 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 14 students with IEPs. The ethnic composition of our student population consists of 64.7% African American, 27.1% white, 4.7% Hispanic, 2.4 Multi-Racial, and 1% Hawaiian/Pacific Island. Approximately 4.7% of students have children and approximately 56% have jobs. Approximately 62% of students live with one or more parents, 33% live with a guardian, 4% with a partner and 1% live alone. The population of economically disadvantaged students is 87%.

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 57%. Due to our blended learning environment, high school students report to school 4 days a week for 4 hours per day and middle school students report 5 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 with additional help from the student mentors. The Attendance Liaison identifies 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 possibly be recommended to their Director for a home visit and ultimately may be assigned to a "re-commitment" status in which the student's computer is reclaimed and the student is required to attend school daily. Our 2018-2019 retention rate is 65%. In the past two years (2017-2018 and 2018-2019), WAY Academy of Flint has graduated 68 students. In the previous four years, WAY graduated 44 students. This means that 61% of the students that have graduated from WAY Academy of Flint have done so in the last two years.

The following is the discipline / behavior issues for 2017-2018 and 2018-2019:

2017-2018

Level A Offenses - 16

Level B Offenses - 5

Level C Offenses - 0

2018-2019

Level A Offenses - 31

Level B Offenses - 7

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Level C Offenses - 7

Staff Demographics

1. Number of Staff: WAY Academy of Flint is made up of nine staff members, which includes - director, administrative assistant, three teachers, two special education teachers, reading specialist, and a social worker.
2. Gender / Ethnic groups: 22% male, 78% female, 22% African American, and 78% Caucasian
3. Experience Levels / Credentials: WAY Academy of Flint staff has the following experience: 33% 1-5 years, 11% 6-10 years, and 33% 11-20 years 22% 21 years or more
4. Attendance: WAY's overall staff attendance is 96.4%
5. Mobility: WAY's staff turnover rate is 61%
6. Evaluation: WAY uses the Marzano evaluation model for it's instructional staff. All of WAY's instructional staff were rated Effective for the 2017-2018 school year.
7. Leadership: WAY Academy of Flint uses a Director as the school leader. Within recent years, \WAY has had three directors. All the directors have been rated Effective.

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.

STUDENT ACHIEVEMENT DATA

WAY Academy of Flint opened in Fall 2013. The MME changed in 2017 so we will not have longitudinal data.

The results from the 2018 M-STEP data are below:

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: 8.3% Proficient, 33.3% Partially Proficient, 58.3% 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

Social Studies- 12th grade: 50% Proficient, 16.7% Partially Proficient, 33.3% Not Proficient

The results from the 2017 M-STEP data are below:

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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

Based upon an item analysis of the 2018 and 2017 M-STEP data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content skills we will focus on developing 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.

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 lowest in math and science. Eighth-grade students were overall more proficient across all content areas. 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.

Resources to Support

WAY Academy of Flint provides the following resources to support the academic success of students:

- Title I Part A

- o Full time Math Intervention Teacher

- o Full time Reading Specialist

- o .3 FTE Attendance Liaison

- o Data Coach Stipend

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- Title II Part A
 - o Creating a Positive Workplace
 - o Math Coach
 - o Reaching and Teaching Students in Poverty
- Title IV
 - o Meals for After School Program
 - o PBIS Incentives
 - o College and Career Coach
 - o ALEKS Math
- At Risk 31a
 - o Mentors
- Minecraft Grant
 - o 30 licenses
- LSSU Compliance Grant
 - o College Tours
 - o College and Career Culture Survey
 - o Parent Meetings
 - o Computers
- Learning Dreams, LLC
 - o Counselor works with Tier 2 and 3
- United Way
 - o Transportation for McKinney Vento students
- Asbury United Methodist Church
 - o STEM Program - after school program (students are paid to participate)
- Teen Quest
 - o Job Skills Training for Students
- IDEA Special Education Accommodations
- General Budget Teacher Guided Testing Preparation and Practice - through classroom lessons and projects/activities

PROGRAM/PROCESS DATA

In May 2019, the WAY Academy of Flint staff completed the MDE Interim Self Assessment. The results of the self-assessment identified Standard 3 (Teaching and Assessing for Learning) as an area of strength with a rating of 3.9. It identified Standard 1 (The school maintains and communicates a purpose) and Standard 5 (The school implements a comprehensive assessment system) as areas of improvement with a rating of 3. Teaching and Assessing for Learning (Standard 3) is ingrained in the daily operation of WAY Academy of Flint. 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. Staff development topics are developed based on school needs, and the goals and strategies in the SIP.

The self-assessment results for Standards 1 and 5 have an average rating of 3. The challenge of our school with Standard one is that through the years we have had high turnover of staff and leadership. This has made it difficult to keep academic expectations high and consistent. Standard 5 received lower scores because the staff and leadership need to be trained in evaluation, interpretation, and use of

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

data. Standard 5 also ranked lower because we need to be able to share the data information more with all stakeholders.

Program/Process Data - Conclusions

Based on the results of the Interim Self-Assessment, we recognize the need to focus on Standard 1 and 5. We need to decrease turnover among staff and leadership so that we can develop more consistency in our educational program. Furthermore, we need to make sure that all staff and leadership are trained on data evaluation and how to use it effectively to help improve the school. Finally, Standard 4 ranked a 3.1, which is just a little bit above the scores for Standard 1 and 5. The reason it ranked lower is tied directly to the concern of Standard 1; in that the "qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program." The committee believes that the turnover and staff cuts has made this statement not true and has hurt the ability for staff to perform their roles and responsibilities at a high level. This recommendation will be presented to the school / district administration and school improvement team.

PERCEPTION DATA

All staff were surveyed.

How long have you been at WAY Academy of Flint?

ANSWER CHOICES- RESPONSES-

Less than a year 11.11%

1 - 2 years 33.33%

3 - 4 years 33.33%

5 - 6 years 22.22%

How many years of experience do you have?

