MICIP Portfolio Report

Livonia Public Schools School District

Goals Included

Active

- ELA/Reading Goal- All students
- Improve ELA Achievement in Student Subgroups
- Improving Math Achievement in student Subgroups
- Mathematics Goal - All Students

Buildings Included

Open-Active

- Buchanan K-4
- Churchill HS
- Cleveland K-4
- Coolidge K-4
- Cooper 5-6
- Emerson MS
- Franklin HS
- Frost MS
- Garfield Community School
- Grant K-4
- Hayes K-4
- Holmes MS
- Hoover K-4
- Jackson Preschool
- Johnson 5-6
- Kennedy K-4
- Niji-Iro K-6
- Randolph K-4
- Riley 5-6
- Roosevelt K-4
- Rosedale K-4
- Stevenson HS
- Webster ACAT 1-6
- Webster RISE

Plan Components Included

Goal Summary
Data
    Data Set
    Data Story
Analysis
    Root Cause
    Challenge Statement
Strategy
    Summary

- Implementation Plan
  - Buildings
  - Funding
  - Communication
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    - Activity Buildings
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    - Evidence
  - Impact Notes
  - Interim Target Measures
  - Adjustment Notes
- Evaluation Status
  - End Target Measures
  - Impact Questions & Responses
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    - Evidence

MICIP Portfolio Report

Livonia Public Schools School District

ELA/Reading Goal- All students

Status: ACTIVE

Statement: Teachers will utilize collaboration time to improve all students ELA/Reading results each year by at least 3% on local and State assessment.

Created Date: 12/29/2021 *Target Completion Date:* 06/07/2025

Data Set Name: Reading and Writing

Name	Data Source
Student Assessment: All Schools Student Growth 2020-21	MI School Data
Student Assessment: All Schools Student Growth 2018-19	MI School Data
Student Assessment: All Schools Student Growth 2017-18	MI School Data
2018-2021 i-Ready Percentage of Students At or Above Grade Level By Grade Level	District Determined
2020-21 Local Elementary Results By School	District Determined

Data Story Name: Tier 1 Reading and Writing

Initial Data Analysis: Our M-STEP ELA scores are growing and improving in grades 3 and 4 and are stangnant in grades 5 and above. Our students in lower grades have shown the most growth in reading through their i-Ready results, the impact of this is the slow growth in third and fourth grade on the MSTEP.

Initial Initiative Inventory and Analysis: As with many things over the past two years, our district has worked to determine the initiatives that are most important to impact students learning. Our priorities are:
Professional Learning Communities, with a focus on GVC and Common Assessements,
Consistient Tier I instruction for all based on Priority Standards, and
Climate and Culture of our schools and district with a focus on our DEI work.

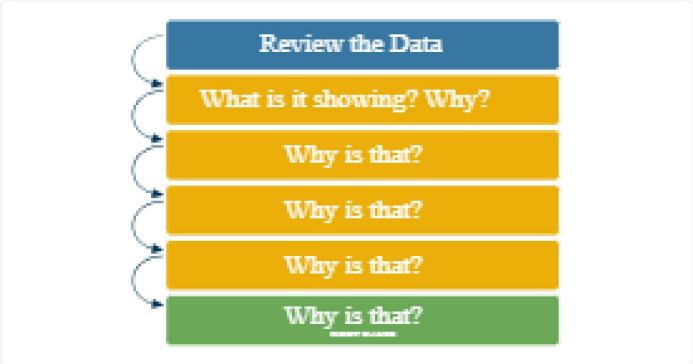
Gap Analysis: Prior to the pandemic our reading scores were gaining in the elementary

levels. We have maintained some of that growth on i-Ready local Data, but that begins to decline around 5th grade. One of the reasons for this is that we did not have an articulated ELA curriculum . Through the last several years, we have established priorty standards, curriculum maps and common assessments. We anticipate this making a positive impact on our local assessment results and our district assessment results.
At the secondary level we are just begining to establish a consisitent ELA program with new resources adopted over the last two years with the middle school choosing materials this year. Our biggest misalignment comes at the middle school level. Taking the opportunity to adjust our curriculum focus and assessments will help us to realign our ela articulation.
It is our belief that revitalizing our PLC model will support teachers with the time needed to determine the priorities, plan for student needs and create assessments. Our desired state is that teachers are empowered with the tools, time and resources to meet the needs of their students.

