

# MICIP Portfolio Report

## Westwood Heights Schools

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### Goals Included

#### Active

- Culture and Climate to Support Whole Student
- Increase ELA Proficiency
- Increase Math Proficiency

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### Buildings Included

#### Open-Active

- Academy West Alternative Education
- Colonel Donald McMonagle Elementary
- Hamady Community High School
- Hamady Middle School
- Michael Hamady Elementary

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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

Buildings

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Westwood Heights Schools

### Increase Math Proficiency

**Status:** ACTIVE

**Statement:** WWH schools will increase math proficiency to 48% by 2027 as measured by state math assessments.

**Created Date:** 06/07/2021

**Target Completion Date:** 06/30/2027

**Data Set Name:** Math Proficiency

| Name  | Data Source         |
|---|---------------------|
| Grades 3-8 Assessments: Performance Level                     | MI School Data      |
| Student Assessment: College Readiness                         | MI School Data      |
| WWH 2019 Math Standardized Assessment Data                    | District Determined |
| Student Assessment: Top 30 / Bottom 30 Analysis               | MI School Data      |
| Student Assessment: College Readiness                         | MI School Data      |
| Student Assessment: Student Growth                            | MI School Data      |
| Student Assessment: Student Growth                            | MI School Data      |
| Dashboard & Accountability Scorecard: District Best Practices | MI School Data      |
| WWH Demographics  | District Determined |
| Middle School Data  | District Determined |
| Elementary  | District Determined |
| High School   | District Determined |
| AWAE School Index   | District            |

| Name                                 | Data Source            |
|--------------------------------------|------------------------|
|                                      | Determined             |
| Elementary Student Survey 2021       | District<br>Determined |
| Student Survey Results               | District<br>Determined |
| District Demographic Data 2021       | District<br>Determined |
| High School Assessments: Proficiency | MI School Data         |
| AWAE Fishbone Root Cause             | District<br>Determined |
| AWAE Progress Monitoring 19/20       | District<br>Determined |
| AWAE Progress Monitoring 2021        | District<br>Determined |
| AWAE Progress Monitoring June 2022   | District<br>Determined |
| AWAE Progress Monitoring June 2023   | District<br>Determined |

**Data Story Name:** Math Proficiency

**Initial Data Analysis:** Academic

The data analysis demonstrates students are not meeting level benchmarks and growth targets as expected on standardized tests such as M-Step, PSAT, SAT, and NWEA. According to our most recent standardized data (2019), all grade levels are scoring below 10% proficient in math assessments with the exception of third grade scoring 22% proficient on the M-Step. Third through seventh-grade students are scoring 31% below state averages, and 8th grade through 11th grade are scoring on average 35% below state averages. Furthermore, our in-district assessments indicate low achievement in math growth, with only 28% of the students achieving a full-year growth for 2021.

**Perception**

Student perceptual data concludes students enjoy math, ranking themselves as successful in math, and feeling prepared to move onto the next level in math.

**Demographic**

The WWH district graduation rate is 68% (Hamady High 98% and Academy West Alternative 37%). The district dropout rate is 32%. Students on track for attendance 59% district-wide. This data illustrates a need for support systems with student attendance. All building's behavior reports indicate below 35 incidents with the exception of the elementary with 67 incidents during the 2019 school year.

The Academy West/ AWAE Fishbone diagram, School Index, and CNA progress monitoring charts demonstrate students encountering barriers of high rates of mobility, absenteeism,

and credit deficiencies that are barriers to math proficiency levels and graduation rates. The need for support focused on providing interventions to address these deficiencies is demonstrated in academic achievement data and graduation rates for AWAE.

*Initial Initiative Inventory and Analysis:* The Westwood Heights School District Purpose Statement speaks to "Creating a Culture of Character and Achievement" and our Mission Statement promotes "Academic Achievement" which is not the reality our data is demonstrating in math. The teaching staff for grades K-6 are responsible to teach all subject areas, grades 7-12 students are enrolled in classes with the main teaching focus of math. The math curriculum is not aligned throughout the elementary school, they have two different math programs which may be causing inconsistencies within instructional practices in the classroom. Also, alignment between elementary and middle school math curriculum is lacking fidelity. Structured classroom walkthroughs or a look-for are lacking within all buildings. The district has also moved away from common assessments in math in recent years, which further creates inconsistencies among and between grade-level expectations.

Both, the elementary and middle schools have a math interventionist that works with small groups of students who have been identified through in-district benchmark assessments. The math supports are funded through Title I and 31A. A number of different math programs are also provided for all grade levels to support differentiation within classrooms and extra support. All teachers are offered to attend professional development yearly with any type of learning focused on best practices in math instruction.

Analysis of Academy West/ AWAE data demonstrates the need to align curriculum and instructional practices as demonstrated through achievement data on state assessments found in the CNA Progress monitoring tools and the Fishbone diagram. Implementation of research-based instructional strategies and a math coach to support instruction are additional supports necessary to raise student achievement. Also, through the Regional Assistance Grant (RAG) a dropout prevention initiative has been in place with mentoring in order to address attendance, behavior issues, and course completion.