ANSWER CHOICES- RESPONSES-

1 - 5 years 33.33%

6 - 10 years 11.11%

11 - 20 years 33.33%

21 + years 22.22%

Rate your overall experience with WAY Academy of Flint, 1 - Low satisfaction to 5 - Being high satisfaction

1 - 11.11%

2 - 11.11%

3 - 33.33%

4 - 44.44%

5 - 0.00%

Rate your satisfaction with the WAY programs Central Office, 1 - Low satisfaction to 5 - Being high satisfaction

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- 1 - 0.00%
- 2 - 44.44%
- 3 - 22.22%
- 4 - 33.33%
- 5 - 0.00%

Rate your satisfaction with the staff you work with, 1 - Low satisfaction to 5 - Being high satisfaction

- 1 - 0.00%
- 2 - 0.00%
- 3 - 0.00%
- 4 - 44.44%
- 5 - 55.56%

Rate your satisfaction with your job, 1 - Low satisfaction to 5 - Being high satisfaction

- 1 - 11.11%
- 2 - 0.00%
- 3 - 22.22%
- 4 - 44.44%
- 5 - 22.22%

Would you recommend WAY Academy of Flint to a friend to work at?

ANSWER CHOICES- RESPONSES-

- Very likely 22.22%
- Likely 11.11%
- Somewhat likely 33.33%
- Unlikely 22.22%
- Very unlikely 11.11%

Would you recommend WAY Academy of Flint to a family to send their student to?

ANSWER CHOICES- RESPONSES-

- Very likely 22.22%
- Likely 11.11%
- Somewhat likely 55.56%
- Unlikely 11.11%
- Very unlikely 0.00%

Do you feel that the overall education program at WAY Academy of Flint is improving?

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- 1 - 0.00%
- 2 - 0.00%
- 3 - 33.33%
- 4 - 66.67%
- 5 - 0.00%

All students had the opportunity to participate in the survey.

How long have you been at WAY Academy of Flint?

ANSWER CHOICES- RESPONSES-

- 0 - 6 months 15.79%
- 7 months - 1 year 31.58%
- 1 year - 2 years 36.84%
- 3 + years 15.79%

Rate your overall experience at WAY Academy of Flint.

- 1 - 0.00%
- 2 - 2.70%
- 3 - 37.84%
- 4 - 24.32%
- 5 - 35.14%

Rate your satisfaction with Administration (Director, Team Leader, Superintendent, etc.)

- 1 - 5.41%
- 2 - 5.41%
- 3 - 21.62%
- 4 - 35.14%
- 5 - 32.43%

Rate your satisfaction with the teaching staff (teachers, special education teachers)

- 1 - 0.00%
- 2 - 5.26%
- 3 - 15.79%
- 4 - 18.42%
- 5 - 60.53%

Rate your overall satisfaction with the online experts (teachers)

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- 1 - 7.89%
- 2 - 2.63%
- 3 - 28.95%
- 4 - 31.58%
- 5 - 28.95%

Rate your satisfaction with the WAY Academy of Flint's blended learning program (the combination of working in the lab and outside of school)

- 1 - 7.89%
- 2 - 7.89%
- 3 - 21.05%
- 4 - 18.42%
- 5 - 44.74%

Rate how much you believe the WAY Academy of Flint program has helped you academically

- 1 - 2.63%
- 2 - 2.63%
- 3 - 23.68%
- 4 - 23.68%
- 5 - 47.37%

Rate how well you believe WAY Academy of Flint keeps you and your family informed with what is going on

- 1 - 5.26%
- 2 - 5.26%
- 3 - 18.42%
- 4 - 10.53%
- 5 - 60.53%

All parents/guardians had the opportunity to participate in the survey.

How long has your student(s) been at WAY Academy of Flint?

ANSWER CHOICES- RESPONSES-

- 0 - 6 months 0.00%
- 7 months - 1 year 20.00%
- 1 - 2 years 40.00%
- 3 - 4 years 40.00%
- 4 + years 0.00%

Rate your overall satisfaction with WAY Academy of Flint, 1 - Being Not Satisfied at all to 5 - Being Highly Satisfied

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- 1 - 0.00%
- 2- 0.00%
- 3 - 40.00%
- 4 - 0.00%
- 5 - 60.00%

Rate your satisfactions with the teaching staff (teachers and Special Education teachers), 1 - Being Not Satisfied at all to 5 - Being Highly Satisfied

- 1 - 0.00%
- 2 - 0.00%
- 3 - 20.00%
- 4 - 0.00%
- 5 - 80.00%

Rate your satisfaction with the online teachers the students use, 1 - Being Not Satisfied at all to 5 - Being Highly Satisfied

- 1 - 20.00%
- 2 - 0.00%
- 3 - 20.00%
- 4 - 0.00%
- 5 - 60.00%

Do you believe that the WAY Academy of Flint program is helping your student(s)?

ANSWER CHOICES- RESPONSES-

-
- Strong agree 40.00%
- Agree 40.00%
- Somewhat agree 20.00%
- Don't agree 0.00%
- Strongly disagree 0.00%

Do you believe WAY Academy of Flint keeps you informed on what is going?

ANSWER CHOICES- RESPONSES-

- Strongly agree 20.00%
- Agree 40.00%
- Somewhat agree 40.00%
- Disagree 0.00%
- Strongly disagree 0.00%

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Do you believe that WAY Academy of Flint provides the support that you and your student(s) need?

ANSWER CHOICES- RESPONSES-

Strongly agree 20.00%

Agree 60.00%

Somewhat agree 20.00%

Disagree 0.00%

Strongly disagree 0.00%

Do you attend the montly parent meetings that WAY Academy of Flint offers?

