

MICIP Portfolio Report

Ann Arbor Public Schools

Goals Included

Active

- AAPS District Goal - MTSS
 - Culturally Responsive Teaching and Leadership
 - Improve Mathematics - NWEA
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Buildings Included

Open-Active

- Abbot School
 - Angell School
 - Ann Arbor Open at Mack School
 - Ann Arbor STEAM at Northside School
 - Bach Elementary School
 - Burns Park Elementary School
 - Carpenter School
 - Clague Middle School
 - Clifford E. Bryant Comm. School
 - Community High School
 - Dicken Elementary School
 - Eberwhite School
 - Forsythe Middle School
 - Haisley Elementary School
 - Huron High School
 - John Allen School
 - Lakewood Elementary School
 - Logan Elementary School
 - Martin Luther King Elem. School
 - Mary D. Mitchell School
 - Pathways To Success Academic Campus
 - Pattengill School
 - Pioneer High School
 - Pittsfield School
 - Scarlett Middle School
 - Skyline High School
 - Slauson Middle School
 - Tappan Middle School
 - Thurston Elementary School
 - Uriah H. Lawton School
 - Wines Elementary School
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AAPS District Goal - MTSS

Status: ACTIVE

Statement: Each identified focus group (Black/Brown/SWD/ED/EL) will increase proficiency on the state assessments by at least 10 percentage points as measured by standardized test performance on NWEA, M-STEP/MiAccess, WIDA, PSAT, SAT (22-23 to 23-24).

Created Date: 06/08/2023

Target Completion Date: 09/30/2025

Data Set Name: K-12 District Achievement Data

Name	Data Source
K-12 ELA Data	District Determined
K-12 Attendance Data	District Determined
K-12 Math Data	District Determined

Data Story Name: K-12 District Achievement Data

Initial Data Analysis: 1. Tier 1 meets expected success levels infrequently (80%). AAPS has not met expected levels of success based on any indicators for Special Education students, Economically disadvantaged students, English Learners, African American students, Latino/Hispanic students

2. Attendance of students does not meet expected levels. Currently, 35% of students are chronically absent based on state criteria (18+ days or more absent).

3. AAPS has a need for additional data points that may potentially include the following:

- SEL data- Climate and culture data ncluding academic, non-academic, and systems – as well as a variety of types of data - achievement, demographic, perception, and process;
- Student voice data- Report card data

Initial Initiative Inventory and Analysis: AAPS has a history of addressing student needs at an individual building level. The inventory of building intiatives supports this. The linked presentation (slides 6-13) has important information about current key strenghts and challenges: https://docs.google.com/presentation/d/1HnjHI9TPvBZ24I6mYAAHRqzSStd_b6e6Hk7tf2gneuU/edit#slide=id.g1d6cc398b1a_0_51

The AAPS district improvement team has discussed the need for better district alignment of initiatives to support a more full implementation of Multi-tiered Systems of Support in connection equitable allocations of resources.

As a next step, it is expected that equitable implementation and impact will be better understood.

Gap Analysis: The linked presentation (slides 6-13) has important information about current reality and desired state and represents important developmental moves for AAPS: https://docs.google.com/presentation/d/1HnjHI9TPvBZ24I6mYAAHRqzSStd_b6e6Hk7tf2gneuU/edit#slide=id.g1d6cc398b1a_0_51

District Data Story Summary: Based on the data and inputs above, it is important to establish a defined MTSS system using the information from the linked documents above as outcomes for this work. This is necessary to address the identified needs and to improve outcomes for students who have historically underachieved in Ann Arbor Public Schools.

Analysis:

Root Cause



Five Whys

- **Why:** The AAPS Core Curriculum does not consistently address the needs of all students. Tier 1 experience (Curriculum, Instructional Methodology) does not meet the needs of all students. This is especially true with students identified as black, brown, economically disadvantaged, English learners, students with disabilities. In addition, tier 2 is not consistently offered or not offered as a supplement to tier 1 across the district.
- **Why:** There is a general culture of expectations for students not performing at grade level expectations and that there is someone else who needs to support those needs. Not me. Capacity isn't there for teachers to meet the needs of all students.
- **Why:** Capacity isn't there for teachers to meet the needs of all students....will/skill AND We do not have clear definitions of our tiers of instruction and who is responsible for the implementation of each tier of instruction.... fidelity
- **Why:** We have not had the professional learning experiences WITHIN a singular framework/vision AND as part of the continuous improvement process (e.g. follow up/ evaluate/etc.)

Challenge Statement: The district needs to install an MTSS framework to include the five essential components of MTSS (team based leadership; tiered delivery system; continuous data based decision making; comprehensive screening and assessment system; and selection and implementation of instruction, interventions, and supports), so the entire organization will be better equipped to make data-informed decisions connected to:

- matching student needs with evidence based supports
- allocating resources to programming, schools and/or students
- determining professional learning needs and effectiveness.

As a result of this work, student achievement - especially for black, brown, economically disadvantaged and English learner students - is expected to increase.

(2/3): 23g Expanded Learning Time

Owner: Dawn Linden

Start Date: 10/25/2023

Due Date: 09/30/2025

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

Total Budget: \$600,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- Presentations
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Before/Lunch/After School Support for K-12 students demonstrating learning gaps or loss	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School	Dawn Linden	10/25/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer learning opportunities for eligible K-12 students to offer support in core subjects, up to 5 days a week to address learning gaps and unfinished education. To include: *Curriculum planning. *Prep and alignment including pre-program *Teacher hourly stipends *Admins hourly stipends *Behavior Interventionist hourly stipends *Office professional hourly stipends *Teacher Assistant hourly stipends for identified students *Counselor hourly stipends *Transportation for eligible students *Breakfast, lunch and snack *Instructional materials	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation for summer learning for eligible K-12 students	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Dawn Linden

Start Date: 10/25/2023

Due Date: 09/30/2025

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
School Day Small Group Support provided by HQ and appropriately placed intervention staff	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation for tutoring support for eligible K-12 students	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Before and after school support for eligible K-12 students in all core subject areas	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Establish vision for SEL in district	Kevin Karr	09/30/2025	COMPLETE
SEL / Wellbeing Data Points Action Team will recommend assessment tools for measuring student well-being to Executive leaders	Kevin Karr	09/30/2025	COMPLETE

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Before/Lunch/After School Support for K-12 students demonstrating learning gaps or loss	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
Summer School	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
Summer learning opportunities for eligible K-12 students offer support in core subjects, potentially up to 4-5 days each week to address learning gaps and unfinished education.	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
Transportation for summer learning for eligible K-12 students	Dawn Linden	10/25/2023	09/30/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
School Day Small Group Support provided by HQ and appropriately placed intervention staff	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
Transportation for tutoring support for eligible K-12 students	Dawn Linden	10/25/2023	09/30/2025	ONTARGET
Before and after school support for eligible K-12	Dawn Linden	10/25/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
students in all core subject areas				

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g Tutoring

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

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