*Gap Analysis:* All students attending the Westwood Heights School District are scoring below 10% proficiency on standardized state assessment (M-Step, PSAT, and SAT) with the exception of third-grade students with 22% proficient scores on the M-Step.

Students 3-7th grade are scoring 24% below the county average on state assessments. Hamady Middle and High School students 8-11th grade are scoring 29% below the county average.

Academy West Alternative High School/ AWAE students are scoring 30% below the county average.

There are no significant differences among special education students, economically disadvantaged, gender, race, and ethnic groups in proficiency levels.

According to Academy West/ AWAE CNA Progress monitoring charts and school index data, trends were found within high school state assessment data on the SAT demonstrating less than 5% proficiency at AWAE during the 2017, 2018, and 2019 assessment windows. High rates of absenteeism and low assessment participation rates impact achievement data in math.

*District Data Story Summary:* The district's overall K-12 math proficiency scores are not meeting expectations or state targets annually. A consistent math curriculum aligned to state standards and consistent with concept building from grade to grade is necessary for preparing students for success with standardized testing and growth targets. Teacher professional development opportunities are needed while implementing the new math curriculum. All math teaching staff need to be provided time to create grade-level assessments to ensure math expectations are aligned across grade levels. The limited intervention opportunities need to be increased to include more support for students K-12. Also, attendance data displays a barrier for effective math instruction to take place for students with fidelity and consistency throughout the different standards. As part of the Resource Allocation Review for Academy West/ AWAE, we reviewed the following resources in connection with identification: the need for professional learning opportunities for teachers to provide research-based instructional practices in the classroom to support an increase in math achievement, and a curriculum guide to help support instruction. We found that additional allocation of funding is necessary for identified supports. As a result, we will allocate funding from general funds and At-Risk dollars to implement math coach services and curriculum guides to support Academy West. In addition, according to the equity of funds data collected using the Alliance for Resource Equity Tool in reference to AWAE, data demonstrates a need to reallocate additional funds to support achievement efforts in math and increase graduation rates among students at AWAE.

## Strategies:

(1/3): Appropriately support fact fluency

Owner: Diane Richards

Start Date: 09/01/2021

Due Date: 06/30/2027

**Summary:** Spaced practice for fluent retrieval of basic facts should occur AFTER conceptual understanding and the development of appropriate strategies for finding unknown facts using known facts. At this point, students benefit from frequent, spaced, and short fluency practice that includes immediate corrective feedback and slowly adds new facts to a student's known facts. Strategies that track facts a student has mastered are most effective. Research recommends to devote about 10 minutes per intervention session on fact fluency and to structure practice so as to minimize student anxiety.

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| Identified students will be provided a push-in and/or pull-out daily structured intervention with math interventionist to increase math knowledge and concepts. Small group structures will allow for individualized math support. Identified students will also receive support through the before and after school program. | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul>   |                |            |            |          |
| Math support teachers will be hired and trained for each building before the start of the school year.  | Diane Richards | 09/01/2021 | 09/02/2021 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Math Coach for each building will be hired and trained to support   | Diane Richards | 09/01/2021 | 09/02/2021 | COMPLETE |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| classroom teachers to build fluent retrieval of basic math facts.   |                |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Math Coach to meet with math teachers weekly to support and model best practices with math instruction to address grade level mastery of fact fluency and standards.  | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Identify students needing support using the universal math screener assessment. Identified students achievement will be progress monitored using the same assessment every 6 weeks.                                     | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Professional learning will take place throughout the school year with fact fluency instructional practices. The building math coaches will provide ongoing learning and support for all math teachers.                  | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Teachers will be trained and use the solved mathematical problem strategy with previously released SAT assessment   | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| question stems.   |                |            |            |          |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>               |                |            |            |          |
| Teachers will be trained and implement the multiple solution method for solving multi-step math equations.                    | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>               |                |            |            |          |
| Credit Recovery through Plato classes for students to recover lost credits.   | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>               |                |            |            |          |
| Summer Learning will be provided to students identified as needing supports to increase math skills for mastery of standards. | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |



## (2/3): Enhancing Mathematics with Instructional Technology

**Owner:** Diane Richards

**Start Date:** 06/22/2021

**Due Date:** 06/30/2027

**Summary:** Teachers will engage in on-going professional learning and follow-up coaching on the use of instructional technology in mathematics to support conceptual and procedural understanding. Teachers will examine instructional technology tools in concert with best practices in mathematics and match the right tool with each practice. Tools may include Desmos, Geogebra, CODAP, Formative Assessment tools, among many others.

