

MICIP Portfolio Report

W-A-Y Academy

Goals Included

Active

- Improve Reading in Performance Series.
 - Increase Attendance
-

Buildings Included

Open-Active

- W-A-Y Academy Vernor Site
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

W-A-Y Academy

Improve Reading in Performance Series.

Status: ACTIVE

Statement: Our goal is to develop and implement a reading programs to increase our average reading score by 200 by 2023.

Created Date: 06/05/2021

Target Completion Date: 06/30/2023

Data Set Name: Math Data Story

Name	Data Source
Student Assessment: College Readiness	MI School Data
Student Assessment: Student Growth	MI School Data
Student Assessment: College Readiness	MI School Data
High School Assessments: Performance Level	MI School Data
High School Assessments: Scaled Scores	MI School Data
2020 Fall Performance Series District	District Determined

Data Story Name: ELA Data Story

Initial Data Analysis: The data shows that our students are scoring below the state average in reading. 71% of our students are not proficient in reading and are 58 points below the college readiness SAT benchmark. Our female students are scoring higher than the males on the SAT and Performance Series. Performance Series data also shows that our student average reading grade level is 6 grade, we have 38 students scoring above their grade level and 157 students score below grade level.

Initial Initiative Inventory and Analysis: WAY Academy School District's vision is to make every student and Hero, the mission is to change lives by creating engage and encouraging opportunities for all young people. The reading initiative connects to the district mission by taking steps to improve their reading level to ensure they have the basic reading skills for opportunities in the 21st Century. The staff involved in implementing the reading initiative are Superintendent, the building Directors, English teachers, and partners. The expected outcome is to increase students' average reading levels, increase students' comprehension in long passages as well as fiction and non-fiction text. The performance series data show that our students struggle on informational text and comprehending long passages, SAT

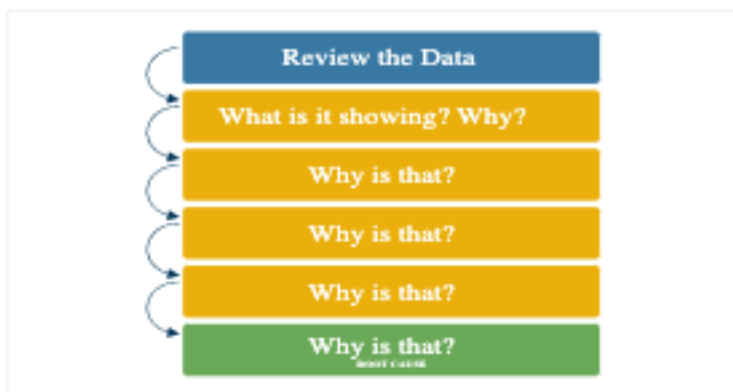
shows that we are below the state benchmark level. The financial commitment for the goals are title 1, Title 4, and General Funds.

Gap Analysis: Currently, our students are 3-5 grade levels behind in reading. The male students, on average, are 3.5-grade levels behind while female students are 2.4-grade levels behind. Our desire state is for all our students to be at grade level by high school graduation.

District Data Story Summary: The strengths that have been uncovered is that our students are scoring higher on vocabulary section compared to long passages, fiction, and non-fiction section, on the Performacne series test, which is shown in our Performance series reading test scores. The growth edges that have been identified are not having students consistently practice reading long passes, fiction, and non-fiction informational text. The district programs that support the needs of the students are performance Series, English, Exact Path, and Xello. The major challenges are getting staff not implementing Exact Path efficiently, English teachers not able to address all the student needs, and performance series not being utilized properly.

Analysis:

Root Cause



Five Whys

- Why: The district has very few reading intervention programs supported by trained staff. There is a lack of parental supports for many students. Students come to us on average 3-5 grade levels behind according to state and benchmark testing. Many students have been retained or not gained adequate high school credit for their age. Students also have many SEL emotional issues and traumas as well as poor attendance.
- Why: The districts have a lack of English teachers and reading specials to implement a reading program. Parents lack reading skills as well as speaking the English language (ELL), don't have the time to tutor, and do not understand the importance of reading; Parents sometimes do not enforce or support reading intervention services that the school offers and is not taking benchmark test seriously, which reflects on the student's progress in school. Students also are experiencing life stress from family and peers.
- Why: The district is experiencing a high turnover rate and difficulties recruiting teachers, as well as a low budget for the reading support services. Parents are busy working to support the household. Many homes do not have a strong reading routine or structure in the house. Many parents do not understand the hero system or program to improve student reading skills. School staff is not communicating effectively to all stakeholders

about the importance of state and district testing. Students are experiencing physical and mental abuse from family and friends. The students are lacking a stable housing environment.