ANSWER CHOICES- RESPONSES-

Every month 0.00%

As much as I can 0.00%

Now and then 40.00%

No, I have never been to a meeting 60.00%

Staff suggestions to improve our school include:

- Limiting additional tasks to reduce stress.
- Hiring extra staffing to meet the program guidelines.
- Increase community involvement in school environment

Staff suggestions to help the district retain staff:

- Scheduled raises to reward exceptional work
- Additional staff.
- Balanced Calendar
- Improved communication and stability throughout all WAY academies
- Friday PLC days for staff

Perception Data - Conclusions

Overall, students were generally positive in their perceptions of WAY Academy of Flint programs. Creating an environment that fosters respect among students and staff and building a community within our school are areas for improvement. Student data did show that the students are much more satisfied with the lab experts than the online experts when it comes to academic support.

Overall, staff members feel they are making a difference in the educational lives of their students. Areas for improvement include more staff support to meet the program structure.

Parents are generally positive about WAY Academy of Flint programs. They feel that the school does a good job of keeping them informed about what is going on. They also agree with the students that they are more satisfied with the lab experts than the online experts. Parents

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

recognize that they need to take more advantage of getting involved by attending activities like monthly parent meetings.

Academic

- M-STEP (Spring 2019; 11th Grade):
 - o Science
 - o Social Studies
- Performance Series (September 2018, February 2019, & May. 2019, Grades 7-12)
 - o Math
 - o Reading
- PSAT 9/10 (April 2019)
 - o Writing & Language
 - o Math
 - o Reading
- SAT 11/12 (April 2019)
 - o Writing & Language
 - o Math
 - o Reading
- Data Review Process:
 - o Committee, School Improvement Plan, Data Coaching, Report, Staff Meetings
- Content Area Priorities:
 - o Math & Reading
- Services Provided/Interventions & Funding Source
 - o Title I Part A
 - Full time Math Intervention Teacher
 - Full time Reading Specialist
 - .3 FTE Attendance Liaison
 - Data Coach Stipend
- o Title II Part A
 - Creating a Positive Workplace
 - Math Coach
 - Reaching and Teaching Students in Poverty
- o Title IV
 - Meals for After School Program
 - PBIS Incentives
 - College and Career Coach
 - ALEKS Math
- o At Risk 31a
 - Mentors
- o Minecraft Grant
 - 30 licenses
- o LSSU Complicance Grant
 - College Tours
 - College and Career Culture Survey

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- Parent Meeting
- Computers
 - o Learning Dreams
- Counselor works with tier 2 and 3
- o United Way
- Transportation for Homeless
- o Asbury Church
- STEM Program-after school program (students are paid to participate)
- o Teen Quest
- Job Skills Training for Students
- o IDEA Special Education Accommodations
- o General Budget Teacher Guided Testing Preparation and Practice - through classroom lessons and projects/activities

NON-Academic

- Data Available on Issues
 - o Pregnancy/Children:
 - 10% of student population
 - o Health Issues that Impact Student Performance and Attendance:
 - Flint Water Crisis: 100% of our student population has been exposed to the Flint Water Crisis.
 - Physical Health Crisis: 21.5% of student population
 - o Mental/Emotional Issues that Impact Student Performance and Attendance:
 - 25% of student population
 - o Poor Attendance that Negatively Affects Student Performance:
 - 44% of student population
 - o Homelessness/Emancipated:
 - 14% of student population
 - o Trauma that Impact Student Performance and Attendance:
 - 31.5% of student population
 - o Known CPS Reports/Safety Issues:
 - 21% of our student population
 - o Free/Reduced Lunch:
 - 100% of our students receive Free/Reduced Lunch
 - o Criminal Record (Arrests/Incarceration):
 - 18% of our student population
 - o Homeless/Emancipated Youth:
 - 14% of our student population
 - o Foster Placements:
 - 9% of our student population
 - Services Provided/Interventions and Funding
- o McKinney Vento (Title VII-B of the McKinney-Vento Homeless Assistance Act)
- o Learning Dreams (Flint Promise Grant)
- o School Social Worker (IDEA and Title I)
- o Breakfast & Lunch Program (National School Lunch Program)

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

o Mentoring Program Funded through (Title I, Section 31A)

GOALS

1. All WAY Academy of Flint students will receive a well-rounded education to assure they are college and career ready.
2. All WAY Academy of Flint students will be prepared to make safe and healthy choices in both academic and social setting

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.

Achievement results from state and local standardized assessments show that student proficiency is low in all grade levels across all content areas. Based on these results, we have identified goals and strategies to improve achievement for all students in these areas, with specific strategies for our target populations of special education and the bottom 30%.

Based upon an item analysis of the 2018 M-STEP / PSAT / SAT data, we identified the content standards/areas with the least number of students proficient. The top 3-4 content skills we will focus on developing 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.

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.

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?

Our Goals developed through the Comprehensive Needs Assessment include:

1. All WAY Academy of Flint students will receive a well-rounded education to assure they are college and career ready.
2. All WAY Academy of Flint students will be prepared to make safe and healthy choices in both academic and social setting

Our goals will address the needs of our target populations by providing specific support to raise assessment scores and student achievement. The goals will address the needs of disadvantaged children by providing a smaller teacher-pupil ratio during the day, providing

access to a full time school social worker, and by providing community supports for students.

Component 2: Schoolwide Reform Strategies

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

WAY Academy Flint implements the following strategies that focus on helping all students reach the State's standards:

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.

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

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

WAY Academy of Flint is a year-round program that requires students to attend classes all year. The program has minimum attendance

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

requirements of 5 days per week for a total of 17.5 hours (3.5 hours each day) per week for middle school students and attendance requirements of 4 days per week for a total of 14 hours (3.5 hours each day) per week for high school students. Students are also required to complete weekly program requirements including completing a minimum of 5 learning projects, earning .125 credits per week, and logging into HERO, the school's online learning environment every day.

Additional support is readily available for all students including having a mentor teacher assigned to monitor their weekly progress as well as online support from certified teachers 24 hours per day.

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. We also target students with STEM projects that revolve around skills need for success in science and math projects. STEM will help prepare students for the workforce and post-secondary institutions.

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.

Both high school and middle school students are required to attend school year round. High school students attend school a minimum of 4 days per week for a minimum total of 14 hours per week. Middle school students attend school a minimum of 5 days per week for a minimum

total of 17.5 hours per week. Students identified as our targeted population can attend additional hours of school to increase the quantity of instruction for these students.

