

MICIP Portfolio Report

Farmington Public School District

Goals Included

Active

- Accelerate Learning
 - Student Engagement through Positioning and Authent...
-

Buildings Included

Open-Active

- Beechview Elementary School
 - East Middle School
 - Farmington Central High School
 - Farmington High School
 - Farmington STEAM Academy
 - Forest Elementary School
 - Gill Elementary School
 - Hillside Elementary School
 - J.A. Lanigan Elementary School
 - Kenbrook Elementary School
 - Longacre Elementary School
 - North Farmington High School
 - Power Middle School
 - Visions Unlimited
 - Warner Middle School
 - Wood Creek Elementary School
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Plan Components Included

Goal Summary

Data

 Data Set

 Data Story

Strategy

 Summary

 Implementation Plan

 Activities

 Activity Text

MICIP Portfolio Report

Farmington Public School District

Student Engagement through Positioning and Authent...

Status: ACTIVE

Statement: Our goal is to position students equitable to engage in authentic learning in order to improve student performance (achievement and growth) on state and benchmark assessments.

Created Date: 06/04/2021

Target Completion Date: 06/11/2024

Data Set Name: Instructional Focus

Name	Data Source
Student Assessment: College Readiness	MI School Data
Student Assessment: Student Growth	MI School Data

Data Story Name: Instructional Focus

Initial Data Analysis: Our data shows areas of achievement and growth in each subject area (for which there is data). The size of this achievement and growth varies by grade level, demographics, building, and subject as measured by state and benchmark assessments. The variability in achievement can also be seen in our embedded assessments such as F&P and Core Phonics (at the elementary level). Achievement in ELA generally outperforms mathematics with higher growth occurring in ELA than in Math. The differences in levels of performance of different demographics groups such as EL, SE, ED, and various Race/Ethnicity (particularly African American) is evident.

Our perception and observation data also shows students with different levels of engagement and varied instructional practices in classrooms. Instruction in a given content area and/or with a specific set of instructional materials is not consistent with our desired instructional model. Examples of this can be seen in our CMP and EDM implementations and Word Work as part of our literacy instructional model.

In the spring of 2020, we engaged coordinators and instructional leaders in assessing (perception data) staff knowledge of, access to, and capacity with a defined curriculum and desired instructional model in each content area. The classroom experience in each content area is not consistent across all classrooms with the defined curriculum and instructional models. Work and support has not been even throughout the grade levels and content areas to help build the foundation for curriculum, instruction and assessment. Examples of this exist in the area of Social Studies and Secondary Literacy.

Initial Initiative Inventory and Analysis: Farmington Public Schools has launched multiple shifts in curriculum and instructional models/materials over the years in response to

changing standards and desired (research-based) instructional approaches. We are in different phases of implementation in ELA, Math, and Science. Resources have been placed in each of these subject areas to support curriculum work groups, instructional material purchases, and initial implementation PD which includes also teacher leadership support via the coordinator and coaching roles. The classroom experience in each content area is not consistent for students across all classrooms (as to be expected during early phases of implementation) with the defined curriculum and instructional models. While work has been significant, work and support has not been even throughout the grade levels and content areas to help build the foundation for curriculum, instruction and assessment.

Gap Analysis: Farmington Public Schools has created definitions for high quality instruction in each subject area. The degree to which these are honored in each and every classroom varies. We believe this is contributing to variability in student performance (achievement and growth). The discrepancy between our current instructional and desired instructional state (in our analysis) reveals a need for a consistent system instructional focus - a focus derived from the commonalities between best practice in each discipline.. By finding a focus for all, we can intentionally support all as we move as a system to our desired instructional model and then provide discipline specific support for subgroups to dig into nuances of our practice that are influenced by the nature of discipline. Overall we see gaps in student engagement. There are gaps in how students are placed at the center of the instructional approach and how we are engaging students in meaningful tasks. Farmington values the MTTTS framework for developing a quality instructional system. Analysis of our elementary and secondary support models (tier 1, 2 and 3) and the growth of our students has revealed that we need to revisit this framework and how we have actualized it in the system including structures, processes, procedures, knowledge and skills. This review will help as navigate to our next steps.

