

MICIP Portfolio Report

Old Redford Academy

Goals Included

Active

- Improve Chronic Absenteeism
 - Improve EBRW Proficiency Based on SAT
 - Improve Mathematics Outcomes (SAT)
 - Instructional Best Practices
-

Buildings Included

Open-Active

- Old Redford Academy Elementary School
 - Old Redford Academy High School
 - Old Redford Academy Middle School
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Old Redford Academy

Instructional Best Practices

Status: ACTIVE

Statement: 1. By June 17th, 2024, 85% of the Old Redford Academy Instructional Staff will be implementing instructional best practices as evidenced daily by: focused walkthroughs, lesson planning feedback, PLC's, Professional Development, Summative and Formative Data, and High Stakes Data.

Created Date: 09/27/2021

Target Completion Date: 06/17/2024

Data Story Name: The effect of norming instructional best practices on student learning outcomes in math and reading.

Initial Data Analysis: Standardized Tests – Students have great deficits in both reading and math.

PLC – Classroom data shows a deficit, but not as large.

Classroom Observations - The data showed teachers were not utilizing instructional best practices. Best practices were not normed.

Lesson Plan Feedback – Teachers were not teaching to the standards, there was a lack of alignment between the curriculum and how it was implemented.

Initial Initiative Inventory and Analysis: 1. The districts mission is to provide a culture of learning that will allow students to develop to their maximum potential. We believe norming best instructional practices will yield to higher learning outcomes in math and reading.

2. All instructional staff, support staff, and district leadership.

3. An increase of student outcomes as seen in formative, summative, and high stakes testing.

4. Spring 2021 summative and high stakes test results.

5. Title I and Title II Funds.

6. We have PLC protocols in place to track weekly trends in formative assessments. We track trends and results from Summative data. Systemic protocols have been put into place to monitor and inform all aspects of teaching and learning. All teaching is data driven.

7. We have established a New Teacher Institute, and facilitate weekly PLC's. We provided one week of Professional Development prior to the start of the 2021 – 22 school year. We have classroom focus walkthroughs using the Danielson Framework. Performance feedback is given for: lesson plan completion, focused walkthroughs, and mid and end of year evaluations.

Gap Analysis: Less than 20% of our teaching staff is consistently using best instructional

practices. Our desired state is to have 100% of our teachers norming best practices and for those best practices to increase student outcomes.

District Data Story Summary: Our strengths are: the development of a district level support team, building level support teams, and product support teams. Additional strengths are: New Teacher Institute, PLC's, District Professional Development, Partnerships – Skyrocket, EnAct Education, GPS, and the ARC Program for teachers. Utilizing online assessments, district wide, is more than learning about the online program, it's learning about how to follow the cycle of inquiry to determine direction for all classroom students (low, medium, and high). Our strengths lie within our process which has been created. Teachers know how to use all the tools within the assessment process but what they need to become proficient at is using the data they collect to guide their instruction. Teachers give common assessments, as identified on their pacing charts, they collect and submit the data each month, they store their data within a school data drive. Learners at the greatest risk are receiving services through GPS solutions, who is partnering with ORA to provide intervention services.

Strategies:

(1/1): Competency: Instruction - High-Quality Classroom Instruction

Owner: Laronda Moore

Start Date: 10/04/2021

Due Date: 06/17/2023

Summary: Define and adopt a rigorous standard of high quality instruction that is implemented by all teaching staff.

Buildings

- Old Redford Academy Elementary School
- Old Redford Academy Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Our identified strategy is consistant monitoring of protocols to insure best practices are modeled with fidelity. 2. District leaders, building leaders, and all instructional staff. 3. August 16th, 2021 – June 30th 2022 4. All schools (Elementary, Middle, and High School) will implement best instructional practices.	Laronda Moore	10/04/2021	06/30/2022	COMPLETE

Activity Buildings: All Buildings in Implementation Plan

Improve EBRW Proficiency Based on SAT

Status: ACTIVE

Statement: Student proficiency in EBRW will increase by at least 3 percentage points from our baseline data by June 2025, as determined by state assessments (SAT).

