

MICIP Portfolio Report

Wyandotte, School District of the City of

Goals Included

Active

- Improve Reading Achievement (M-STEP, NWEA, WIDA, a...

Buildings Included

Open-Active

- Garfield Elementary School
- Jefferson Elementary School
- Jo Brighton Skills Center
- Madison
- Monroe Elementary School
- Roosevelt High School
- The Lincoln Center
- Washington Elementary School
- Wilson Middle School

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Funding

 Communication

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Wyandotte, School District of the City of

Improve Reading Achievement (M-STEP, NWEA, WIDA, a...

Status: ACTIVE

Statement: Wyandotte will improve student reading achievement overall, including English Learners, economically disadvantaged students, and other subgroups by implementing tiered instructional supports for all students.

Created Date: 06/30/2022

Target Completion Date: 06/30/2026

Data Story Name: Literacy

Initial Data Analysis: Through the data analysis process, the team noticed that a majority of WPS students in grades 3-8 were not proficient on M-STEP historically. Third graders, prior to COVID, were improving, while a majority of other grades were decreasing or relatively stagnant. Furthermore, English Learners and Economically Disadvantaged students did not perform as well as their peers. For instance, 50% of economically disadvantaged 3rd-grade students were proficient on M-STEP in 2019. However, non-economically disadvantaged students outperformed them by 18% (68%). In addition, NWEA shows similar results for growth data. Students at the high school did not maintain their percentile ranking from fall to spring in the 2021-2022 school year. 9th grade had a 0% increase in the amount of students from fall to spring performing at the national norm, while 10th grade had a 4% decrease. In addition, the middle grades (6-8) showed minimal gains in percentile ranking, with an average gain of 3%. Grades 3-5 show similar results to secondary students, with minimal to declining results from fall to spring. However, K-2nd grade consistently and historically shows large gains between fall and spring. For example, Kindergarten had an average gain of 14%. One noticing of the team was that the buildings and/or grade levels with higher economically disadvantaged students demonstrated minimal or declining gains. Upon reviewing all 3-10th grade NWEA data, more than 50% of all students in grades 3-10th grade are performing below the 21st percentile in Literary Texts: Language, Craft, and Structure and Key Ideas and Details. Students are outperforming in vocabulary acquisition and many times informational text.

Initial Initiative Inventory and Analysis: There are numerous initiatives and resources to support literacy across the grades. The following are currently in place to support literacy:
Technology: 1:1 Chromebooks, Learning A-Z, RAZ Kids, Edgenuity Compass Learning K-5, Khan Academy (Secondary), IXL (Secondary)
Professional Learning: Early and Elementary Literacy Essentials Modules, PLC, data analysis, Literacy Coaching, The Science of Reading LETRS and Orton Gillingham Training, SEL, Tier 1 Instruction
MTSS: MTSS Practice Profile, MTSS at the elementary
Reading Intervention at elementary based on the Science of Reading
Tier 1 Instructional programs: Heggerty, Orton Gillingham, Making Meaning, Being a Reader,

Being a Writer, Wyandotte Reads summer reading program PreK-5th grade
Parent Connection: Literacy Events, Conferences, Communication

Gap Analysis: The gap between English Learners and Economically Disadvantaged students with their non-economically disadvantaged peers continues to remain. In addition, proficiency decreases the longer students are in the district. For instance, M-STEP trend data for grades 4-8th show a decline over time. The exception is 3rd grade. The district lacks literacy coaching, intervention services, and research-based professional development at the secondary level.

District Data Story Summary: Most students are underperforming district expectations in literacy. The higher the grade level, the higher the percentage is of students not meeting expectations. In addition to this trend, the gap between English Learners and Economically Disadvantaged students and non-EL and non-economically disadvantaged students continues to exist.