District Data Story Summary: We have assets within our system that can be leveraged to support us in finding a system instructional focus:

written curriculum (even though revisions are most likely necessary)

high quality instruction definitions in each area

resources allocation to teacher supports via coordinators, coaches and instructional leaders

resource allocation to purchase of classroom materials (even though additions are needed)

a district emphasis on enhancing instruction in order to engage students so that they are empowered.

previous work in the area of discourse

previous conversation related to race

various funding sources that can be more strategically linked to a common focus

Strategies:

(1/4): **Embedded Formative Assessment**

Owner: Margaret Hendrickson

Start Date: 06/09/2021

Due Date: 06/11/2024

Summary: Teachers apply formative assessment strategies throughout each lesson as an integral part of mathematics instruction. The aim of formative assessment is to gather information about students' current conceptualizations of mathematics and how they think about particular ideas in math. Teachers intentionally plan to take advantage of opportunities to formatively assess student understandings frequently and regularly. Teachers use the knowledge gained from these formative assessment instances to make in-the-moment instructional decisions that are responsive to students' needs. Examples of student output for formative assessment: work, discourse, thinking, projects, quiz, test, etc.

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will scaffold and support students engagement in authentic tasks with special attention to student positioning.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
Teachers will use authentic tasks in order to inform strategic planning and pacing.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide job-embedded professional development that defines and builds capacity around the use of authentic tasks in all subject areas	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide ongoing implementation support for district instructional models and resources supportive of the use of authentic tasks	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide professional development to aide in defining positioning and authentic tasks.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
System will continue to develop personal and	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
system understanding of how our beliefs, behaviors, and structures impact how students are positioned as learners in the system and classroom.				
System will intergrate authentic task focus into discipline specific work.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide continued learning on the integration of technology to support discourse and making student thinking visible as students making meaning of authentic tasks.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
Teachers will created and encourage tasks that allow students to choose a form of technology to express themselves.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
Teachers will provide students career related activities connected to their disciplines.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide professional development for staff on Xello, Nepris, the EDP process, and other career related tools and resources	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
Develop and implement a Profile of a Lifelong Learner.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET

(2/4): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Margaret Hendrickson

Start Date: 06/09/2021

Due Date: 06/11/2024

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.

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math and Science teachers will engage in job embedded professional development related to the use of problem-based tasks embedded within district resources.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide diverse texts for use in secondary literacy classrooms.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide opportunities for ELA teachers to engage in book clubs and other PD to explore instructional models that make use of diverse text sets.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
System will engage cohorts of secondary ELA staff in book studies in order to refine our instructional approach.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
Teachers will integrate problem based tasks indicative of their discipline into their instructional units that are problem based	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
ELA teachers will use diverse routines, talk moves and questioning strategies to support students in	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
engaging meaningfully with diverse text.				
ELA teachers will provide opportunities for students to make choices in the text they read.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
ELA teachers will intentionally integrate diverse texts into their instructional units	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
System will provide professional learning related to the use of problem-based tasks (authentic tasks).	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
Teachers will use equitable discourse and other instructional routines to leverage connections with content, the teacher and each other.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
Teachers will build learning environments the position student in the learning in such a way that they are invited, valued and competent.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET

(3/4): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Margaret Hendrickson

Start Date: 06/09/2021

Due Date: 06/11/2024

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"

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will Intentionally select and make accessible to students a wide range of texts that are aligned with teaching points and learning goals.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
Teachers continue to implement small group instruction in support of literacy instruction (tier 1	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and 2).				
System will provide job-embedded professional development related to: understanding of how to provide and select diverse texts aligned with curricular goals/teaching points across content areas, in applying research informed practices into their foundational skills instruction. in utilizing data to inform foundational skill instruction, in creating window and mirror experiences for students to develop identity and understanding / empathy for others and build knowledge of the world and people\.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
System will provide instructional coaching to K-5 teachers with a focus on authentic task and student positioning in support of research based literacy instructional practice.	Margaret Hendrickson	06/09/2021	06/11/2024	ONTARGET
System will provide diverse text for classroom libraries, mentor text and small group instruction	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
Teachers will design opportunities for students to have choice in selecting diverse texts aligned with student interests within each unit of study.	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET
Teachers will build strategies and skills within	Margaret Hendrickson	06/10/2021	06/11/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
authentic reading and writing experiences, in addition to strategic and explicit instructional opportunities.				

(4/4): MTSS Framework (General)

Owner: Margaret Hendrickson

Start Date: 06/28/2022

Due Date: 06/11/2024

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."