QUANTITY OF INSTRUCTION:

The opportunity exists to increase instructional time for high school 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.

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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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.

STEM Programs

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. 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.

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 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's staff turnover rate is 66% for the 2018-19 school year. This is due to staff getting new positions elsewhere or district cuts.

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

WAY Academy of Flint staff has the following experience: 33% 1-5 years, 11% 6-10 years, and 33% 11-20 years 22% 21 years or more.

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

WAY Academy of Flint advertises on websites, offers a user-friendly online application process, and networks with individual contacts. In addition to these strategies, WAY Academy of Flint also encourages current staff members to make referrals.

Through each of these recruitment methods, WAY Academy of Flint advertises the non-traditional opportunities our school offers such as regularly working with small groups of students, mentoring a group of students, implementing Project Based Learning, using technology, and working in a non-traditional, open environment. The small groups and strong relationships lead to positive results with a focus on graduation. By advertising these qualities, we intend to attract high-quality teachers who will flourish in a non-traditional setting.

WAY Academy of Flint's recruitment strategies and close monitoring result in 100% of our teachers being highly qualified under No Child Left Behind, and at-risk students are receiving instruction from outstanding professionals.

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

As a single district school, WAY Academy of Flint uses the same strategies as presented in the school initiatives.

In order to retain high-quality staff, WAY Academy of Flint offers leadership opportunities, autonomy, self-directed work, a culture of collaboration and cross-curricular projects.

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?

Our turnover rate is 61% in the last two years. We have lost six staff positions. Several have left because they found new jobs and the rest of the positions have been cut due to financial reasons. Initiatives being implemented by the program in attempt to lower the turnover rate of highly qualified teachers included paid snow days and to reinstate mentor pay of the 2019-20 school year.

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.

Professional development for WAY Academy of Flint is delivered at both the district and building level. The building level professional development is provided 4-5 times a year at the building site and is based on the building's comprehensive needs assessment (CNA). The district level professional development is also provided 4-5 times a year in collaboration with other WAY Academy schools.

School level staff members determine the needs for building level professional development based on the areas of need identified in the comprehensive needs assessment and the school improvement plan. District level professional development is determined by the needs of the entire network of schools and is generally aligned to the common needs of all buildings. One example of these common needs is training on common core state standards and mapping the curriculum to these standards. Occasionally, targeted building level professional development is related to other timely topics, such as engaging the community as an authentic audience for projects. Examples of building level professional development topics include:

- Data-driven dialogue
- Title 1 Math and Reading Support
- ALEKS Math
- Achievement Series
- Cultural Competent Instruction
- School Improvement Plan
- Differentiated instruction
- Workshop to improve our understanding of and scaffolding for students with IEPs and other accommodations

Professional development topics include the following:

Reading:

To address one of the lowest performance areas, reading professional development will be provided by a Content Area Specialist (reading coach) and outside reading experts. Professional development will cover ongoing training and implementation of reading apprenticeship, differentiating instruction for all students with a special emphasis on low-performing and special education students, and data-driven dialogue to help staff effectively identify and monitor student progress. WAY Academy of Flint staff will also participate in ongoing, job-embedded professional development to embed content area literacy strategies across all curricular areas.

Cross-curricular areas:

Staff members will participate in professional development workshops that cross content areas, such as unpacking the standards and targeting skills identified by standardized assessments, using assessment results to map the curriculum and scaffold projects to meet student needs, implementing Thinking Maps in order to help students create concrete images of abstract thoughts, unlocking text for students through the embedded use of reading apprenticeship strategies, implementing school-wide positive behavior supports for classroom management, and implementing Response to Intervention (RTI) strategies.

District Level Professional Development:

District professional development will take place monthly and brings together staff members from all of the WAY Academy campuses. These collaborative sessions are developed based on common needs across the schools. Professional development topics will include unpacking and implementation of the Common Core State Standards, reading and writing across the curriculum, planning and development of cross-curricular projects, mapping the curriculum to assessment results, and implementing college and career readiness standards in project design.

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

The professional development provided to staff teaches strategies that are identified as needing further development as identified in the school improvement plan. This learning is sustained over time and carried beyond the training, by being reviewed regularly as a staff to discuss the success with each strategy being implemented. The strategies are on-going and carried on to the proceeding school years following an extensive review of its effectiveness by all stakeholders.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2019-20 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 monthly parent meetings. Parent input is gathered from parents who regularly attend the monthly 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.

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.

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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		School Level Parent Involvement Plan 19-20

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:

--Flint Public Library: provides adult literacy sessions.

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

- 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.

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		Parent Compact

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

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. Over the past year, staff members have been trained and 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 receives Data Driven Dialogue (DDD) training to enable them to comprehensively analyze 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 DDD 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 Lexia Learning software, content-specific reading and vocabulary, and other individualized intervention strategies.

Math:

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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. In reading students may receive varying levels of text based upon their level

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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, 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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

--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.

--United Way provides monthly bus passes for McKenny Vento students

--Learning Dreams provides counseling and life skill coaching for students

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, three teachers, one reading specialist, and two 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 a cohort of one team leader / director and three teachers that oversee one hundred and eighty 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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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.

Plan for Single Building District Improvement Plan

Overview

Plan Name

Plan for Single Building District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	1. All WAY Academy of Flint students will receive a well-rounded education to assure they are college and career ready.	Objectives: 6 Strategies: 20 Activities: 45	Academic	\$191692
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: 2 Activities: 9	Organizational	\$75441

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 Apprenticship 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	Monitor	08/01/2016	06/14/2024	\$5000	Title I Part A	Teachers and Director

Activity - iLit20	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

iLit20 will help provide additional ELA support for our students in the lab since we do not have an ELA teacher on campus. Our Reading Specialist will conduct the program.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$7000	Title I Part A	Teachers, Directors, Team Leaders, Reading Specialist
---	--	--------	---------------	------------	------------	--------	----------------	---

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.