Strategies:

(1/9): Essential Coaching Practices for Elementary Literacy

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Garfield Elementary School
- Jefferson Elementary School
- Monroe Elementary School
- Roosevelt High School
- Washington Elementary School
- Wilson Middle School

Total Budget: \$850,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary and secondary literacy coaches.	Jessica Shipman	10/30/2023	11/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning: Cognitive coaching	Jessica Shipman	10/30/2023	12/22/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning: Progress monitoring and data analysis to drive decisions facilitated by administrators and coaches.	Jessica Shipman	10/30/2023	02/15/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School • Wilson Middle School 				
Wayne RESA COSA	Jessica Shipman	10/30/2023	11/01/2023	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Monroe Elementary School 				
Wayne RESA Coaching Network	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Daily coaching activities	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/9): MTSS - Literacy (Reading)

Owner: Jessica Shipman

Start Date: 06/30/2022

Due Date: 06/30/2026

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: \$1,000,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Literacy Coaching for consistent Tier 1 implementation of reading programs	Jessica Shipman	08/26/2022	06/29/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School • Wilson Middle School 				
Professional learning: Essential Practices in Literacy (Literacy coaches will support all staff in understanding the practices in the Essentials, how they connect to the G and V, and	Jessica Shipman	06/30/2022	06/08/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
how they are embedded in the curricular resources)				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Professional Learning: Tiered (1-3) literacy strategies (coaches will support all staff and building guiding coalitions in implementing Tier 1 strategies that support all learners)	Jessica Shipman	06/30/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Roosevelt High School • Washington Elementary School • Wilson Middle School 				
Implement Professional Learning Communities (owned by principals)	Jessica Shipman	06/30/2022	12/01/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning: Cognitive Coaching (Team will be trained in CC where team includes coaches, some administrators, and central office)	Jessica Shipman	06/30/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School • Wilson Middle School 				
Training for leadership teams for Reading Tiered	Jessica Shipman	06/30/2022	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Fidelity Inventory (elementary and secondary level editions)				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Elementary interventionists positions (4)	Jessica Shipman	06/30/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Create a tiered intervention system at all buildings	Jessica Shipman	06/30/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning: Reading interventionists will be trained in LETRS, IMSE OG, and other SOR practices.	Jessica Shipman	06/30/2022	06/06/2023	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Create district and building MTSS teams	Jessica Shipman	06/30/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and operate a district wide MTSS system	Jessica Shipman	06/30/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Secondary EL Teacher	Jessica Shipman	06/30/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Roosevelt High School • Wilson Middle School 				
Elementary English Learner (EL) Teacher	Jessica Shipman	06/30/2022	06/30/2026	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
EL Teachers will provide students with intervention support (push in and pull out) based on student need.	Jessica Shipman	06/30/2022	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Roosevelt High School • Washington Elementary School • Wilson Middle School 				
EL Teachers will collaborate with coaches to provide staff with tiered instructional strategies to support all EL students at each tier of support.	Jessica Shipman	06/30/2022	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Roosevelt High School • Washington Elementary School • Wilson Middle School 				

(3/9): Literacy Essentials

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That’s why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan’s youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

Buildings

- Garfield Elementary School
- Jefferson Elementary School
- Monroe Elementary School
- Washington Elementary School

Total Budget: \$1,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional learning: Elementary and secondary literacy essentials, connections to the guaranteed and viable curriculum, and current practice.	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional learning: Implementation of literacy essentials	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional rounds: collaboratively observe peers to learn implementation practices	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Collaborative PLC teams	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Ongoing targeted PD via coaches	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/9): 23g Tutoring

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- Garfield Elementary School
- Jefferson Elementary School
- Monroe Elementary School
- Roosevelt High School
- Washington Elementary School
- Wilson Middle School

