

MICIP Portfolio Report

Seminole Academy

Goals Included

Active

- Data Based Decision Making
 - Guaranteed and Viable Curriculum and Instructional...
 - Improve ELA Proficiency
 - Increase Math Proficiency
-

Buildings Included

Open-Active

- Seminole Academy
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

MICIP Portfolio Report

Seminole Academy

Guaranteed and Viable Curriculum and Instructional...

Status: ACTIVE

Statement:

The district will implement a district-wide guaranteed and viable curriculum and Instructional practices in all content areas by June 2025.

Created Date: 07/26/2021

Target Completion Date: 06/30/2025

Data Set Name: NWEA data to determine which High Priority Standards are addressed and how?

| Name | Data Source |
|------------------------------------|---------------------|
| SAT results | MiSchoolData |
| Systems Goal Assess Needs Document | District Determined |

Data Story Name: Guaranteed and Viable Curriculum

Initial Data Analysis: Academic - Mt. Clemens District

Mount Clemens High School was identified as a CSI School for having a 4-year graduation rate of 53.66 % which is below the threshold of 67%].

As part of the Resource Allocation Review, we examined how we are expending the following resources in connection with the reason for identification: attendance (EWIMS) and tier 1 instruction. We found that these areas were not being equitqblly addressed. As a result, we will implement EWIMS and a Guarenteed and Viable Curriclum.

In virtually every assessment window over the past several years, Reading percent proficient performances consistently outperformed Math percent proficient performances on large scale assessments at the various administered tested grade levels.

On the Fall 2020 NWEA Projected Proficiency Summary Report, 26% of students in grades 5-9 are on track to be successful on the SAT in Reading.

On the Fall 2020 NWEA Projected Proficiency Summary Report, 4% of students in grades 5-9 are on track to be successful on the SAT in Math. Also, 4% of students in grades 5-9 were on track to be successful on the ACT in Math.

Following the 2018-19 school year, 33% of the Mount Clemens High School graduating seniors enrolled in a university or community college.

From the Fall 2020 SAT testing results, 64% of the students in Evidence-Based Reading and Writing and 92% of the students in Math performed in the lowest reporting category of three--Need to Strengthen Skills.

The Fall 2020 NWEA RIT Norm score for 6th grade Math is 219. None of the following secondary grades reached the 6th grade mean score until 11th grade.

The lowest performing NWEA Reading subcategory Goal Area across secondary grade levels for Fall 2020 was informational text.

In the College Board assessments (PSAT, SAT), for grades 8-12, students did not meet or exceed grade level performance benchmarks. In addition, there was zero growth from one grade level assessment to the next in the content areas tested (Math, Reading).

The number of enrolled students not tested in Fall (2020) testing was less in every grade level compared to enrolled students not tested the previous Fall (2019).

A noticeable number of students took the Fall (2020) NWEA test remotely.

Economically Disadvantaged students outperformed Non-Economically Disadvantaged students on the Math and Reading Fall 2020 NWEA assessment.

Fall 2020 NWEA Data Statements from Secondary School Improvement Team:

No 6th grade math students above the 60th percentile

(6th Math) Mean RIT for MTCPS = 196 Norm RIT for 6th = 214.7 18 point difference

(6th ELA) Mean RIT for each category are close (192-194)

(6th ELA) Fewer than 10 students are at or above norm grade level RIT

(7th ELA) Literary Text-35% of students scored in the average range

(8th Math) 50 students scoring below the 60th percentile (50/57 = 88%)

(8th ELA) Mean RIT in Vocab highest category

9th grade (213) 13 points below the Norm grade level RIT

31 9th grade students below the 60th percentile

MTCPS 10th graders (218) 11 points below the average RIT score (229)

0 MTCPS 10th graders above 80th percentile

29 MTCPS 10th graders below the 60th percentile

11 grade Math - More students at or above average than below average

9/12 students fall into the average or above quartiles (11th grade math)

Literary Text: Language, Craft, Structure appear to be the strongest testing area for students in LA/Reading (11th grade ELA)

11 seniors at or above norm score, 13 in 41 or above percentile, But only 28 tested.

No change in MTCPS mean RIT reading score between 8th and 9th grade

Large change between MTCPS mean RIT reading score between 6th and 7th grade (17 points)

Demographic - Mt. Clemens District

For the 2019-20 school year, the reported four-year Graduation Rate for Mount Clemens High School was 68%.

Over the last three years of four-year Graduation Rate reporting for Mount Clemens High School, there has been almost a three percentage point increase (65.38 - 68.00) .