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	09/01/2016	06/14/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Strategy 3:

Project-based Learning - WAY 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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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	08/14/2017	06/14/2024	\$5000	Title I Part A	Teachers, Directors, Team Leaders, Reading Specialist
---	-----------------------	--------	-----------	------------	------------	--------	----------------	---

Activity - Project Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/05/2017	08/31/2018	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

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 3

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	10/02/2017	06/14/2024	\$71390	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	09/04/2018	06/28/2024	\$0	No Funding Required	Reading Specialist and Director

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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		09/06/2016	06/28/2024	\$1000	Title I Part A	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.

Tier: Tier 1

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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

All certified math teachers will implement cross-curricular, project based learning in math.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2018	\$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 - ALEKS Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 IV Part A	Math Specialist and Director

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	\$2000	Title I Part A	Math Coach and Director

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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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 be provided with a variety of hands-on math manipulative for use within their projects.	Academic Support Program, Supplemental Materials	Tier 1		09/05/2017	08/31/2018	\$500	Title I Part A	Teachers, Directors, Team Leaders, Math Specialists

Measurable Objective 3:

10% of Seventh, Eighth and Eleventh grade students will demonstrate a proficiency level of "Not Proficient" decrease in Writing by 06/30/2018 as measured by the MSTEP or other state determined assessment..

Strategy 1:

Writing to Learn - One way that instructors can promote fluency in writing is by requiring students to use what Stephen Tchudi (1986, p. 20) calls workaday writing, or writing to learn. There is some evidence that particular kinds of workaday writing may also reinforce certain kinds of learning and help students learn the content of their courses (Langer & Applebee, 1987).

Category: English/Language Arts

Research Cited: Smit, D. (2010). Strategies to Improve Student Writing, Manhattan, KS: The IDEA Center.

Tier: Tier 1

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will implement note taking strategies in project design and completion.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

All teachers will have students write following the completion of a project to summarize what they have learned.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist
--	--------------------	--------	-----------	------------	------------	-----	---------------------	---

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will stress content area vocabulary in projects to help students to improve writing skills	Direct Instruction	Tier 1	Implement	09/03/2019	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Activity - Five Paragraph essay structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will implement five paragraph essay structure strategies in project design and completion.	Direct Instruction	Tier 1	Implement	09/03/2019	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Strategy 2:

Using Graphic Organizers - Students will be taught how to use graphic organizers to provide a user-friendly format to assist them in guiding and organizing their thinking. Graphic organizers visually represent the thinking needed to compose a written task, as well as to organize and remember information.

Category: Learning Support Systems

Research Cited: Cronenberg, B. (2003). Strategies for Reluctant Readers. Dye, G. A. (2000). Graphic organizers to the rescue! Helping students link and remember information. Teaching Exceptional Children, 32, 72-76.

Tier: Tier 1

Activity - Modeling the use of graphic organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will implement the use of graphic organizers in project design.	Direct Instruction	Tier 1	Implement	09/01/2016	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Measurable Objective 4:

75% of All Students will demonstrate a proficiency all tested areas in Science by 08/31/2024 as measured by local and state assessments.

Strategy 1:

Writing to Learn - Science - One way that instructors can promote fluency in writing is by requiring students to use what Stephen Tchudi (1986, p. 20) calls workaday writing, or writing to learn. There is some evidence that particular kinds of workaday writing may also reinforce certain kinds of learning and help students learn the content of their courses (Langer & Applebee, 1987).

Category: Learning Support Systems

Research Cited: Smit, D. (2010). Strategies to Improve Student Writing, Manhattan, KS: The IDEA Center.

Tier: Tier 1

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement note taking strategies in science project design and completion.	Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Activity - Journals - Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will have students write following the completion of a project to summarize what they have learned.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Activity - Concept Maps - Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use concept maps as a tool to compare, contrast, and organize scientific concepts and ideas.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Strategy 2:

Cooperative Learning - Science - Cooperative learning refers to a set of instructional strategies in which students work together in small groups to help each other learn academic content.

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Category: Learning Support Systems

Research Cited: Aukrust, V. (2011). Learning and Cognition in Education. Kidlington, Oxford. Elsevier.

Tier: Tier 1

Activity - Think-Pair-Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified science teachers will implement the practice of the think-pair-share strategy to promote critical thinking and articulate communication in the classroom.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Strategy 3:

STEM - Infuse STEM projects and programs into the project-based curriculum making STEM accessible to all students.

Category: Science

Research Cited: Freeman, S., S. L. Eddy, M. McDonough, M. K. Smith, N. Okoroafor, H. Jordt, and M. P. Wenderoth (2014). "Active Learning Increases Student Performance in Science, Engineering, and Mathematics." Proceedings of the National Academy of Sciences USA 111(23): 8410-15.

Tier: Tier 1

Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM Genius Program to supplement science instruction for students working with project based learning.	Direct Instruction	Tier 1		09/05/2017	08/31/2024	\$4000	Title I Part A	Science Teacher and Director

Activity - Robotics Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to the software Inventor 3D CAD for product development, 3D mechanical design, documentation and product simulation tools for robotics instruction	Direct Instruction	Tier 1	Getting Ready	09/04/2018	08/31/2024	\$1935	Title I Part A	Science Teacher, Robotics Coach, and Director

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Meals will be provided to students attending the robotics after school program	Other - Meals for Students	Tier 3	Evaluate	01/08/2018	08/31/2024	\$3000	Title I Part A	Science Teacher, Robotics Coach, and Director
--	----------------------------	--------	----------	------------	------------	--------	----------------	---

Measurable Objective 5:

75% of All Students will demonstrate a proficiency all tested areas in Social Studies by 08/31/2024 as measured by local and state assessments.