Created Date: 06/07/2023

Target Completion Date: 08/01/2025

Data Story Name: Improving ELA Outcomes

Initial Data Analysis: Student proficiency in ELA at ORA Elementary, Middle and High School is below state average and has been trending downward in recent years. Although the following statements are specific to the high school, the challenges represented exist across the district.

The percent of students who met or exceeded CCR benchmarks in EBRW did not exceed 18% from 2016-2022 (2017 - 28 students out of 153). In 2022, 10% of students met CCR benchmarks. In general, the percentage of students who are chronically absent has continued to increase from 2016-2017 to 2021-2022. In 2022, 95.3% of students were considered chronically absent. The 4 Year Graduation Rate decreased 9.28% from 2021 (86.32%) to 2022 (77.04%). The percent of students assessed on the SAT has declined from 2016-2022 (83.2% to 63.6%). The percentage of certified staff has declined from 53% in 2021-2022 to 41% in 2022-2023. Teacher recruitment and retention is a priority.

Initial Initiative Inventory and Analysis: Various initiatives have been implemented, however, the results have not yielded the intended results. An area of growth will be to utilize data more effectively and monitor the impact of our initiatives to ensure they are implemented with fidelity.

Gap Analysis: The percent of students meeting CCR benchmarks on the SAT EBRW assessment is 10% in 2022. The Wayne County average is 41.1% and the statewide average is 51.6%.

*Elementary/Middle Data Needed

District Data Story Summary: The following opportunities were identified as a result of the needs assessment process.

Recruiting and retaining highly qualified staff
 Improve student attendance
 Providing on-going, intentional job embedded professional learning for staff to increase instructional capacity
 Increasing the student experience and engagement in school
 Improving graduation rates

During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/3): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Blake Hancock

Start Date: 06/12/2023

Due Date: 08/01/2025

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement robust coaching model to support teachers with implementation with the essential literacy practices.	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide on-going, job embedded professional learning for staff.	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase and implement a diverse classroom library for grades 9-12 ELA classrooms.	Blake Hancock	06/12/2023	01/12/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Talent Management

Owner: Blake Hancock

Start Date: 06/13/2023

Due Date: 08/01/2025

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increase recruitment outreach methods to attract certified staff	Blake Hancock	06/13/2023	08/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide a recruitment bonus for newly hired certified teachers	Blake Hancock	06/13/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide a retention bonus for certified teachers who remain at the academy for the 2024-2025 school year	Blake Hancock	06/13/2023	08/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): SAT Test Preparation and Coaching Programs

Owner: Blake Hancock

Start Date: 06/13/2023

Due Date: 08/01/2024

Summary: ACT/SAT Test Preparation and Coaching programs have been implemented with the goal of increasing students’ success on standardized tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies; (c) introduce specific test taking strategies; and (d) specific drills. The programs can be delivered in person or online, and in whole class settings, in small groups, and individually.

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Research and select test prep vendor for digital SAT support	Blake Hancock	06/13/2023	09/01/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop implementation plan for SAT support	Blake Hancock	06/13/2023	09/01/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Mathematics Outcomes (SAT)

Status: ACTIVE

Statement: Our goal is to increase student proficiency in mathematics based on SAT at least 3% from baseline data by August 1, 2025.

Created Date: 06/12/2023

Target Completion Date: 08/01/2025

Data Story Name: Improve Math Outcomes

Initial Data Analysis: Student performance on the SAT Math assessment has continued to decline. In 2022, 0 students met the CCR benchmark.

In general, the percentage of students who are chronically absent has continued to increase from 2016-2017 to 2021-2022. In 2022, 95.3% of students were considered chronically absent.

The 4 Year Graduation Rate decreased 9.28%% from 2021 (86.32%) to 2022 (77.04%)The percent of students assessed on the SAT has declined from 2016-2022 (83.2% to 63.6%)The percentage of certified staff has declined from 53% in 2021-2022 to 41% in 2022-2023.