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| Identify and hire math coaches and math support staff to provide training for teachers with instructional technology to support mathematics K-12.   | Diane Richards | 06/22/2021 | 09/01/2021 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Schedule time students will receive extra support through instructional math technology during classroom instruction. Identified students needing extra support will be provided individualized time outside of the school day to engage with instructional technology. | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Math support teams will utilize instructional technology in the small group setting of instruction during the school day.   | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Purchase instructional math technology programs for all buildings.  | Diane Richards | 06/22/2021 | 09/01/2021 | COMPLETE |

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Schedule PLC time for teachers to review student achievement data and analyze and plan accordingly.  | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Family Math Night will be scheduled to inform families of interventions and new math technology for student support. Families will be provided some instructional practices that can be implemented at home for student achievement in math. | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul>                      |                |            |            |          |
| Training will take place for all support staff and math teachers with the new mathematic technology programs. Staff will be supported throughout the school year with building math coach supports.  | Diane Richards | 09/01/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Credit recovery through Plato classes for AWAE   | Diane Richards | 06/22/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>  |                |            |            |          |
| Chromebooks provided to AWAE for math courses  | Diane Richards | 06/22/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i>   |                |            |            |          |

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>                                     |                |            |            |          |
| Math Coaches hired to support instructional technology in the classrooms at AWAE   | Diane Richards | 06/22/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>          |                |            |            |          |
| Summer Learning will be provided to students identified as needing supports to increase math skill mastery of standards. | Diane Richards | 06/22/2021 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |

### (3/3): 23g Expanded Learning Time

**Owner:** Diane Richards

**Start Date:** 10/27/2023

**Due Date:** 06/30/2027

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

**Buildings:** All Active Buildings

#### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| The Program Manager - Diane Richards was identified based on her vast knowledge of effective programing, instructional strategies, and K-12th grade standards knowledge. Please refer to uploaded resume for credentials. | Diane Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| All teachers and paraprofessionals working the summer school program will be selected before 6/1/2024.  | Diane Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| All staff will be trained by the program manager on best practices with instructional strategies and effective technology platforms for additional supports.  | Diane Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Expanded learning   | Diane          | 10/27/2023 | 06/30/2027 | UPCOMING |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| opportunities will be provided through a summer school program to students K-8th grade and a credit recovery program for 9th - 12th grade for the Summer of 2024. Students will focus on math content to academically stay on track. Funding will include summer school teachers and paraprofessionals in all 5 buildings as needs assessment deems necessary for supports. The summer school programs will take place for 6 weeks, Monday-Thursday, 8:00 am - 12:00 daily. | Richards       |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| The program manager will be responsible for support/training teachers with progress monitoring and analyzing student achievement data.  | Diane Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |

## Increase ELA Proficiency

**Status:** ACTIVE

**Statement:** WWH schools will increase ELA proficiency to 60% by 2027 as measured by state ELA assessments.

**Created Date:** 06/23/2022

**Target Completion Date:** 06/30/2027

**Data Set Name:** ELA Proficiency

| Name                                       | Data Source         |
|--|---------------------|
| Grades 3-8 Assessments: Performance Level  | MI School Data      |
| High School Assessments: Performance Level | MI School Data      |
| High School Assessments: Performance Level | MI School Data      |
| High School Assessments: Proficiency       | MI School Data      |
| High School Assessments: Proficiency       | MI School Data      |
| High School Assessments: Proficiency       | MI School Data      |
| Grades 3-8 Assessments: Proficiency        | MI School Data      |
| Annual Education Report: Combined Report   | MI School Data      |
| Grades 3-8 Assessments: Performance Level  | MI School Data      |
| High School Assessments: Performance Level | MI School Data      |
| High School Assessments: Proficiency       | MI School Data      |
| AWAE Fishbone Root Cause                   | District Determined |
| AWAE Progress Monitoring 19/20             | District Determined |
| AWAE Progress Monitoring 2021              | District Determined |
| AWAE Progress Monitoring June 2022         | District Determined |

| Name                                  | Data Source            |
|---------------------------------------|------------------------|
| AWAE Progress Monitoring<br>June 2023 | District<br>Determined |
| AWAE School Index                     | District<br>Determined |

*Data Story Name:* ELA Proficiency

*Initial Data Analysis:* Academic

The data analysis demonstrates students are not meeting level benchmarks and growth targets as expected on standardized tests such as M-Step, PSAT, SAT, and NWEA. According to our most recent standardized data (2019), all grade levels are scoring below 30% proficient in ELA assessments with the exception of eighth grade scoring 32% proficient on the PSAT. Third through seventh-grade students are scoring 31% below state averages, and 8th grade through 11th grade are scoring on average 30% below state averages. Furthermore, our in-district assessments indicate low achievement in reading growth, with only 41% of the students achieving a full-year growth for 2021.

Perception

Student perceptual data concludes students enjoy reading, ranking themselves as successful in ELA, and feeling prepared to move onto the next level in ELA.

Demographic

The WWH district graduation rate is 68% (Hamady High 98% and Academy West Alternative 37%). The district dropout rate is 32%. Students on track for attendance 59% district-wide. This data illustrates a need for support systems with student attendance. All building's behavior reports indicate below 35 incidents with the exception of the elementary with 67 incidents during the 2019 school year.