Total Budget: \$1,829,900.00

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

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• Social Media	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary reading interventionists (4)	Jessica Shipman	10/30/2023	06/06/2024	COMPLETE
Activity Buildings:				
<ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Reading interventionists, Tier 2 staff, and EL teachers will offer intervention	Jessica Shipman	10/30/2023	08/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support to students demonstrating need via balanced assessment data who are at risk of falling behind or demonstrate unfinished learning				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
EL Teacher (Secondary)	Jessica Shipman	10/30/2023	06/30/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Roosevelt High School • Wilson Middle School 				
EL Teacher (Elementary)	Jessica Shipman	10/30/2023	06/30/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Elementary and secondary coach positions (5)	Jessica Shipman	10/30/2023	06/30/2026	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionists will progress monitor based on the balanced assessment calendar (MTSS) to determine the effectiveness of the intervention strategies and methods employed. Progress monitoring data is used to adjust strategies/plans as needed and determine whether students are making sufficient progress. It is though this monitoring that teams, including the interventionist, will determine whether interventions need to take	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
place during the school day or in an after hours program.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Interventionists will implement evidence-based interventions, offering support in core subjects during the school day, up to 5 days a week, to address deficit areas and gaps in learning.	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Instructional coaches will work with interventionists and EL teachers to identify instructional gaps at all tiers. Coaches will provide professional development on evidence-based strategies and data use, that offer solutions to gaps in student learning.	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
Students in need of ELA intervention will receive in-class and additional pull out intervention. The intervention will be provided as part of a Multi-Tiered System of Support (MTSS) to address students' varying needs based on addressing	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
unfinished learning, getting students to grade-level academic standards, and providing additional academic assistance to at-risk students.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
EL teachers will implement evidence-based interventions, offering support in core subjects during the school day, up to 5 days a week, to address deficit areas and build language acquisition.	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
Interventionists will implement evidence-based interventions offering support in ELA to address students at risk of falling behind their peers.	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				
Teachers, coaches, administrators, EL teachers, and special education staff will collaboratively analyze data to determine need and eligibility for additional school day supports.	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(5/9): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children’s work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings: All Active Buildings

Total Budget: \$850,000.00

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

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• Parent Newsletter	• School Board
• Social Media	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
District-wide literacy training	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District wide MTSS system to support literacy	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Intervention based on the science of reading	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Washington Elementary School 				

(6/9): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

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

- Roosevelt High School
- Wilson Middle School

Total Budget: \$170,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Learning: Essential Practices for Disciplinary Literacy	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Essential practices embeded in unit design	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Secondary Literacy Coach	Jessica Shipman	10/30/2023	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/9): Essential Instructional Practices Grades 4-5

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Garfield Elementary School
- Jefferson Elementary School
- Monroe Elementary School
- Washington Elementary School

Total Budget: \$700,000.00

- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 54d - Early On) (State Funds)

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
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Activity	Owner	Start Date	Due Date	Status
Essential practices PD	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Alignment of essential practices to core curricular resources	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement essential practices daily in every classroom for every student	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(8/9): Essential Instructional Practices Grades K-3

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Garfield Elementary School
- Jefferson Elementary School
- Monroe Elementary School
- Washington Elementary School

Total Budget: \$700,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Essential practices PD	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement essential literacy practices daily in every K-3 classroom for every student.	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Alignment of essential literacy practices to core curricular resources.	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/9): High Quality Balanced Assessment System

Owner: Jessica Shipman

Start Date: 10/30/2023

Due Date: 06/30/2026

Summary: The Michigan Assessment Consortium (MAC) provides leadership and services to advance assessment literacy and the implementation of a high-quality balanced assessment system. In order to achieve this, the MAC has developed tools and resources to support the development of assessment literacy and the implementation of a balanced assessment system. The critical components of a high quality balanced assessment system have been delineated and described with supporting professional learning in the attached Strategy Implementation Guide for a High Quality Balanced Assessment System. This document explains the levels of a balanced system, including the use of the formative assessment process, interim/benchmark assessments, and summative assessments. In addition, it provides information to deepen understanding of assessment of learning and assessment for learning. A planning tool and links to professional learning for deeper study are also provided within the resources. Explore our website for resources, and contact us for information about current professional learning opportunities at 517.816.4520 or klafave@michiganassessmentconsortium.org. <https://www.michiganassessmentconsortium.org/>

Buildings: All Active Buildings

Total Budget: \$60,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create grade level common assessments	Jessica Shipman	10/30/2023	06/30/2026	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Monroe Elementary School • Roosevelt High School • Washington Elementary School • Wilson Middle School 				

Activity	Owner	Start Date	Due Date	Status
Regularly scheduled collaborative time (PLC)	Jessica Shipman	10/30/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement balance assessment practices regularly with all schools	Jessica Shipman	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered intervention based on balanced assessment data results.	Jessica Shipman	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Garfield Elementary School • Jefferson Elementary School • Jo Brighton Skills Center • Monroe Elementary School • Roosevelt High School • The Lincoln Center • Washington Elementary School • Wilson Middle School 				