Initial Initiative Inventory and Analysis: Old Redford Academy created two new positions for the 2022-2023 school year (The Instructional Coordinator and Instructional Coach). The intention of the new positions were to provide targeted support to the 4 core content areas. We were unable to find a coordinator/coach with a math background. The coaching model was not followed with fidelity.

In addition, we implemented a new elective class for students in grades 9-11. The new class was focused on (P)SAT test prep, utilizing Cambridge Educational Services. However, the class did not operate with fidelity.

Gap Analysis: The percent of students meeting CCR benchmarks on the SAT Math assessment is 0% in 2022. The Wayne County average is 23.0% and the statewide average is 30.0%.

District Data Story Summary: The following opportunities were identified as a result of the needs assessment process.

Recruiting and retaining highly qualified staff
Improve student attendance
Providing on-going, intentional job embedded professional learning for staff to increase instructional capacity
Increasing the student experience and engagement in school
Improving graduation rates

During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/5): Talent Management

Owner: Blake Hancock

Start Date: 06/12/2023

Due Date: 08/01/2025

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increase recruitment outreach methods to attract certified staff	Blake Hancock	06/12/2023	08/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide a recruitment bonus for newly hired certified teachers	Blake Hancock	06/12/2023	06/14/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide a retention bonus for certified teachers who remain at the academy for the 2024-2025 school year	Blake Hancock	06/12/2023	08/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Instructional Coaching/Consulting for Mathematics

Owner: Blake Hancock

Start Date: 06/12/2023

Due Date: 08/01/2025

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coach is fully trained and supported	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy High School 				
Instructional Coaches follow a defined coaching cycle	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy High School 				
Instructional Coaches will build strong and on-going relationships with teachers as partners	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy High School 				
Instructional Coaches will meet regularly with district/building administration	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy High School 				
Building leadership collects and analyzes data to monitor the impact of the initiative	Blake Hancock	06/12/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none">• Old Redford Academy High School				

(3/5): Improving Classroom Mathematical Discourse

Owner: Blake Hancock

Start Date: 06/12/2023

Due Date: 08/01/2025

Summary: Effective mathematical discourse increases mathematical reasoning, improves equitable mathematical experiences, and leads to a positive mathematical identity. Teachers will engage in sustained professional learning focused on improving the mathematical discourse present in their classrooms. This learning will take the form of a set of discrete workshop events supported by job-embedded PL such as instructional coaching (choose the Instructional Coaching strategy to accompany this) or Professional Learning Community time dedicated to examining teaching practice. It is recommended that a district use a facilitator (either a district teacher-leader or outside consultant) to structure and implement the workshops.

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Evaluate the impact of initiative on student outcomes	Blake Hancock	06/12/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide professional learning for 9-12 math staff on student discourse	Blake Hancock	06/12/2023	08/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor and evaluate participants' reactions to professional learning	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor and evaluate participants learning	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor/observe participants' use of knowledge and new skills	Blake Hancock	06/12/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Evaluate organization support and change	Blake Hancock	06/12/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): Enhancing Existing Tasks to Promote Reasoning and Problem Solving

Owner: Blake Hancock

Start Date: 06/13/2023

Due Date: 08/01/2025

Summary: "Enhancing Existing Tasks to Promote Reasoning & Problem Solving Teachers will increase student engagement, collaboration, and problem solving within a traditional/procedural textbook by intentionally selecting a strategy for enhancing tasks. The strategy chosen should be selected purposefully and used to carefully plan lessons to engage students in the learning of specific content. This strategy will be best implemented with professional learning around the provided list of enhancements

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monitor/Observe participants use of knowledge and new skills	Blake Hancock	06/13/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor and evaluate participants learning	Blake Hancock	06/13/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor and evaluate participants reactions to professional learning	Blake Hancock	06/13/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide professional learning for 9-12 math staff on task based instruction	Blake Hancock	06/13/2023	08/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Evaluate the impact of initiative on student outcomes	Blake Hancock	06/13/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Evaluate organization support and change	Blake Hancock	06/13/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Blake Hancock