Data analyzed for Academy West/ AWAE with the Fishbone diagram and CNA/Progress monitoring charts demonstrate students encountering barriers of high rates of mobility, absenteeism, credit deficiencies, and low achievement on state assessments as barriers to graduation. The need for support focused on providing interventions to address these deficiencies is demonstrated in academic achievement data and graduation rates through the School Index for AWAE.

*Initial Initiative Inventory and Analysis:* The Westwood Heights School District Purpose Statement speaks to "Creating a Culture of Character and Achievement" and our Mission Statement promotes "Academic Achievement" which is not the reality our data is demonstrating in ELA. The teaching staff for grades K-6 are responsible to teach all subject areas, grades 7-12 students are enrolled in classes with the main teaching focus of ELA. The reading curriculum is not aligned throughout the elementary school, they have two different reading programs which may be causing inconsistencies within instructional practices in the classroom. Also, alignment between elementary and middle school ELA curricula is lacking fidelity. Structured classroom walkthroughs or a look-for are lacking within all buildings. The district has also moved away from common assessments in ELA in recent years, which further creates inconsistencies among and between grade-level expectations.

Both, elementary and middle school have reading interventionists that work with small groups of students that have been identified through in-district benchmark assessments. The reading supports are funded through Title I and 31A. A number of different ELA program opportunities are also provided for all grade levels to support differentiation within classrooms and extra support. All teachers are offered to attend professional development yearly with any type of learning focused on best practices in ELA instruction. The need to align curriculum and instructional practices at Academy West/ AWAE is demonstrated through achievement data on state assessments the Fishbone diagram and CNA/Progress monitoring data. Implementation of research-based instructional strategies and a literacy coach to support instruction are additional supports necessary to raise student achievement. Also, through the Regional Assistance Grant (RAG), a dropout prevention initiative has been in place with mentoring in order to address attendance and behavior issues, as well as support in course completion.

**Gap Analysis:** All students attending the Westwood Heights School District are scoring below 30% proficiency on standardized state assessment (M-Step, PSAT, and SAT) with the exception of eighth-grade students with 32% proficient scores on the P-Sat. Students 3-7th grade are scoring 24% below the county average on state assessments. Hamady Middle and High School students 8-11th grade are scoring 29% below the county average.

Academy West Alternative High School/ AWAE students are scoring 30% below the county average. Data demonstrates low proficiency levels in reading and writing for alternative students.

There are no significant differences among special education students, economically disadvantaged, gender, race, and ethnic groups in proficiency levels.

Trends were found within high school state assessment data on the SAT demonstrating less than 10% proficiency at Hamady high school during the 2017, 2018, and 2019 assessment windows.

AWAE CNA/Progress Monitorin chart and school index data indicate low achievement levels in ELA proficiency. However, data demonstrates an increase from less than 10% proficiency rates to 10% proficiency for the 2021-2022 school year. Absenteeism and low participation rates of students taking assessments have traditionally impacted low achievement levels for AWAE.

**District Data Story Summary:** The district's overall K-12 ELA proficiency scores are not meeting expectations or state targets annually. This data also demonstrates the low proficiency levels in ELA for our alternative students at Academy West. A consistent curriculum aligned to state standards and consistent with concept building from grade to grade is necessary for preparing students for success with standardized testing and growth targets. Teacher professional development opportunities are needed while implementing the new curriculum. All teaching staff will need additional time throughout the school day to create grade-level assessments to ensure literacy expectations are aligned across grade levels. The limited intervention opportunities need to be increased to include more support for students K-12. Also, attendance data displays a barrier for effective instruction to take place for students with fidelity and consistency throughout the different standards.



As part of the Resource Allocation Review for Academy West/ AWAE, we reviewed the following resources in connection with identification: the need for professional learning opportunities for teachers to provide research-based instructional practices in the classroom to support an increase in ELA achievement, and a curriculum guide to help support instruction. We found that additional allocation of funding is necessary for identified supports. As a result, we will allocate funding from general funds and At-Risk dollars to implement literacy coach services and curriculum guides to support Academy West. In addition, according to the equity of funds data collected using the Alliance for Resource Equity tool in reference to AWAE, data demonstrates a need to reallocate additional funds to support achievement efforts in ELA and help to support an increase in graduation rates among students attending AWAE.

Finally, conversations and surveys of our families indicate the need for more instructional support with math to prepare families to support students at home. The district will ensure additional learning support is provided to students out of school to increase achievement in ELA.