Strategy 1:

Reading across the curriculum - Social Studies - Teachers will use the reading apprenticeship framework to implement disciplinary-specific literacy skills to 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: HIGH SCHOOL U.S. HISTORY AND BIOLOGY A Study of the Efficacy of Reading Apprenticeship Professional Development for High School History and Science Teaching INSTITUTE OF EDUCATION SCIENCES, U.S. DEPT. OF EDUCATION • 2006–2010 Lee, C.D., Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. New York, NY: Carnegie Corporation of New York. 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
Add instructional staff will implement Reading Apprenticeship strategies across all content areas during instruction and project design (PBL)	Direct Instruction	Tier 1	Monitor	09/06/2016	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Strategy 2:

Using Graphic Organizers - Social Studies - 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 in Social Studies.

Category: Learning Support Systems

Research Cited: Cronenberg, B. Strategies for Reluctant Readers. Dye, G. A. (2000). Graphic organizers to the rescue! Helping students link and remember information. Teaching Exceptional Children, 32, 72-76.

Tier: Tier 1

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Activity - Thinking Maps - Social Studies	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 in project design.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Strategy 3:

Project-based Learning - Social Studies - PBL is an innovative approach to teaching in which student actively explore real-world problems and challenges to seek solutions. Students obtain a deeper knowledge of the core standards.

Category: Social Studies

Research Cited: Edutopia, 3 Dec. 2012 Active and Engaged Learning Model, PBL.

Tier: Tier 1

Activity - Sustained Support - Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sustained Support Visits are customized on-site sessions based on the needs of teachers who have attended PBL 101, in areas related to project design, assessment, and management. The visit may combine two types of support: PBL 201 workshops or coaching sessions, both of which are led by a BIE National Faculty member. PBL 201s are half-day workshops on BIE's Gold Standard Project Based Teaching Practices. Coaching sessions engage teachers in protocols to reflect on their projects, give feedback to one another to improve projects, examine student work, or share strategies to improve their overall design and/or facilitation of projects.	Direct Instruction	Tier 1	Implement	09/04/2018	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist

Activity - Technology - Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use an interactive smartboard to engage students in project-based learning	Technology , Materials	Tier 1		09/04/2018	08/31/2024	\$3599	Title I Part A	Teachers, Directors, Team Leaders, Reading Specialist

Measurable Objective 6:

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.

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Strategy 1:

College and Career Readiness - Staff will implement a college going and career minded culture within the school among all stakeholders

Category: Career and College Ready

Research Cited: Camara, W., O'Connor, R., Mattern, K., and Hanson, M. (2015) Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success. ACT Research Report Series 2015 (4), ACT, Inc. Carnevale, A.P., Smith, N., & Strohl, J. (2013). Recovery, Job Growth and Education Requirements Through 2020. Washington DC: Georgetown University Public Policy Institute Center on Education and the Workforce

Tier: Tier 1

Activity - PSAT and SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete tasks in the Method Test Prep to prepare for college readiness assessment. The College and Career Coach will progress monitoring on a weekly basis.	Career Preparation /Orientation	Tier 1	Implement	07/30/2018	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Career and College Coach, Reading Specialist

Activity - Academic Approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Approach to host Design and Dimensions workshop to educate teachers on how the SAT is designed in order to target standards for instruction	Professional Learning	Tier 1		07/02/2018	08/31/2024	\$5000	Title II Part A	Teachers, Directors, Team Leaders, Reading Specialist

Activity - Seedspot Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seedspot curriculum focuses on helping students to learn about entrepreneurship. The curriculum will be implemented with the help of WAY's certified online expert in Entrepreneurship.	Career Preparation /Orientation	Tier 1	Implement	11/06/2018	08/31/2024	\$10000	Other	Teachers, Directors, Team Leaders, Reading Specialist, Online Expert Support

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Activity - Career & College Field Trips and presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will go on field trips to explore potential career fields. Furthermore, career professionals will be brought to school to present to the students on potential career fields.	Career Preparation /Orientation	Tier 1	Implement	11/06/2018	08/31/2024	\$2500	Other	Teachers, Directors, Team Leaders, Career and College Coach, Reading Specialist

Activity - Inclusion of Career Initiatives (Genesee Career Institute)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunity to participate in classes at the Genesee Career Institute	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	03/04/2019	08/31/2024	\$0	No Funding Required	Teachers, Directors, Team Leaders, Reading Specialist, College and Career Coach

Strategy 2:

Stakeholder Engagement - Liaisons will use strategies to engage stakeholders to increase student attendance, engagement and achievement

Category: School Culture

Research Cited: Traphagan, 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,

Tier: Tier 2

Activity - Attendance Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Attendance Liaison will use strategies in the Attendance Works Toolkit with students and parents to increase attendance. The Attendance Liaison will track student attendance to identify students who have chronic absenteeism. The Liaison will collaborate with students and parents to problem solve barriers to attending school and provide resources	Parent Involvement	Tier 2		09/06/2016	08/31/2024	\$12732	Title I Part A	Attendance liaison and director

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Activity - Homeless and Foster Care Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will problem solve a variety of barriers to ensure homeless and foster care students are given resources and academic support to access educational opportunities	Academic Support Program	Tier 3	Implement	09/05/2017	08/31/2024	\$1500	Title I Part A	MV liaison
Activity - Parent and Community Engagement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent/Community Engagement Coordinator will provide parents with workshops and meetings to increase parent awareness of academic and behavior expectations. The Coordinator will also engage community organizations to seek resources for families and keep them inform of events at the school	Parent Involvement	Tier 1	Implement	09/05/2017	08/31/2024	\$3000	Title I Part A	Parent and Community Engagement Coordinator and Director
Activity - College and Career Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A college and career coach will help support students, parents, and staff to prepare student for career and college.	Extra Curricular, Academic Support Program, Parent Involvement, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	09/04/2018	08/31/2024	\$3000	Title IV Part A	College and Career Coach and Director
Activity - Parent engagement Event Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refreshments and food for parent engagement workshops/meetings/events.	Academic Support Program, Parent Involvement, Community Engagement, Career Preparation /Orientation	Tier 2	Implement	09/04/2018	08/31/2024	\$841	Title IV Part A	Parent and Community Engagement Coordinator and Director

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Strategy 3:

Data Driven Dialogue X - Data Driven Dialogue Protocol will be used to build capacity in teachers and students to lead discussions around data to increase student growth and achievement. All instructional staff will collaborate in cohort teams to analyze student achievement data using this protocol. Data will be use to plan and drive instruction and curriculum development.