Start Date: 10/30/2023

Due Date: 08/01/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Activity 1 - Kumon After School Tutoring	Blake Hancock	10/30/2023	08/01/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy Elementary School 				
Activity 2 - Math4Success After School Tutoring	Blake Hancock	10/30/2023	08/01/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy Middle School 				
Activity 3 - Math4Success In-School Tutoring	Blake Hancock	10/30/2023	08/01/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Old Redford Academy High School 				

Improve Chronic Absenteeism

Status: ACTIVE

Statement: Our goal is to decrease the percentage of students in grades 9-12 who are chronically absent as defined by MDE from our baseline data (95.3%) to 75% by August 1, 2025.

Created Date: 06/13/2023

Target Completion Date: 08/01/2025

Data Story Name: Improve Chronic Absenteeism

Initial Data Analysis: Chronic Absenteeism at Old Redford Academy High School has been above state average for a long time and has continued to rise. In general, school outcomes will not improve if students are not attending school.

- In general, the percentage of students with on-track attendance has continued to decline from 2016-2017 to 2021-2022. (2016-2017 - 46.8% representing 418 students to 2021-2022 - 4.7% representing 23 students).
- In general, the percentage of students who are chronically absent has continued to increase from 2016-2017 to 2021-2022. In 2022, 95.3% of students were considered chronically absent.
- 95.3% of students were chronically absent in 2022. The state target for school is 7.63%. Statewide Average for chronically absent students for 2022 was 38.5% and the Wayne County average for chronically absent students in 2022 was 48.9%.

Initial Initiative Inventory and Analysis: Although some processes have been put in place to address chronic absenteeism, an effective system has not been implemented to address chronic absenteeism at Old Redford Academy High School.

The emphasis has been on phone calls and as well a process for dropping students from MiStar when the student(s) misses consecutive days.

Gap Analysis: 95.3% of students were chronically absent in 2022. State target for school is 7.63%. Statewide Average for chronically absent students for 2022 was 38.5% and the Wayne County average for chronically absent students in 2022 was 48.9%

District Data Story Summary: Chronic Absenteeism at Old Redford Academy High School has been above state average for a long time and has continued to rise. In general, school outcomes will not improve if students are not attending school.

- In general, the percentage of students with on-track attendance has continued to decline from 2016-2017 to 2021-2022. (2016-2017 - 46.8% representing 418 students to 2021-2022 - 4.7% representing 23 students)
 - In general, the percentage of students who are chronically absent has continued to increase from 2016-2017 to 2021-2022. In 2022, 95.3% of students were considered chronically absent.
 - 95.3% of students were chronically absent in 2022. The state target for school is 7.63%. Statewide Average for chronically absent students for 2022 was 38.5% and the Wayne County average for chronically absent students in 2022 was 48.9%
- Our needs assessment work has identified chronic absenteeism as a significant barrier to improving math and ELA outcomes.

Strategies:

(1/2): Family Engagement Tied to Learning

Owner: Blake Hancock

Start Date: 06/13/2023

Due Date: 08/01/2025

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Liaison Officer	Blake Hancock	06/13/2023	08/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop programmatic response to barriers	Blake Hancock	06/13/2023	07/26/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engage students and parents	Blake Hancock	06/13/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor attendance data and practice	Blake Hancock	06/13/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide personalized early outreach	Blake Hancock	06/13/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Recognize good and improved attendance	Blake Hancock	06/13/2023	12/16/2023	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Blake Hancock

Start Date: 06/13/2023

Due Date: 08/01/2025

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- Old Redford Academy High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop a system for monitoring data and addressing identified students	Blake Hancock	06/13/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a core EWIMS team	Blake Hancock	06/13/2023	08/15/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Receive professional development on EWIMS	Blake Hancock	06/13/2023	08/25/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Set-up the monitoring system using a data tool	Blake Hancock	06/13/2023	12/15/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Communicate the plan with ORA High School staff	Blake Hancock	06/13/2023	12/16/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				