## Strategies:

### (1/5): Essential Instructional Practices Grades K-3

Owner: Diane Richards

Start Date: 07/01/2022

Due Date: 06/30/2027

**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

- Colonel Donald McMonagle Elementary
- Hamady Community High School
- Hamady Middle School
- Michael Hamady Elementary

### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| Title I Staff will identify students through district ELA assessments (NWEA). Students will be assessed three times a year to monitor progress.   | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Colonel Donald McMonagle Elementary</li> <li>• Michael Hamady Elementary</li> </ul>                                   |                |            |            |          |
| Literacy coaches will provide teachers embedded coaching and professional development with research based instructional practices that are essential for student achievement in literacy. | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>  |                |            |            |          |
| Summer Learning will be provided to students identified as needing supports to increase literacy proficiency.  | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>  |                |            |            |          |
| Title I support staff will identify students through district assessment screeners, classroom performance and teacher referral to offer supports. This will take the form of push-in pull out programs designed to supplement classroom instruction. | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>  |                |            |            |          |
| Classroom teachers, para-professionals and staff will be trained in best practice approaches to supporting ELL students.   | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>  |                |            |            |          |
| Student Assistance Teams (SAT process) will review student assessment and classroom work to determine interventions needed through the creation of an action plan. Progress monitoring will take place   | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| throughout the year to evaluate success of the interventions.   |                |            |            |          |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>   |                |            |            |          |
| Classroom teachers will be provided supplemental materials and technology to provide reading supports and differentiated instructional practices within the classroom.  | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>   |                |            |            |          |
| Intervention teachers and para-professionals will be trained in intervention practices. Classroom teachers will also be involved with professional development opportunities and literacy coach cycles to assist with effective instructional practices.  | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul>   |                |            |            |          |
| Title I staff, SAT team and administration will review student growth of students participating with technology based support programs and Title I supports quarterly to ensure identified students are receiving the maximum benefits and that all programs are being implemented with fidelity. | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Professional development - teachers will be trained in all ELA content relevant strategies.   | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Teachers and support staff will use Benchmark Advance to engage students in reading Science, Social Studies, and Math content areas.                | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| After School Enrichment Program will take place throughout the school year to support and tutor identified students struggling with ELA concepts.   | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| HQ paraprofessionals will provide identified students additional supports with literacy throughout the school day.                                  | Diane Richards | 07/01/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |

## (2/5): READ 180®

**Owner:** Diane Richards

**Start Date:** 07/27/2022

**Due Date:** 06/30/2027

**Summary:** READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

### Buildings

- Hamady Community High School
- Hamady Middle School

### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| HQ teachers and support will be identified to provide a READ180 intervention class for identified middle and high school students (grades 7-10).      | Diane Richards | 07/27/2022 | 06/30/2027 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| HQ teachers and support staff will receive implementation and monitoring training to support additional literacy instruction for identified students. | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |

### (3/5): Essential Instructional Practices Grades 4-5

**Owner:** Diane Richards

**Start Date:** 07/27/2022

**Due Date:** 06/30/2027

**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**

- Colonel Donald McMonagle Elementary

#### **Strategy Implementation Plan Activities**

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| Professional development - teachers will be trained in all ELA content relevant strategies.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                |            |            |          |
| Student Assistance Teams (SAT process) will review student assessment and classroom work to determine interventions need through the creation of an action plan. Progress monitoring will take place | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| throughout the year to evaluate success of the interventions.  |                |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Summer Learning will be provided to students identified as needing supports to increase literacy proficiency.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| After School Enrichment Program will take place throughout the school year to support and tutor identified students struggling with ELA concepts.                      | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Teachers and support staff will use Benchmark Advance to engage students in reading Science, Social Studies, and Math content areas.                                   | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Classroom teachers will be provided supplemental materials and technology to provide reading supports and differentiated instructional practices within the classroom. | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Title I Staff will identify students through district ELA assessments (NWEA). Students will be assessed three times a year to monitor progress.                        | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |



| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Classroom teachers, para-professionals and staff will be trained in best practice approaches to supporting ELL students.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Title I staff, SAT team and administration will review student growth of students participating with technology based support programs and Title I supports quarterly to ensure identified students are receiving the maximum benefits and that all programs are being implemented with fidelity. | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| HQ paraprofessionals will provide identified students additional supports with literacy throughout the school day.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Title I support staff will identify students through district assessment screeners, classroom performance and teacher referral to offer supports. This will take the form of push-in pull out programs designed to supplement classroom instruction.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Intervention teachers and para-professionals will be  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| trained in intervention practices. Classroom teachers will also be involved with professional development opportunities and literacy coach cycles to assist with effective instructional practices. |                |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Literacy coaches will provide teachers embedded coaching and professional development with research based instructional practices that are essential for student achievement in literacy.           | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |

#### (4/5): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom

**Owner:** Diane Richards

**Start Date:** 07/27/2022

**Due Date:** 06/30/2027

**Summary:** "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students' academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state's literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students' language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students' knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)"

#### **Buildings**

- Academy West Alternative Education
- Hamady Community High School
- Hamady Middle School