Category: Learning Support Systems

Research Cited: Data Driven Dialogue: A Facilitator's Guide to Collaborate Inquiry. Bruce Wellman, MiraVia, LCC. Mentoring Matters: A Practical Guide to Learning Focused Relationships: Bruce Wellman, MiraVia, LCC.

Tier: Tier 1

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will work to support the progress of the Data Driven Dialogue Protocol to build capacity in teachers and students to lead discussions around data to increase student growth and achievement	Professional Learning	Tier 1	Monitor	09/05/2017	08/31/2024	\$3000	Title I Part A	Data Coach and Director

Strategy 4:

PBIS - Staff will use PBIS strategies to engage students and implement the Miblsi 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

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	\$2800	Title IV Part A	Teachers and Director

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Activity - Miblsi Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WAY Academy of Flint will implement the Miblsi 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 - SWISS Coach (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SWISS Coach will receive training on Miblsi program to help support WAY Academy of Flint's implementation of the Miblsi program.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$5000	Title I 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 Miblsi 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., Kucsera, J. and Kishi, K. (2009) Impact of Class Lecture webcasting on attendance and learning. Education Tech Research

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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, Community Engagement, Behavioral Support Program	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

Activity - Childcare Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	\$25500	Other	Teachers, Directors, Team Leaders, Mentors

Activity - Bus Transportation Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	\$12950	Other	Teachers, Directors, Team Leaders, Mentors

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Activity - Student Led Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

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: Traphagan, 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
Students that are high risk will be recommended to take part in the Learning Dreams program to receive Life Skills coaching.	Academic Support Program, Parent Involvement, Community Engagement, Behavioral Support Program	Tier 2	Implement	01/09/2017	08/31/2024	\$15000	Other	Teachers, Directors, Team Leaders, Mentors

Activity - Social Worker Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Social Worker days will be increased from two days to four days to support all students that need support.	Academic Support Program, Parent Involvement, Community Engagement, Behavioral Support Program	Tier 2	Implement	04/29/2019	08/31/2024	\$10000	Other	Teachers, Directors, Team Leaders, Mentors, Social Worker
--	--	--------	-----------	------------	------------	---------	-------	---

Activity - 2020 Special Education Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker will attend the 2020 Special Education Conference to help learn more to support students and staff.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1		09/03/2019	08/31/2024	\$1799	Special Education	Social Worker and Director

Activity - CPR and First Aid Certification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	\$200	General Fund	Teachers, Directors, Team Leaders, Mentors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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 Special Education Conference to help learn more to support students and staff.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1		09/03/2019	08/31/2024	\$1799	Social Worker and Director

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career & College Field Trips and presentations	Students will go on field trips to explore potential career fields. Furthermore, career professionals will be brought to school to present to the students on potential career fields.	Career Preparation /Orientation	Tier 1	Implement	11/06/2018	08/31/2024	\$2500	Teachers, Directors, Team Leaders, Career and College Coach, Reading Specialist
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, Community Engagement, Behavioral Support Program	Tier 2	Implement	11/08/2018	08/31/2024	\$9992	Teachers, Directors, Team Leaders, Mentors

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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, Parent Involvement, Community Engagement, Behavioral Support Program	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	\$12950	Teachers, Directors, Team Leaders, Mentors
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, Parent Involvement, Community Engagement, Behavioral Support Program	Tier 2	Implement	01/09/2017	08/31/2024	\$15000	Teachers, Directors, Team Leaders, Mentors
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	\$25500	Teachers, Directors, Team Leaders, Mentors
Seedspot Curriculum	Seedspot curriculum focuses on helping students to learn about entrepreneurship. The curriculum will be implemented with the help of WAY's certified online expert in Entrepreneurship.	Career Preparation /Orientation	Tier 1	Implement	11/06/2018	08/31/2024	\$10000	Teachers, Directors, Team Leaders, Reading Specialist, Online Expert Support

Title IV Part A

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent engagement Event Support	Refreshments and food for parent engagement workshops/meetings/events.	Academic Support Program, Parent Involvement, Community Engagement, Career Preparation /Orientation	Tier 2	Implement	09/04/2018	08/31/2024	\$841	Parent and Community Engagement Coordinator and Director
College and Career Coach	A college and career coach will help support students, parents, and staff to prepare student for career and college.	Extra Curricular, Academic Support Program, Parent Involvement, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	09/04/2018	08/31/2024	\$3000	College and Career Coach and Director
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	\$2800	Teachers 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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Modeling the use of graphic organizers	All certified teachers will implement the use of graphic organizers in project design.	Direct Instruction	Tier 1	Implement	09/01/2016	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Note Taking	Teachers will implement note taking strategies in science project design and completion.	Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
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	09/04/2018	06/28/2024	\$0	Reading Specialist and Director
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	08/31/2018	\$0	Teachers, Directors, Team Leaders, Math Specialists
Thinking Maps - Social Studies	All certified teachers will implement the use of Thinking Maps in project design.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Summarizing	All teachers will have students write following the completion of a project to summarize what they have learned.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Concept Maps - Science	All students will use concept maps as a tool to compare, contrast, and organize scientific concepts and ideas.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$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	09/05/2017	08/31/2018	\$0	Teachers, Directors, Team Leaders, Reading Specialist