- Why: The district is experiencing problems retaining and recruiting effective teachers due to low salaries and compensations. Parents have to focus on supporting their household due to lack of family support, 85% of our students live in a single-family household. WAY Academy District uses technology and parents are not familiar with the technology system. Staff are not properly implementing a plan to engage and encourage all stakeholders on the importance of the testing due to the high turnover rate and lack of training. Students are experiencing stress due to a lack of family structure and routines.
- Why: WAY Academy is a Charter School District, and when compared to other Charter and Public School Districts, WAY Academy teacher's salaries and compensation are far lower. The students, parents have experienced similar school, family, peers, and life stresses which have affected their life decisions. WAY Academy is using a new educational model that is not common to many parents. WAY Academy's new hire training process is not implemented effectively across the school district. Many of the student's stresses are routinely passed down from the parents.

Challenge Statement: The district needs to allocate resources to develop a strong reading program that targets struggling readers and ESL students, that builds on the intrinsic motivation of students and increases family involvement in helping their children see the importance of reading and overall academic success. The program will allow students to make progress towards grade level proficient in benchmark reading scores and college readiness.

Strategies:

(1/2): Reading Apprenticeship®

Owner: Matthew Bolduc

Start Date: 06/24/2021

Due Date: 06/30/2023

Summary: Reading Apprenticeship® is an instructional approach that intends to help middle school, high school, and community college students develop skills and knowledge to improve their engagement, fluency, and comprehension of content-area materials and texts. To achieve these goals, Reading Apprenticeship® provides a range of professional development activities for teachers, as well as an academic literacy curricula for students.

Buildings: All Active Buildings

Total Budget: \$15,000.00

- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Social Media
- Parent Newsletter
- District Website Update
- Presentations
- Email Campaign
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents
- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Apprenticeship Program and Training	Charles Hyman	06/24/2021	06/30/2023	ONTARGET

(2/2): MTSS - Literacy (Reading)

Owner: Matthew Bolduc

Start Date: 06/24/2021

Due Date: 06/30/2023

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: \$160,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Social Media
- Local Newspaper
- Parent Newsletter
- District Website Update
- Presentations
- Email Campaign
- School Board Meeting
- MI School Data

Audience

- Educators
- Staff
- School Board
- Parents
- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Specialist	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Exact Path	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Let's Go Learn	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Book Club	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
After School Reading program	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Success Coach	Charles Hyman	06/24/2021	06/30/2023	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 4% for Student Assessment: Student Growth		06/24/2022	COMPLETE

Impact Notes

Date	Note	Author
06/21/2022	<p>Our end target is to increase reading scores by 200 points by June 2023 and the interim target was to increase by 100 by June 2022. Progress was made in the interim and the end target by implementing the following programs:</p> <ul style="list-style-type: none"> -Hired a reading specialist -Selected students for the reading program -Purchased kindle books -Implemented weekly reading assignments -Created groups for exact path reading enrichment program -Purchasing ELL programs, and reading manipulatives <p>Implementing those strategies the district reading scores increased by 51 points on the performance series reading test.</p>	Charles Hyman

Adjust Notes

Date	Note	Author
10/20/2022	Going forward, for our data story, we will focus on NWEA instead of Performance Series.	Trena Braswell
06/23/2022	As of June 23, 2022, we have no adjustments to our Reading goals.	Charles Hyman

Activity Status:

Reading Apprenticeship® Activities

Activity	Owner	Start Date	Due Date	Status
Reading Apprenticeship Program and Training	Charles Hyman	06/24/2021	06/30/2023	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Reading Specialist	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Exact Path	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Let's Go Learn	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Book Club	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
After School Reading program	Charles Hyman	06/24/2021	06/30/2023	ONTARGET
Success Coach	Charles Hyman	06/24/2021	06/30/2023	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS - Literacy (Reading)