#### **Strategy Implementation Plan Activities**

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| HQ paraprofessionals will provide identified students additional supports with literacy throughout the school day.                                 | Diane Richards | 07/27/2022 | 06/30/2027 | COMPLETE |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Hamady Community High School</li> <li>• Hamady Middle School</li> </ul>        |                |            |            |          |
| Intervention teachers and para-professionals will be trained in intervention practices. Classroom teachers will also be involved with professional | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| development opportunities and literacy coach cycles to assist with effective instructional practices.   |                |            |            |          |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>   |                |            |            |          |
| Literacy coaches will provide teachers embedded coaching and professional development with research based instructional practices that are essential for student achievement in literacy. | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Professional development - teachers will be provided embedded training from Literacy Coach in all ELA content relevant strategies.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Summer Learning will be provided to students identified as needing supports to increase literacy proficiency.   | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>   |                |            |            |          |
| Literacy Staff will identify students through district ELA assessments (IXL). Students will be assessed three times a year to monitor progress.   | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>   |                |            |            |          |
| After School Enrichment Program will take place throughout the school year  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| to support and tutor identified students struggling with ELA concepts.   |                |            |            |          |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>  |                |            |            |          |
| Classroom teachers will be provided supplemental materials and technology to provide reading supports and differentiated instructional practices within the classroom. | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>  |                |            |            |          |
| Classroom teachers, para-professionals and staff will be trained in best practice approaches to supporting students with comprehension strategies.                     | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>  |                |            |            |          |
| Teachers will be trained to plan and implement explicit vocabulary instructional strategies (literacy coach supports).   | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |
| Teachers will be trained and implement the Before, During, and After Reading Strategies to increase student comprehension skills.                                      | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>  |                |            |            |          |
| Academic Enrichment Fridays to provide students  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| additional instruction and academic practice with ELA achievement.   |                |            |            |          |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>      |                |            |            |          |
| Credit Recovery through Plato classes for students to recover lost credits.  | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>      |                |            |            |          |
| Training teachers and paraprofessionals with the Before, During, and After Comprehension Reading Strategy            | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>      |                |            |            |          |
| Teachers and paraprofessionals will be trained and implement Vocabulary and Comprehension interventions through IXL. | Diane Richards | 07/27/2022 | 06/30/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                |            |            |          |

## (5/5): 23g Expanded Learning Time

**Owner:** Diane Richards

**Start Date:** 10/27/2023

**Due Date:** 06/30/2027

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

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| Expanded learning opportunities will be provided through a summer school program to students K-8th grade and a credit recovery program for 9th - 12th grade for Summer 2024. Students will focus on ELA content to academically stay on track. Funding will include summer school teachers and paraprofessionals in all 5 buildings as needs assessment deems necessary for supports. The summer school programs will take place for 6 weeks, Monday-Thursday, 8:00 am - 12:00 daily. | Diane Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| The Program Manager - Diane Richards was identified based on her vast knowledge of effective programing, instructional strategies, and K-12th grade   | Diane Richards | 10/27/2023 | 06/30/2027 | UPCOMING |

| Activity   | Owner             | Start Date | Due Date   | Status   |
|--|-------------------|------------|------------|----------|
| standards knowledge.<br>Please refer to uploaded<br>resume for credentials.  |                   |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                   |            |            |          |
| All teachers and<br>paraprofessionals working<br>the summer school<br>program will be selected<br>before 6/1/2024.   | Diane<br>Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                   |            |            |          |
| All staff will be trained by<br>the program manager on<br>best practices instructional<br>strategies and effective<br>technology platforms for<br>additional supports. | Diane<br>Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                   |            |            |          |
| The program manager will<br>be responsible for support/<br>training teachers with<br>progress monitoring and<br>analyzing student<br>achievement data.                 | Diane<br>Richards | 10/27/2023 | 06/30/2027 | UPCOMING |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                   |            |            |          |



## Culture and Climate to Support Whole Student

**Status:** ACTIVE

**Statement:** All students will be provided support, services, and instruction for a safe and healthy school experience through social-emotional learning to improve academic performance evidenced by local data and non-academic measurements of improvement by 2027.

**Created Date:** 06/13/2023

**Target Completion Date:** 06/20/2027

**Data Set Name:** Whole Child (non-academic)

| Name  | Data Source         |
|---|---------------------|
| Student Counts: Attendance                            | MI School Data      |
| Student Counts: Student Count                         | MI School Data      |
| Student Counts: Attendance                            | MI School Data      |
| Student Counts: Grad/Dropout Rate                     | MI School Data      |
| Student Counts: Grad/Dropout Rate                     | MI School Data      |
| Student Counts: Attendance                            | MI School Data      |
| Student Counts: Attendance                            | MI School Data      |
| Student Counts: Attendance                            | MI School Data      |
| Student Counts: Attendance                            | MI School Data      |
| Student Counts: Attendance                            | MI School Data      |
| Student Assessment: Top 30 / Bottom 30 Analysis       | MI School Data      |
| Student Assessment: Top 30 / Bottom 30 Analysis       | MI School Data      |
| Student Assessment: Top 30 / Bottom 30 Analysis       | MI School Data      |
| Student Assessment: Top 30 / Bottom 30 Analysis       | MI School Data      |
| District Referral                                     | SWIS                |
| District Referral Data                                | Other               |
| State Assessment Proficiency Comparison               | District Determined |
| Dashboard & Accountability Scorecard: At Risk Student | MI School Data      |

| Name                               | Data Source         |
|------------------------------------|---------------------|
| District NWEA Growth Data          | District Determined |
| AWAE Fishbone Root Cause           | District Determined |
| AWAE Progress Monitoring 2019/2020 | District Determined |
| AWAE Progress Monitoring 2021      | District Determined |
| AWAE Progress Monitoring June 2022 | District Determined |
| AWAE Progress Monitoring June 2023 | District Determined |
| AWAE School Index                  | District Determined |