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Five Paragraph essay structure	Teachers in all content areas will implement five paragraph essay structure strategies in project design and completion.	Direct Instruction	Tier 1	Implement	09/03/2019	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Note Taking	Teachers in all content areas will implement note taking strategies in project design and completion.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Sustained Support - Social Studies	Sustained Support Visits are customized on-site sessions based on the needs of teachers who have attended PBL 101, in areas related to project design, assessment, and management. The visit may combine two types of support: PBL 201 workshops or coaching sessions, both of which are led by a BIE National Faculty member. PBL 201s are half-day workshops on BIE's Gold Standard Project Based Teaching Practices. Coaching sessions engage teachers in protocols to reflect on their projects, give feedback to one another to improve projects, examine student work, or share strategies to improve their overall design and/or facilitation of projects.	Direct Instruction	Tier 1	Implement	09/04/2018	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
PSAT and SAT Prep	Students will complete tasks in the Method Test Prep to prepare for college readiness assessment. The College and Career Coach will progress monitoring on a weekly basis.	Career Preparation /Orientation	Tier 1	Implement	07/30/2018	08/31/2024	\$0	Teachers, Directors, Team Leaders, Career and College Coach, Reading Specialist
Thinking Maps	All certified teachers will implement the use of Thinking Maps within project-based learning.	Direct Instruction	Tier 1	Implement	09/01/2016	06/14/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
Think-Pair-Share	All certified science teachers will implement the practice of the think-pair-share strategy to promote critical thinking and articulate communication in the classroom.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Vocabulary	All teachers will stress content area vocabulary in projects to help students to improve writing skills	Direct Instruction	Tier 1	Implement	09/03/2019	08/31/2024	\$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
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
Miblsi Support Program	WAY Academy of Flint will implement the Miblsi 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
Inclusion of Career Initiatives (Genesee Career Institute)	Students will be given opportunity to participate in classes at the Genesee Career Institute	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	03/04/2019	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist, College and Career Coach
Journals - Science	All science teachers will have students write following the completion of a project to summarize what they have learned.	Direct Instruction	Tier 1	Implement	09/05/2017	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
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

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

Reading Apprenticeship	Add instructional staff will implement Reading Apprenticeship strategies across all content areas during instruction and project design (PBL)	Direct Instruction	Tier 1	Monitor	09/06/2016	08/31/2024	\$0	Teachers, Directors, Team Leaders, Reading Specialist
------------------------	---	--------------------	--------	---------	------------	------------	-----	---

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
iLit20	iLit20 will help provide additional ELA support for our students in the lab since we do not have an ELA teacher on campus. Our Reading Specialist will conduct the program.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$7000	Teachers, Directors, Team Leaders, Reading Specialist
SWISS Coach (PBIS)	SWISS Coach will receive training on Miblsi program to help support WAY Academy of Flint's implementation of the Miblsi program.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	08/31/2024	\$5000	SWISS Coach and Director
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	08/14/2017	06/14/2024	\$5000	Teachers, Directors, Team Leaders, Reading Specialist
Parent and Community Engagement Coordinator	The Parent/Community Engagement Coordinator will provide parents with workshops and meetings to increase parent awareness of academic and behavior expectations. The Coordinator will also engage community organizations to seek resources for families and keep them informed of events at the school	Parent Involvement	Tier 1	Implement	09/05/2017	08/31/2024	\$3000	Parent and Community Engagement Coordinator and Director
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	\$2000	Math Coach and Director
Homeless and Foster Care Student Support	Staff will problem solve a variety of barriers to ensure homeless and foster care students are given resources and academic support to access educational opportunities	Academic Support Program	Tier 3	Implement	09/05/2017	08/31/2024	\$1500	MV liaison
After School Program	Meals will be provided to students attending the robotics after school program	Other - Meals for Students	Tier 3	Evaluate	01/08/2018	08/31/2024	\$3000	Science Teacher, Robotics Coach, and Director

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

SWISS App (PBIS)	SWISS app is used to help keep data to support the Miblsi PBIS program.	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	08/31/2024	\$700	SWISS Coach, Director, Teachers, Team Leader, Mentors
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	10/02/2017	06/14/2024	\$71390	Reading Specialist and Director
Attendance Liaison	The Attendance Liaison will use strategies in the Attendance Works Toolkit with students and parents to increase attendance. The Attendance Liaison will track student attendance to identify students who have chronic absenteeism. The Liaison will collaborate with students and parents to problem solve barriers to attending school and provide resources	Parent Involvement	Tier 2		09/06/2016	08/31/2024	\$12732	Attendance liaison and director
Technology - Social Studies	Teachers will use an interactive smartboard to engage students in project-based learning	Technology , Materials	Tier 1		09/04/2018	08/31/2024	\$3599	Teachers, Directors, Team Leaders, Reading Specialist
Collins Writing	Teachers will use the 5 types of writing in daily lessons.	Direct Instruction	Tier 1		09/06/2016	06/28/2024	\$1000	Teachers and Director
Data Coach	The Data Coach will work to support the progress of the Data Driven Dialogue Protocol to build capacity in teachers and students to lead discussions around data to increase student growth and achievement	Professional Learning	Tier 1	Monitor	09/05/2017	08/31/2024	\$3000	Data Coach and Director
Robotics Materials	Students will have access to the software Inventor 3D CAD for product development, 3D mechanical design, documentation and product simulation tools for robotics instruction	Direct Instruction	Tier 1	Getting Ready	09/04/2018	08/31/2024	\$1935	Science Teacher, Robotics Coach, and Director
Math Manipulatives	Math teachers will be provided with a variety of hands-on math manipulative for use within their projects.	Academic Support Program, Supplemental Materials	Tier 1		09/05/2017	08/31/2018	\$500	Teachers, Directors, Team Leaders, Math Specialists
STEM	STEM Genius Program to supplement science instruction for students working with project based learning.	Direct Instruction	Tier 1		09/05/2017	08/31/2024	\$4000	Science Teacher and Director

Single Building District Improvement Plan

WAY Academy - Flint, Flint Campus

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
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	Monitor	08/01/2016	06/14/2024	\$5000	Teachers and Director

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Approach	Academic Approach to host Design and Dimensions workshop to educate teachers on how the SAT is designed in order to target standards for instruction	Professional Learning	Tier 1		07/02/2018	08/31/2024	\$5000	Teachers, Directors, Team Leaders, Reading Specialist

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	\$200	Teachers, Directors, Team Leaders, Mentors