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

Date	Note	Author						
06/20/2022	The progress that was made in implementing the MTSS strategies to support students learning was that we hired and ordered supplies for the reading specialist, as well as created criteria and selected students for the program. Exact Path licenses were purchased and the reading specialist was assigned to students and The Book Club kindle was purchased. The After School Reading Program students were selected and Let's Go Learn was purchased for students in the Resource room. For are ELL students we purchased Newsela, ELLlearning manipulatives. The evidence is in the Reading Data-Driven Dialogue.	Charles Hyman						
<p><i>Evidence Data Set for 'The progress th...'</i></p> <table border="1"> <thead> <tr> <th>Date</th> <th>Data Name</th> <th>Provider</th> </tr> </thead> <tbody> <tr> <td>06/20/2022</td> <td>Data Driven Dialogue for Reading strategies</td> <td>WAY Academy Detroit Data Driven Dialogue for Reading.pdf</td> </tr> </tbody> </table>			Date	Data Name	Provider	06/20/2022	Data Driven Dialogue for Reading strategies	WAY Academy Detroit Data Driven Dialogue for Reading.pdf
Date	Data Name	Provider						
06/20/2022	Data Driven Dialogue for Reading strategies	WAY Academy Detroit Data Driven Dialogue for Reading.pdf						

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

Date	Note	Author
06/20/2022	The progress that has been made in reaching the intended population is creating and selecting students group that needs support. Training staff on the importance of the MTSS system and reviewing the District MTSS system as well as implementing criteria for targeted students.	Charles Hyman

Evidence Data Set for 'The progress th...'

Date	Data Name	Provider
06/20/2022	Data Driven Dialogue for Reading	WAY Academy Detroit Data Driven Dialogue for Reading.pdf

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

Date	Note	Author
06/20/2022	The progress that was made in supporting the implementation of the goal was purchasing resources for improving reading, such as exact path, kindle book, and let's go learn, learning platforms as well as hiring a Reading Specials, creating Criteria for servicing students, and training staff on MTSS system.	Charles Hyman

Evidence Data Set for 'The progress th...'

Date	Data Name	Provider
06/20/2022	Data Driven Dialogue	WAY Academy Detroit Data Driven Dialogue for Reading.pdf

Monitoring Notes: Reading Apprenticeship®

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

Date	Note	Author
06/20/2022	The progress that was made in implementing the Reading Apprenticeship framework was hiring a Reading Specials that understand the framework and how to implement the strategies in the learns.	Charles Hyman

Date	Note	Author
<i>Evidence Data Set for 'The progress th...'</i>		
Date	Data Name	Provider
06/20/2022	Data Driven Dialogue for Reading	WAY Academy Detroit Data Driven Dialogue for Reading.pdf

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

Date	Note	Author
06/20/2022	The progress that was made in reaching the intended populations, was reviewing the reading score in the Performance series and proficiency levels in their English courses. Creating reading content for them to practice on a weekly basis, offering reading support programs online, such as let go learn, Exact Path, and Newsela.	Charles Hyman

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

Date	Note	Author
06/20/2022	The progress we are implementing toward the goals is hiring Reading Specialist to purchase a reading, kindle books, and reading programs.	Charles Hyman
<i>Evidence Data Set for 'The progress we...'</i>		
Date	Data Name	Provider
06/20/2022	Data Driven Dialogue Reading	WAY Academy Detroit Data Driven Dialogue for Reading.pdf

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 8% for 2020 Fall Performance Series District	06/30/2023	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available

Increase Attendance

Status: ACTIVE

Statement: Our goal is to provide teachers and mentors the training need to effectively communicate with stakeholders and provide engaging lessons, in order to improve attendance by 35% by 2025

Created Date: 06/10/2021

Target Completion Date: 06/11/2025

Data Set Name: Student Engagement Data Story

Name	Data Source
Student Counts: Attendance	MI School Data
Student Counts: Attendance	MI School Data
Student Counts: Attendance	MI School Data
Personality Style	Acadience
Career Selected by Students	Acadience

Data Story Name: Supplemental Learning Activities Impact Student Attendance

Initial Data Analysis: The data shows that WAY Academy district student attendance average between 50-60% since 2015-2020. The data also shows that our students learning styles are auditory, virtual, and tactile learning, our student's career selections are Artist, Acting, Computer Science, and our student top three personality styles creators, persuaders, and helpers.

Initial Initiative Inventory and Analysis: The focus on extracurricular activities is aligned with the district's mission and vision by making every student a hero by allowing learning to be creative and engaging. To incorporate creative and engaging learn all staff and monitors have to implement the plan, the central office has to support the curriculum, training, and funding. We expect that adding extracurricular would increase students' attendance. Evidence shows that when the school has a routine schedule for extracurricular activities attendance increases, such as basketball, art expression, game day, and social group meeting.

Gap Analysis: Our current district attendance average is 50-60% and our desired state is 90% within the next 3 years

District Data Story Summary: We have uncovered that when supplemental and extracurricular activities are scheduled at the school then students' attendance increases. The growth edges that have been identified are limited extracurricular activities that match with students' interests, not effectively implementing supplemental activities properly; communicating activities to staff, parents and community effectively. The extracurricular programs at the WAY Academy District are robotics, art, and Basketball; the supplemental programs are game day, basketball, robotics, gardening, coding and web design.