District Data Story Summary: Our data suggests the need for the following:
Support a rich, Tier I ELA curriculum at all levels with time for teachers to collaborate around priorities, assessments and student needs.
Review and assess the interventions we are providing students at the elementary level. Are we providing the right interventions at the right time, based on student data.
Review and assess the way we support students who are struggling at the Secondary level. What interventions are provided to support students with Tier I curriculum and are the Tier II courses helping students to close the gaps in their knowledge.

Analysis:

Root Cause



Five Whys

- Why: Our state MSTEP scores are not where we would like them to be:
- Why: We do not have an articulated ELA Curriculum with a guarentee for all students to learn established prioroty standards and assessed using common summative assessments.
- Why: We are still in the process of establishing a model for collaboration for teachers to look at their students' data and make determinations for next steps.

Challenge Statement: We need to provide all students the same guarenteed curriculum at every grade level. And teachers need time to collaborate on priorities, assessment results and interventions.

Strategies:

(1/1): Collaboration

Owner: Theresa O'Brian

Start Date: 03/30/2022 *Due Date:* 06/07/2025

Summary: Collaboration is a vital way of enhancing academic learning and makes the working and learning environment pleasant and productive. It allows us to reflect on our own thinking while expanding our knowledge base. It increases opportunities for the bodybrain partnership to play an active role rather than a passive one in learning.

Buildings

- Buchanan K-4
- Churchill HS
- Cleveland K-4
- Coolidge K-4
- Cooper 5-6
- Emerson MS
- Franklin HS
- Frost MS
- Garfield Community School
- Grant K-4
- Hayes K-4
- Holmes MS
- Hoover K-4
- Jackson Preschool
- Johnson 5-6
- Kennedy K-4
- Niji-Iro K-6
- Randolph K-4
- Riley 5-6
- Roosevelt K-4
- Rosedale K-4
- Stevenson HS
- Webster ACAT 1-6

Total Budget: $30,000.00

- Title II Part A (Federal Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PLC Professional Development	Theresa O'Brian	03/30/2022	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes

Date	Note	Author
03/20/2024	Teachers are provided regularly scheduled time to meet to discuss student data/work. They are increasing in their comfort and trust with the PLC process.	Theresa O'Brian
10/24/2023	Our School level PLTs are meeting weekly and aligning their instruction with the curriculum and Common Summative Assessments. First Quarter Assessments will be uploaded after they are entered into Illuminate November 3.	Theresa O'Brian

Adjust Notes

Date	Note	Author
03/20/2024	As the spring state assessment results are reviewed, the goal of 5% growth on proficeincy was not met in 2023, with a district improvement of .02%. The spring 2024 data will be reviewed to determin if a new three year goal needs to be created.	Theresa O'Brian
01/31/2024	Continue to monitor state and local data.	Theresa O'Brian

Activity Status:

Collaboration Activities

Activity	Owner	Start Date	Due Date	Status
PLC Professional Development	Theresa O'Brian	03/30/2022	06/07/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Collaboration

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

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 5% for Student Assessment: All Schools Student Growth 2020-21	06/10/2023	OVERDUE

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve ELA Achievement in Student Subgroups

Status: ACTIVE

Statement: A 5% increase of students in our repesentative subgroups will increase student growth with the skills necessary to read and comprehend grade level literary and informational text in Reading by 06/07/2025 as measured by Building, District and State Assessments.

Created Date: 03/31/2022 *Target Completion Date:* 06/07/2025

Data Set Name: Supporting Students in Reading and Writing

Name	Data Source
Student Assessment: Economically Disadvantaged Student Growth	MI School Data
Student Assessment: EL Student Growth	MI School Data
Student Assessment: SE Student Growth	MI School Data
Data Portraits: Number of Students with a Disability	MI School Data

Data Story Name: Supporting Students in Reading and Writing

Initial Data Analysis: Our numbers of special education, EL and Economically Disadvantaged students are growing and we have a gap between their state testing scores and the district average. We house multiple programs to meet the need of our students and also educate many students from across the county, we want to dig into the supports and programing we are offering our students.