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
(K-12) Implement Math, Reading, SEL and EL Support (push in and pull out) with a defined model of implementation	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
(Title 1 K-5) Inteventionists will provide tier 3 support in the area of reading, mathematics, and behavior (SEL) to meet needs of specific buildings.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
Develop a District MTSS Leadership team and as well as a smaller MTSS teacher leadership team to support the District and Building MTSS processes.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
(K-12) Provide professional development for MTSS Coordinators on the MTSS process.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
Provide for additional instructional coaches to support job-embedded professional development.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Develop a Middle School Teaming model that meets the needs (tier 1, 2 and 3) of early adolescent learners (academic, SEL, behavioral etc.)	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
(K-12) Review and adjust our EL staffing model to adequately meet the needs of students at each building.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
(K-12) Utilize Elevate in order to monitor EL performance on WIDA and develop "can do" statements to support Tier 1, 2 and 3 supports.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET
(K-12) Review and clearly define how EL students who are also special education will be identified and supported.	Margaret Hendrickson	06/28/2022	06/11/2024	ONTARGET

Accelerate Learning

Status: ACTIVE

Statement: Our goal is to provide opportunities within and outside of the school day for students to accelerate their learning.

Created Date: 10/16/2023

Target Completion Date: 06/14/2025

Data Set Name: 22-23 Data Story for MICIP 23-24

Name	Data Source
Winter 2022-23 Data Analysis NWEA	NWEA
Spring NWEA Data 22-23	Acadience
22-23 State Assessment	MiSchoolData
Acadience Fall 23-24 Grade 3	Acadience
Acadience Fall 23-24 Grade 4	Acadience
Acadience 23-24 Fall Grade 5	Acadience
EL Skills Block K-5	District Determined

Data Story Name: 22-23 Data Story for MICIP 23-24

Initial Data Analysis: Our NWEA data indicates that our students are growing (percent met growth) at or above the national norm, but that this is variable by grade level and subject area. Our conditional growth percentile ranks are at or below the national norm. Our NWEA achievement indicates the percent of students at high and high average achievement is about the national norm. Our percent met growth between subgroups is at the national norm and relatively equal although achievement shows opportunity gaps.

Our state assessment data shows us at or above the county although performance by grade level and subject area is variable. Our performance is generally stagnant as compared to last year with literacy being a relative strength. Our overall proficiency performance is not reflective of where we can be even though we are at or above the county. Our students identified as ED, SE, EL and African American show significant opportunity gaps relative to all students. The subgroups are performing at or above the county peers.

We need to focus on strategies that focus on growth and with that we will move our achievement. Our achievement is remaining stagnant as seen in the NWEA and M-STEP assessments year to year.

Our new literacy dashboard for K-5 shows that in K-2 a majority of students are at or above the beginning of the year benchmarks on EL Skills Block assessment. But 2nd grade performance is not as strong as K and 1. We see foundational skill performance begins to

influence encoding as we move into 3rd grade and above impacting writing and reading.

Initial Initiative Inventory and Analysis: We have done an initiative inventory (recent) of the work in the areas of math and literacy.

The literacy initiatives include:

- 1) EL Skill Block Adoption and Implementation
- 2) Sound Stories and Sound Walls to supplement foundational skills instruction
- 3) Lexia (K-5) usage to provide individualized literacy support.
- 4) Continued K-5 professional learning through district-developed PD and LETRS training at the state
- 5) Secondary professional learning related to building a consistent instructional model and the use of diverse text sets.
- 6) Roll out of a refined MS Literacy Support model for push-in and pull-out support.
- 7) Use of Patterns of Power to support contextualized grammar instruction.

The math initiative includes:

- 1) K-5 Number Sense professional development.
- 2) Grades 3-5 Elementary Math Support Model
- 3) Dreambox usage for individualized math support (K-8)
- 4) Job-embedded professional learning for MS and HS math teachers.
- 5) Building Thinking Classroom PD for secondary teachers.

Many of these initiatives are in the early stages of launch and or implementation. We are actively conducting progress monitoring of these initiatives to guide continued support and action steps to support the work.

Gap Analysis: There is a need to bring greater consistency and coherence of instruction across and within grade level to decrease opportunities gaps.

There is a need to intentionally plan for student engagement in order to not allow students to opt of learning which creates opportunity gaps.

There is a need to continue to develop our MTSS model to support each and every learner including process, structure and practice.

District Data Story Summary: Our achievement is remaining stagnant as seen in the NWEA and M-STEP assessments year to year. We need to focus on strategies that target growth in order to move achievement. This requires us to ensure that we have consistent and coherent Tier 1. Our enduring instructional focus areas of positioning, authenticity, and noticing, as well as our profile, help anchor our work as we build this consistency and coherence. This helps us to provide intentional professional learning, reflect on the enactment of adopted resources, select new core and supplemental resources where needed, and build our MTSS structures, processes, and practices.

Our survey data of students, tells us students want to be interested in what they are learning and find ways to see how their learning connects to their passions/interests and the real world. Exploring ways to connect students to future readiness through career pathways will augment our focus on authenticity within core instruction.