**Data Story Name:** Culture & Climate to Support Whole Child (non-academic)

**Initial Data Analysis:** The data analysis demonstrates students are not meeting level benchmarks and growth targets through local and state assessment results. Additional data provides a clear picture of the barriers students are experiencing which impede their ability for academic success. Students are struggling with social-emotional challenges, attendance issues, engagement, and behavior supports. The need for a universal support system to support the "whole child" in providing academic and non-academic interventions throughout the school is vital to ensure long-term development and success.

The Academy West/ AWAE state index, graduation rates, and overall school index demonstrates students encountering barriers of high rates of mobility, absenteeism, and credit deficiencies that are barriers to graduation. The need for support focused on providing interventions to address these deficiencies is demonstrated in academic achievement data and graduation rates for the alternative high school.

**Initial Initiative Inventory and Analysis:** The Westwood Heights School District Purpose Statement speaks to "Creating a Culture of Character and Achievement" and our Mission Statement is as a district we promote "Academic Achievement" which is not accurate from what our data is currently demonstrating. The academic data shows our students are far below the state and county norms. Our local data through NWEA demonstrates a majority of students achieving expected year-end growth, however, the data demonstrates students far below grade level norms. Students are currently being provided interventions through academic support, an extra dose of instruction is provided through para-professionals and highly qualified teachers during the school day. The district will continue this work for grades K-12. Students are also provided support through Social Workers, Student Support staff, Health Support staff, and attendance. As a district, we will create a plan that promotes all supports with fidelity throughout the different grade levels.

In addition, new initiatives are in place for Academy West/ AWAE to support student achievement and increase in graduation rates. The district has included support personnel

to address non-academic supports to ensure academic success and graduation attainment for students attending the alternative high school program. Through the Regional Assistance Grant (RAG) a dropout prevention coordinator works with families and students to address non-academic barriers to each student's success. In addition, she oversees and supports the mentors for students. In addition, the initiative has been in place with mentoring in order to address attendance, behavior, and course completion.

**Gap Analysis:** All students attending the Westwood Heights School District are scoring below 30% proficiency on standardized state assessments (M-Step, PSAT, and SAT) except eighth-grade students with 32% proficient scores on the P-Sat.

Students 3-7th grade are scoring 24% below the county average on state assessments. Hamady Middle and High School students 8-11th grade are scoring 29% below the county average.

There are no significant differences among special education students, economically disadvantaged, gender, race, and ethnic groups in proficiency levels.

Trends were found within high school state assessment data on the SAT demonstrating less than 10% proficiency at Hamady High School during the 2017, 2018, 2019, 2021, and 2022 assessment windows.

Academy West/ AWAE assessment data indicate trends of below 7% proficiency on the SAT assessment. According to the AWAE CNA 2023, data indicates 0% proficiency levels for all three years (2017-2019) in math and small gains of proficiency in ELA. Absenteeism and low participation in state assessment impact the data. Again, the focus of the mentoring initiative is to ensure students are safe, healthy, supported, challenged, and engaged.

**District Data Story Summary:** The district's overall K-12 proficiency scores are not meeting state targets. A district-wide curriculum aligned with state standards and consistent with concept building from grade to grade is necessary to increase academic achievement. In order to ensure student academic progress, it is necessary to establish interventions to support the "whole child" and remove and reduce the barriers that get in the way of student achievement. Students needing social-emotional, attendance and behavioral supports will be identified within the individual buildings through data reviews and team meetings to provide students with prescriptive interventions.

Academy West/ AWAE data reviews of the CNA/Progress Monitoring charts and Fishbone diagram demonstrate a need for mentoring programs to support students academically, and socially emotionally, resources to support basic needs such as adequate food, clothing, and shelter, and support to increase student attendance. Finally, conversations and surveys of our families indicate the need for support to assist families at home with academics, and other non-academic barriers students may be encountering.

As part of the Resource Allocation Review for Academy West/ AWAE, we reviewed the following resources in connection with the reason for identification including lack of non-academic support, and academic achievements. We found that support necessary to address student deficits will include support with social workers, math and literacy coaching supports, and attendance supports and as a result, such supports will be

implemented and funded through general funds and At-Risk funding. In addition, according to equity of funds data collected using the Alliance for Resources Equity tool in reference to AWAE, data demonstrates a need to reallocate additional funding to support achievement efforts in supporting achievement in math and ELA and an increase in graduation rates among students attending AWAE.