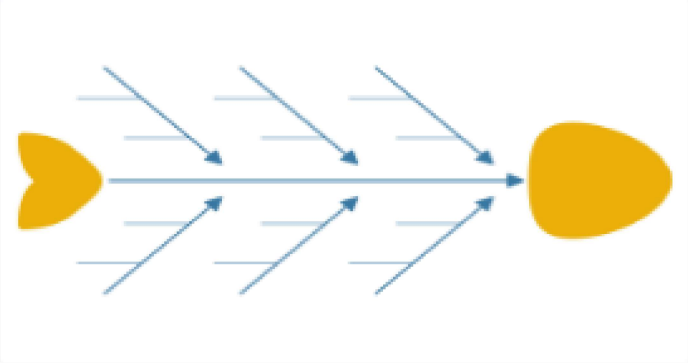
Initial Initiative Inventory and Analysis: Our mission is to educate all students and we have increased the number of service providers over the last 5 years. We have more support for students than we have had in the past. The pandemic has impacted different families differently and we need to evaluate our service model to make sure it is meeting the needs of our students.

Gap Analysis: For students who take state tests, we would like to close the gap in scores that exist between each subgroup and the district average. For students who do not take state tests, we provide outstanding programming for many of our student subgroups and want to evaluate that there are no supports that we may want to layer in as the number of at risk students is growing. .

District Data Story Summary: Our intial inventory illuminates all the supports and programing we have put into place. We support our growing number of students with growing our number of providers and supports. The pandemic has illuminated the need for some additional supports that we did not provide previously and we want to set a three year goal to evaluate our strengths and areas of need.

Analysis:

Root Cause



Summary of Fishbone discovery:

The fishbone exercise revealed that our outcome of stronger student success for our students who represent subgroups that typically do not perform on state assessments as strongly as the district average, is a needed goal. Our Causes are many, including time within the day to provide additional supports, the skill levels of our interventionists and a systematic model of support. The effects are lack of consistiency, lack of a systemic response to student needs, staff feeling ill equipt to meet the needs of students and students possibly not reaching their fullest potential.

Supporting Documents

No Documents Included

Challenge Statement: The district needs to evaluate and improve the current model of support for students who have additional needs whether academically, behaviorally or social emotionallly.

Strategies:

(1/5): MTSS - Literacy (Reading)

Owner: Theresa O'Brian

Start Date: 04/05/2022 *Due Date:* 06/07/2025

Summary: The reading components of a Multi-Tiered System of Supports includes systems to adress the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcoms 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: $1,500,000.00

- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All schools will build a designated time in the school day to support students.	Theresa O'Brian	04/05/2022	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Students will have access to targeted interventions beyond the normal school day.	Theresa O'Brian	04/05/2022	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Targeted students will have opportunities during a designated intervention time to receive extra help, reteaching or support.	Theresa O'Brian	04/05/2022	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Summer Programming will be available for students in kindergarten through ninth grade	Theresa O'Brian	06/13/2022	08/24/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): MTSS Framework (General)

Owner: Theresa O'Brian

Start Date: 01/20/2023 *Due Date:* 06/07/2025

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

Buildings: All Active Buildings

Total Budget: $500,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title II 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)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations
- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All students will have access to a Guarenteed and Viable Curriculum and the supports needed to be successful with that curriculum.	Theresa O'Brian	01/20/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): MTSS - PBIS (Behavior)

Owner: Theresa O'Brian

Start Date: 10/24/2023 *Due Date:* 06/07/2025

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

Buildings: All Active Buildings

Total Budget: $1,000,000.00

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

Communication:

Method

- School Board Meeting
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All Students will be taught expected behaviors in all grades and schools.	Theresa O'Brian	10/24/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All students will have access to trained behavior and mental health staff to help them to be successful in school.	Theresa O'Brian	10/24/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): 23g Expanded Learning Time