Our NWEA data alongside our local data in the area of literacy and mathematics shows knowledge gaps in foundational skills. This requires us to identify ways to accelerate student learning so that students can better access grade-level content. This effort includes the initiatives outlined in our data story, as well as ways to create tutoring and

extended learning opportunities.

Strategies:

(1/3): 23g Tutoring

Owner: Margaret Hendrickson

Start Date: 01/09/2024

Due Date: 06/14/2025

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.

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary Extended Day Learning: FPS staff will be paid to provide afterschool in-person tutoring in either foundational literacy skills or number sense based on student needs.	Margaret Hendrickson	09/10/2024	06/14/2025	UPCOMING
Secondary Tutoring: Farmington Public Schools will participate in a pilot/ research study with Michigan Virtual to use an AI Math Tutor as a part of classroom instruction in 1 or two math classrooms.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET
Secondary Tutoring: Each middle school and high school will offer targeted students a after-school synchronous tutoring experience in ELA and Math depending on the students needs through their MTSS process and will utilize a third party high dosage tutoring to provide this opportunity.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET
Secondary Tutoring: Chris	Margaret	01/09/2024	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
O'Brien will direct the activities of the Secondary Tutoring program.	Hendrickson			
Secondary Tutoring: Farmington Public Schools will select a third-party company (supplemental contract) to provide tutoring support.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET
Elementary Extended Day Tutoring: EL Skills Block and Ready, Set, Math will be used to provide the instructional foundation of the tutoring.	Margaret Hendrickson	09/10/2024	06/14/2025	UPCOMING
Elementary Extended Day Learning: FPS staff will be provided additional professional learning on EL Skills Block and Ready, Set, Math.	Margaret Hendrickson	05/08/2024	06/14/2025	UPCOMING
Elementary Extended Day Tutoring: Emily Davis will direct the activities of the Elementary Tutoring program.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET
Elementary Extended Day Learning: Instructional materials to support foundational skill and math extended day tutoring for elementary	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET
K-12 Tutoring Support: FPS will utilize Varsity Tutors to support on demand tutoring for K-12 students across the content areas.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET

(2/3): 23g Career Pathways

Owner: Margaret Hendrickson

Start Date: 01/09/2024

Due Date: 06/14/2025

Summary: Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Innovation Summer Experience: Kurtis Lovio will direct the activities related to supporting Innovation Summer Experiences.	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Innovation Summer Experience: FPS will staff and implement a HS Innovation camp in which students engage in personal design projects and consider the career connections within their project.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET
Innovation Summer Experience: Teaching supplies to support development of student projects will be purchased for HS Innovation Summer program.	Margaret Hendrickson	01/09/2024	06/14/2025	ONTARGET

(3/3): 23g Expanded Learning Time

Owner: Margaret Hendrickson

Start Date: 06/18/2024

Due Date: 06/14/2025

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.

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Camp Read and Wonder: Utilize an instructional coach to support staff in implementing research-based practices aligned with building literacy skills and our adopted resources (EL Skills Block, Lexia etc.)	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Secondary Extended Learning: Kurtis Lovio will direct the activities for the Secondary Summer Learning program.	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Secondary Extended Learning: FPS will provide secondary students participating in the online program with a teacher mentor to monitor their progress while participating in the Secondary Summer Learning Program.	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Secondary Extended Learning: FPS will provide secondary students access to online programming to support credit recovery and advancement via Edgenuity	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
through Secondary Summer Learning.				
Camp Read and Wonder: Sunny Abbo will direct the activities for the Camp Read and Wonder summer learning experience.	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Camp Read and Wonder: FPS will provide and refine the Camp Read and Wonder summer learning experience to K-5 students who need support in the area of reading and writing (including foundational skills).	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Innovation Summer Experience: FPS will implement a MS Innovation camp in which students engage in personal design projects and consider the career connections within their project.	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Innovation Summer Experience: Kurtis Lovio will supervise the Middle School Innovation Summer Experience	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Expanded Learning Day: Staff will be allocated to provide intervention during the school day in the area of math and ela at the two high schools. Teachers will also push into math and ela classrooms to provided additional instruction for students in need of intervention.	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING
Secondary Extended Learning: The purchase of	Margaret Hendrickson	06/18/2024	08/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
an Edgenuity subscription for high school extended summer learning opportunities.				
Innovation Summer Experience: FPS will purchase the necessary teaching supplies to support students project and effective integration of literacy skills into their projects.	Margaret Hendrickson	06/18/2024	06/14/2025	UPCOMING