## Strategies:

(1/3): Social Emotional Learning (SEL) CASEL

Owner: Diane Richards

Start Date: 06/13/2023

Due Date: 06/20/2027

**Summary:** School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| Student Support Staff to provide behavior interventions to support students | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan             |                |            |            |          |
| Social Workers will identify students needing social emotional support.     | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan             |                |            |            |          |
| Mentoring program to support students that will meet weekly                 | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b><br>• Academy West Alternative Education          |                |            |            |          |
| Positive Behavior Intervention Support Training for all staff               | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan             |                |            |            |          |
| Safety/Crisis Prevention Training   | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan             |                |            |            |          |
| Social Worker Mentoring Groups  | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan             |                |            |            |          |
| Parent Involvement Opportunities to support students                        | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Data Platform to identify tier 2 and tier 3 students needing support  | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Parent Facilitators to provide monthly parent meetings to communicate educational goals and expectations  | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Interpreter services to support non-english speaking families during parent meetings, conferences, and family events  | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Behavior protocol training during back to school PD.  | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Restorative Practices Training for all staff at the beginning of the year PD.   | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Schools will continue to  | Diane          | 06/13/2023 | 06/20/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| implement Community Circles in order to support the development of positive staff and student relationships.  | Richards       |            |            |          |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Staff will be trained with the TRAILS Social Emotional Learning program to implement in classrooms to promote emotional wellness among all students   | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Dropout Prevention/ Mentoring Coordinator will train, identify students, and plan mentoring program.  | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>   |                |            |            |          |
| Extended day academic support will be provided for students needing additional supports in core content weekly (Monday-Thursday).   | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| MDE Continuous School Improvement Conference for staff members to bring back information of equity initiatives and improving achievement.   | Diane Richards | 06/13/2023 | 06/20/2027 | ONTARGET |

| Activity  | Owner | Start Date | Due Date | Status |
|---|-------|------------|----------|--------|
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul> |       |            |          |        |



### (2/3): Safe, Nurturing Environment for All Students

**Owner:** Diane Richards

**Start Date:** 06/14/2023

**Due Date:** 06/20/2027

**Summary:** Grounded in a safe, orderly, and respectful environment for students, the district addresses students' social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student

**Buildings:** All Active Buildings

#### Strategy Implementation Plan Activities

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| Attendance Intervention Program to support students with attendance issues and address learning loss.   | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Parent Engagement informational meeting at the beginning of the school year to outline student attendance expectations.   | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Colonel Donald McMonagle Elementary</li> <li>Hamady Community High School</li> <li>Hamady Middle School</li> <li>Michael Hamady Elementary</li> </ul> |                |            |            |          |
| Frequent communication with families throughout the school year to ensure any supports needed for student attendance.   | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Safety/Crisis protocol training at the beginning of the school year for all staff.  | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                |            |            |          |
| Social workers will be trained to implement small mentoring groups to support students non-   | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |

| Activity  | Owner          | Start Date | Due Date   | Status   |
|---|----------------|------------|------------|----------|
| academic needs.   |                |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| District registered nurses will train all staff with safety and emergency needs to ensure the safety of students and staff.     | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| District nurses will provide resources and information for students and families in the areas of nutrition and physical health. | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Attendance supports will be provided to families with daily communication through synergy emails and phone calls.               | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Safety support staff will be present in every building to ensure all students are provided a safe learning environment.         | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Non-Academic supports will be provided to homeless and foster care students in order to remove barriers to learning.            | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                |            |            |          |
| Mentoring students to address non-academic and academic barriers.   | Diane Richards | 06/14/2023 | 06/20/2027 | ONTARGET |
| <i>Activity Buildings:</i>  |                |            |            |          |
| <ul style="list-style-type: none"> <li>Academy West Alternative Education</li> </ul>  |                |            |            |          |

### (3/3): Early Warning Intervention and Monitoring System (EWIMS)

**Owner:** Diane Richards

**Start Date:** 09/09/2023

**Due Date:** 06/20/2027

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

#### Buildings

- Academy West Alternative Education

#### Strategy Implementation Plan Activities

| Activity   | Owner          | Start Date | Due Date   | Status   |
|--|----------------|------------|------------|----------|
| Universal identification of students at Academy West who are most at-risk for dropping out - Grade/ Dropout. | Diane Richards | 09/09/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                |            |            |          |
| Training teachers, paraprofessionals, and all ancillary staff for mentoring practices.                       | Diane Richards | 09/09/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                |            |            |          |
| Create an implementation plan, schedule, and student lists for mentoring.                                    | Diane Richards | 09/09/2023 | 06/20/2027 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                |            |            |          |
| Identified students will meet with mentors 2-3 times a week for needed supports according to                 | Diane Richards | 09/09/2023 | 06/20/2027 | ONTARGET |

| Activity  | Owner | Start Date | Due Date | Status |
|---|-------|------------|----------|--------|
| mentoring guidelines.   |       |            |          |        |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |       |            |          |        |