Owner: Theresa O'Brian

Start Date: 10/24/2023 *Due Date:* 06/07/2025

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: $500,000.00

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

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers to work with students in increase reading and writing skills through summer programming.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Summer Programming for students in grades 1-9 with targeted interventions to improve reading and writing skills.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Summer Program materials with integrated STEM and literacy focus for k-8th grade students.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Buchanan K-4 • Cleveland K-4 • Coolidge K-4 • Cooper 5-6 • Emerson MS • Frost MS • Grant K-4 • Hayes K-4 • Holmes MS • Hoover K-4 • Jackson Preschool • Johnson 5-6 • Kennedy K-4 • Niji-Iro K-6 • Randolph K-4 • Riley 5-6 • Roosevelt K-4 • Rosedale K-4 • Webster ACAT 1-6				
Summer Programming Leadership to coordinate registrations, materials, experiences, and staffing .	Theresa O'Brian	10/24/2023	08/24/2024	ONTARGET
Activity Buildings: • Buchanan K-4 • Churchill HS • Cleveland K-4 • Coolidge K-4 • Cooper 5-6 • Emerson MS • Franklin HS • Frost MS • Grant K-4 • Hayes K-4 • Holmes MS • Hoover K-4 • Johnson 5-6 • Kennedy K-4 • Niji-Iro K-6 • Randolph K-4 • Riley 5-6				

Activity	Owner	Start Date	Due Date	Status
• Roosevelt K-4 • Rosedale K-4 • Stevenson HS • Webster ACAT 1-6				
Bussiing for summer programming.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(5/5): 23g Intensive, Individualized Support

Owner: Theresa O'Brian

Start Date: 01/30/2024 *Due Date:* 06/06/2025

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Total Budget: $1,200,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- District Website Update
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS Leadership will continue to work with teachers to provide equitable access to Tier II/ III of support in reading and writing.	Theresa O'Brian	01/30/2024	06/06/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Staff to provide Summer targeted interventions for students who are below grade level.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for Student Assessment: SE Student Growth		06/06/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
All schools will build a designated time in the school day to support students.	Theresa O'Brian	04/05/2022	06/07/2025	ONTARGET
Students will have access to targeted interventions beyond the normal school day.	Theresa O'Brian	04/05/2022	06/07/2025	ONTARGET
Targeted students will have opportunities during a designated intervention time to receive extra help, reteaching or support.	Theresa O'Brian	04/05/2022	06/07/2025	ONTARGET
Summer Programming will be available for students in kindergarten through ninth grade	Theresa O'Brian	06/13/2022	08/24/2024	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
All students will have access to a Guarenteed and Viable Curriculum and the supports needed to be successful with that curriculum.	Theresa O'Brian	01/20/2023	06/07/2025	ONTARGET

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
All Students will be taught expected behaviors in all grades and schools.	Theresa O'Brian	10/24/2023	06/07/2025	ONTARGET
All students will have access to trained behavior and mental health staff to help them to be successful in school.	Theresa O'Brian	10/24/2023	06/07/2025	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Teachers to work with students in increase reading and writing skills through summer programming.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Summer Programming for students in grades 1-9 with targeted interventions to improve reading and writing skills.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Summer Program materials with integrated STEM and literacy focus for k-8th grade students.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING
Summer Programming Leadership to coordinate registrations, materials, experiences, and staffing .	Theresa O'Brian	10/24/2023	08/24/2024	ONTARGET
Bussiing for summer programming.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
MTSS Leadership will continue to work with teachers to provide equitable access to Tier II/ III of support in reading and writing.	Theresa O'Brian	01/30/2024	06/06/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Staff to provide Summer targeted interventions for students who are below grade level.	Theresa O'Brian	06/17/2024	08/24/2024	UPCOMING

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 Intensive, Individualized Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS - Literacy (Reading)

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS - PBIS (Behavior)

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 5% for Student Assessment: Economically Disadvantaged Student Growth	06/07/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available

Mathematics Goal - All Students

Status: ACTIVE

Statement: Teachers will utilize PLTs to collaborate around student data in order to improve all students mathematics results each year by at least 3% on local and state assessments.

Created Date: 10/06/2023 *Target Completion Date:* 06/07/2025

Data Set Name: Tier I Mathematics

Name	Data Source
Student Assessment: Student Growth	MI School Data
Early Childhood: Kindergarten Pathways	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Student Assessment: College Readiness	MI School Data

Data Story Name: Tier I Mathematics

Initial Data Analysis: Our math scores have been stagnant or declining since the CCSS were adopted by the State of Michigan. Over the past 5 years we have udated curricular resources in 5th through 12 grade math courses to align to the CCSS but there continues to be flat or declining scores.