Analysis:

Root Cause



Five Whys

- Why: Studnet are not coming to school due to lack of interest, engagement and understand the importance of education.
- Why: The lessons are not relatable and engaging to students; lessons are difficult to complete, lack of staff to support student learning. Students are focusing on other social activities outside of school, students are not seeing the connection between school and their goals.
- Why: Lessons are not matched to student interests, environments, and demographics. Lessons are difficult to complete due to lack of guidance, lack of interest, and focus. Students are focused on new technology, social websites, watching/recording videos, jobs, and skipping school to socialize with friends.
- Why: The curriculum standard or general projects matched students in suburbs or low poverty areas that have the resources to support the student's needs. Although WAY Academy is has adopted a project-based model, we lack the head-on experience as well as projects not focus on the interest in new skills. Students are not following the expectation of the program learning time; and chooses to do other things.
- Why: The curriculum was created years ago to match the demographic and skill level of the students. Although a new project can be added to the Hero system, it is not in the suggested project list. We lack the project-based model, due to the lack of training on the expectation and Hero system. Students are not following the policy expectation due to communication break-down between all stakeholders, lack of parents support and training as well as staff ability implement change.

Challenge Statement: The district needs to develop systems that focuses on training mentors and teachers to communicate with all stakeholders effective, to create an engaging learning experience the matches the students interest.

Strategies:

(1/3): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Charles Hyman

Start Date: 06/24/2021

Due Date: 06/11/2025

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

Buildings: All Active Buildings

Total Budget: \$300,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • Local Newspaper • Parent Newsletter • District Website Update • Presentations • Email Campaign • School Board Meeting | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents • Community-at-Large |
|---|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
District Training and Evaluation specialist	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Parent Liaison	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
SEL Training and Professional Development with ACES	Charles Hyman	06/25/2021	06/11/2025	ONTARGET
SEL Training and Professional Development with Midwest Counseling and Consulting	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
SEL Student Support Services with The New Tree of Life Counseling	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Caleb's Kids and SEL support	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Big Bites Website and Video Design	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
TNT tutoring for Coding	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
First Robotics	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
PBIS coordinator	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
MTSS coordinator	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Attendance Liaison	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Engagement Coach	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

(2/3): MTSS - PBIS (Behavior)

Owner: Charles Hyman

Start Date: 06/24/2021

Due Date: 06/11/2025

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

Buildings: All Active Buildings

Total Budget: \$98,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)

Communication:

- | Method | Audience |
|---------------------------|----------------------|
| • Parent Newsletter | • Educators |
| • Brochure | • Staff |
| • District Website Update | • School Board |
| • Presentations | • Parents |
| • Email Campaign | • Community-at-Large |
| • Other | |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Awards and Celebrations for Student achievement	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Staff mentoring incentive	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

(3/3): MTSS Framework (General)

Owner: Charles Hyman

Start Date: 06/24/2021

Due Date: 06/11/2025

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

Buildings: All Active Buildings

Total Budget: \$5,000.00

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

Communication:

Method	Audience
• Parent Newsletter	• Educators
• Brochure	• Staff
• District Website Update	• School Board
• Presentations	• Parents
• Email Campaign	• Community-at-Large
• School Board Meeting	
• MI School Data	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS Training, implementation and Evaluation	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
SEL Training	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 13% for Student		06/10/2022	OVERDUE

Measure	Owner	Due Date	Status
Counts: Attendance			
Increase by 26% for Student Counts: Attendance		06/23/2023	ONTARGET
Increase by 39% for Student Counts: Attendance		06/21/2024	ONTARGET

Impact Notes

Date	Note	Author
06/21/2022	<p>The interim goal was to increase VCL attendance by 13% and the end target goal is to increase attendance by 52%. The strategies implemented toward those goals are listed below:</p> <ul style="list-style-type: none"> -Continuous training on implementing Whole Child -Continuous training and reviewing MTSS District plan -ACEs District Training -Mentoring program for SEL tracking -SEL counseling for students -Continuous Parent, staff, and Students training on attendance, credit, and behavior expectations <p>Implementing those strategies throughout the district has resulted in a 10% increase in attendance.</p>	Charles Hyman

Adjust Notes

Date	Note	Author
06/23/2022	As of June 23, 2022, we have no adjustments to our attendance goals.	Charles Hyman

Activity Status:

Whole School, Whole Community, Whole Child Framework (WSCC) Activities

Activity	Owner	Start Date	Due Date	Status
District Training and Evaluation specialist	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Parent Liaison	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
SEL Training and	Charles	06/25/2021	06/11/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Professional Development with ACES	Hyman			
SEL Training and Professional Development with Midwest Counseling and Consulting	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
SEL Student Support Services with The New Tree of Life Counseling	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Caleb's Kids and SEL support	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Big Bites Website and Video Design	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
TNT tutoring for Coding	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
First Robotics	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
PBIS coordinator	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
MTSS coordinator	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Attendance Liaison	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Engagement Coach	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Awards and Celebrations for Student achievement	Charles Hyman	06/24/2021	06/11/2025	ONTARGET
Staff mentoring incentive	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
MTSS Training, implementation and Evaluation	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
SEL Training	Charles Hyman	06/24/2021	06/11/2025	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS - PBIS (Behavior)

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Whole School, Whole Community, Whole Child Framework (WSCC)

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

Date	Note	Author
06/21/2022	The progress that we made in implementing the Whole Child Framework was that the district conducted training for Social-Emotional Learning and ACES as well as hired a Professional Development coordinator. The District continued services with The New Tree of Life Counseling for students experiencing high Social-Emotional stress. We did not hire an evaluation specialist or Parent Liaison and no training was conducted by Midwest	Charles Hyman

Date	Note	Author						
	<p>Counseling this year.</p> <p>The progress the district has made in implementing the MTSS framework is conducting training for the MTSS framework to support our students to maintain the required attendance, credit, and behavior expectation. We conducted awards and celebrations for students' achievements monthly and assigned mentors to students.</p>							
<p><i>Evidence Data Set for 'The progress th...'</i></p> <table border="1" data-bbox="320 701 1374 860"> <thead> <tr> <th data-bbox="320 701 518 757">Date</th> <th data-bbox="518 701 847 757">Data Name</th> <th data-bbox="847 701 1374 757">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 757 518 860">06/21/2022</td> <td data-bbox="518 757 847 860">Data Driven Dialogue for Attendance</td> <td data-bbox="847 757 1374 860">WAY Academy Detroit Data Driven Dialogue for Attendance .pdf</td> </tr> </tbody> </table>			Date	Data Name	Provider	06/21/2022	Data Driven Dialogue for Attendance	WAY Academy Detroit Data Driven Dialogue for Attendance .pdf
Date	Data Name	Provider						
06/21/2022	Data Driven Dialogue for Attendance	WAY Academy Detroit Data Driven Dialogue for Attendance .pdf						

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

Date	Note	Author						
06/21/2022	<p>The progress that was made on reaching the intended populations for While Community, Whole Child Framework was district training on SEL and Aces, implementing a system to support students with SEL needs. Implementing a program that helps track students with high stress or SEL needs.</p> <p>The progress the district has made in reaching the intended populations with the MTSS framework is continuously reviewing the MTSS support services plan for the District to ensure that the district is offering the service for all student's needs. The district staff attended 3 training on MTSS and services.</p>	Charles Hyman						
<p><i>Evidence Data Set for 'The progress th...'</i></p> <table border="1" data-bbox="320 1785 1374 1944"> <thead> <tr> <th data-bbox="320 1785 518 1841">Date</th> <th data-bbox="518 1785 847 1841">Data Name</th> <th data-bbox="847 1785 1374 1841">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1841 518 1944">06/21/2022</td> <td data-bbox="518 1841 847 1944">Data Driven Dialogue for Attendance</td> <td data-bbox="847 1841 1374 1944">WAY Academy Detroit Data Driven Dialogue for Attendance .pdf</td> </tr> </tbody> </table>			Date	Data Name	Provider	06/21/2022	Data Driven Dialogue for Attendance	WAY Academy Detroit Data Driven Dialogue for Attendance .pdf
Date	Data Name	Provider						
06/21/2022	Data Driven Dialogue for Attendance	WAY Academy Detroit Data Driven Dialogue for Attendance .pdf						

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

Date	Note	Author
06/21/2022	The progress the district is making to support the implementation of the goals for Whole School, Whole Community, and Whole Child, and the MTSS Framework is continuing to train staff on MTSS, SEL, and ACEs, offering continuous support, training, and programs.	Charles Hyman
<i>Evidence Data Set for 'The progress th...'</i>		
Date	Data Name	Provider
06/21/2022	Data Driven Dialogue for Attendance	WAY Academy Detroit Data Driven Dialogue for Attendance .pdf

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 52% for Student Counts: Attendance	06/11/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available