Initial Initiative Inventory and Analysis: Our need is to create a consistient Tier I in mathematics that is supported by reteaching and short Tier II interventions. Typically we have just put our math students in a "drop" level class and then they become curriculum casualties.
The entire district is emarking on Year 1 of PLC with designated times to meet in their content area teams both at the building and at their district level. This will support the need to create consistiency at Tier I and build teams to meet the needs of students in Tier II. We also have 3 secondary coaches that support teachers with data analysis and interpretation. Lastly we have implemented a Secondary Intervention time for students to get additional support from teachers or teachers can ask students to come to them during this time.

Gap Analysis: The teacher gaps are these:
Teachers do not "know" ways to differentiate
Teachers are concerned about grades, retakes and points

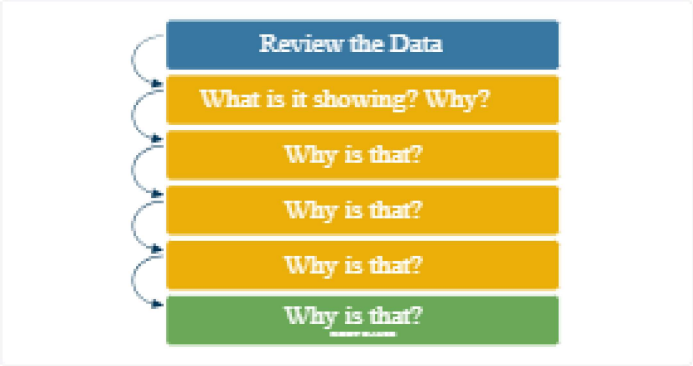
The student gaps are:
Early skill holes that compound each subsequent year
How to develop a math mindset

District Data Story Summary: Our math scores have been stagnant or declining since the CCSS were adopted by the State of Michigan.
Over the past 5 years we have udated curricular resources in 5th through 12 grade math courses to align to the CCSS.
We have built in time for teachers to meet in Professional Learning Teams to move toward a Guarenteed and Viable Currriculum utsing common assessments to determin if students have learned the identified standards.

We have built a MTSS time in every level for students who need additional support, reteaching or practice. This is mostly focued at ELA in the elementary level.

Analysis:

Root Cause



Five Whys

- Why: Our teachers have struggled to align their teaching to CCSS.
  We continue to teach toomany topics with not enough depth.
  We struggle to find a designated time to provide math interventions.
  Our 5/6 schools have new resources and our data shows that more students fall behind in math at the Upper Elementary level.

Challenge Statement: The district needs to align math resources in order to build consistient expectations and common assessments K-12.

Strategies:

(1/1): Collaboration

Owner: Theresa O'Brian

Start Date: 10/06/2023 *Due Date:* 06/07/2025

Summary: Collaboration is a vital way of enhancing academic learning and makes the working and learning environment pleasant and productive. It allows us to reflect on our own thinking while expanding our knowledge base. It increases opportunities for the bodybrain partnership to play an active role rather than a passive one in learning.

Buildings: All Active Buildings

Total Budget: $1,000,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers working in PLTs	Theresa O'Brian	10/06/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increases Proficiency on District Common Summative Assessments by 3% each year for Student Assessment: Student Growth		06/06/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Collaboration Activities

Activity	Owner	Start Date	Due Date	Status
Teachers working in PLTs	Theresa O'Brian	10/06/2023	06/07/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Collaboration

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

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Grades 3-8 Assessments: Performance Level	06/07/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improving Math Achievement in student Subgroups

Status: ACTIVE

Statement: A 5% increase of students in our representative subgroups will increase students growth with the skills necessary to analyse and solve grade level mathematics.

Created Date: 10/27/2023 *Target Completion Date:* 06/08/2025

Data Set Name: Supporting Students in Mathematics

Name	Data Source
2023 District Demographic Data	MiDataHub
Grades 3-8 Assessments: Proficiency	MI School Data
Student Assessment: College Readiness	MI School Data

Data Story Name: Supporting Students in Mathematics

Initial Data Analysis: Our numbers of special education, EL and Economically Disadvantaged students are growing and we have a gap between thier stte testing scores and the district average. We hours multiple programs to meet the needs of our students and also educate many students from across the county, we want to dig into the supports and programming we are offering our students.

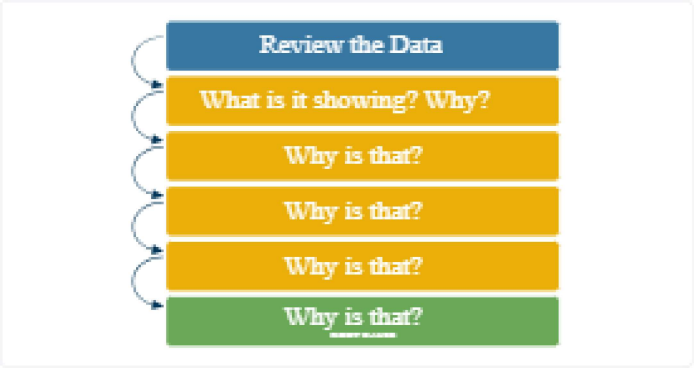
Initial Initiative Inventory and Analysis: Our mission is to educate all students and we have incresed the number of service providers over the last 5 years. We have more support for studnets than we have had in the past. The pandemic has impacted different families differently and we need to evaluate our service model to make sure it is meeting the needs of our students.

Gap Analysis: For students who take state tests, we would like to close the gap in scores that exist between each subgroup and the district average. For students who do not take state tests, we provide outstanding programing for many of our students subgroups and want to evaluat that there are no supports that we may want to layer in as the number of at risk students is growing.

District Data Story Summary: Our intial inventory shows that our updated curriculum resources and acadmeic supports are begining to impact our alignment in mathematics. We have created a whole student approach to supporting all students but need to provide math specific support for students.

Analysis:

Root Cause



Five Whys

- Why: Why: Our teachers have struggled to align their teaching to the Common Core State Standards.
  We contune to teach too many topics with not enough depth.
  At the elementary, we struggle to find a time to provide math interventions.
  Our new curriculum at grades 5-8 are begining to make an impact on those grades instruction.
  Mascot time at the secondary level looks promising but has not been in place consistently or long enough to determine it's impact.
  Our current data has shown that our gaps increase in the upper elementary years.

Challenge Statement: We need to continue to evaluate and improve our model of support for students who have additional needs whether acaemically, behavorially or social emoationally.

Strategies:

(1/2): 23g Expanded Learning Time

Owner: Theresa O'Brian

Start Date: 10/27/2023 *Due Date:* 06/07/2025

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: $500,000.00

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

Communication:

Method

- School Board Meeting
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Students will have access to support during intervention block and summer programming	Theresa O'Brian	10/27/2023	06/07/2025	ONTARGET

Activity Buildings:

- Churchill HS
- Franklin HS
- Stevenson HS

(2/2): "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

Owner: Theresa O'Brian

Start Date: 10/27/2023 *Due Date:* 06/07/2025

Summary: Professional learning using Dr. Peter Liljedahl's "Building Thinking Classrooms in Mathematics". This book and related resources encompass 14 optimal practices identified, researched, and shared by Dr. Liljedahl. Each practice helps to create an ideal setting for deep mathematics learning to occur. When these research-based practices are combined, a teaching and learning environment is created with optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning. Such conditions and practices have the power to transform mathematics classrooms. Educators will participate in frequent, ongoing professional learning which includes receiving individual copies of Dr. Liljendahl's book for book study/ planned professional learning. Educators will also practice and apply their learning through support from ongoing coaching and a collegial community of practice; this support is necessary to ensure successful changes in practice by educators as they grow in their understanding and strategic implementation of the 14 practices.

Buildings

- Churchill HS
- Emerson MS
- Franklin HS
- Frost MS
- Holmes MS
- Stevenson HS

Total Budget: $50,000.00

- Title II Part A (Federal Funds)

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will participate in Building Thinking Classrooms Book Study	Theresa O'Brian	10/27/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2% for Grades 3-8 Assessments: Proficiency		06/08/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Students will have access to support during intervention block and summer programming	Theresa O'Brian	10/27/2023	06/07/2025	ONTARGET

"Building Thinking Classrooms in Mathematics" - Professional Learning and Application Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will participate in Building Thinking Classrooms Book Study	Theresa O'Brian	10/27/2023	06/07/2025	ONTARGET

Monitoring Notes

Monitoring Notes: "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

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 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

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 5% for Student Assessment: College Readiness	06/07/2025	ONTARGET
Increase by 5% for Grades 3-8 Assessments: Proficiency	06/07/2025	ONTARGET
Decrease by 5% for Grades 3-8 Assessments: Proficiency	06/07/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available