When the three goals were developed several years back as a part of the District Improvement Plan (DIP) changes in principalships, at each of the buildings, also occurred.

In addition, most of the central office positions changed including the superintendency.

Perception - Mt. Clemens District

Several surveys were sent, by the district, to parents last summer (2020) in an effort to gather their thoughts regarding a return to school (virtual, hybrid, in-person) in the Fall (2020). The district received roughly 18% in parent returned survey responses.

Program Process - Mt. Clemens District

Student attendance, this school year, has been documented in a variety of learning environments such as: remote, hybrid, virtual and, potentially, in-person. As a result, these variations will make it challenging to compare attendance data bases from previous school years.

Initial Initiative Inventory and Analysis:

District Level

All students have been provided a 1 to 1 device in order to access their grade level learning whether it is offered in the following formats: Virtual, Remote, Hybrid or In-Person

The district has transformed into Professional Learning Communities (PLCs) where time is provided for PLCs so they can prioritize standards, unwrap standards to the learning targets and collaborate about instructional routines

The district has embraced the Google platform

Performance Matters is the data collections system for the district

Michigan Department of Human Services offers a program titled: "Pathways to Potential!"

Success Coaches are on campus and provide help with issues such as: school supplies, clothing, attendance barriers, transportation, resources, evictions, food, medical needs, etc.

Students are able to interact with the Career Cruising program that allows students to be exposed to occupational profiles and information on colleges and universities.

Currently, the district is attempting to streamline all aspects of their Multi-Tiered System of Supports (MTSS) system (i.e. referrals, interventions, etc.) so students receive the support they need to be successful.

There is a District Improvement Team and School Improvement Teams that meet regularly throughout the school year and monitor/review both district and school data connected to the various initiatives and programs. These leadership teams focus on creating goals, strategies and activities that promote continuous improvement for all students housed in district buildings.

The district's standards-based aligned scope and sequence curriculum, for all of the core content areas, can be found within Atlas Rubicon. It allows teachers to utilize the program for their teaching and learning lessons.

The secondary level has begun using Collaborative Coaching Routines as a layer of support for classroom teachers. This process, led by the building coach, offers feedback and reflection for the classroom teacher in areas where the teacher is interested in improving their practice.

Academic materials and resources have been purchased by a variety of personnel responsible for general funds and grant purchases over the past several years.

Secondary Level

An instructional coach has been added to the building to support teachers so they can improve their craft and help students learn better

Multimedia screens have been provided in each of the classrooms to enhance learning

The building teachers are collectively administering Visual Thinking Tasks as a part of classroom lessons to support students in their learning.

Students are exposed to virtual tours of colleges at various times during their high school years.

If students are found to be behind in their class credits, they are afforded opportunities to catch-up through an on-line credit recovery program that can put them back on course so they are able to graduate on-time.

The secondary grades utilize Illustrative Math for their curriculum.

Elementary Level

Instructional Math and Literacy coaches have been added to the building to support teachers so they can improve their craft and help students learn better

The media center now offers extended library book checkouts and technology instruction. All of the elementary grades are now using Wonders for their English Language Arts curriculum. This is the first year of implementation. Professional Development has been provided by the company with support from the building coaches.

A Lego Robotics Club is available to students who are interested in participating. STEAM classes offer insight to careers in Science and Technology

Initial Initiative Inventory Summary

Our mission speaks to teaching ALL students so they achieve beyond expectations which is not the result of our data being revealed from our large scale assessments.

The district has bought into Professional Learning Communities and has structured time for teams to meet. However, most of those team meetings have been of a horizontal nature and few with a vertical focus which makes it challenging to develop a tight K-12 guaranteed and viable curriculum.

Of the district or school initiatives/programs implemented, there has been very little monitoring and evaluating of those initiatives/programs to determine effectiveness.

Significant staff Professional Learning has taken place over the past several years, however, there isn't noticeable systemic evidence of initiative implementation of fidelity from those various trainings.

There has been a focused effort to create a district of systems in Mount Clemens, however, most systems implemented tend not to be sustainable.

Despite providing Professional Learning, resources, coaches, materials, technology, support, etc., student performance is far below expectations and is often performing at the lowest category of assessment reporting.

Despite having a district-wide MTSS program in place there is little data to prove that the three tiers (I, II, III) are having a recognizable impact on student achievement.

There have been many district/school resources purchased over the past several years from general funds and grants. There has been some question as to whether the resources purchased have been tightly aligned to the comprehensive needs assessment.

Gap Analysis:

All grade levels tested are performing below normed expectations in Reading and Math for all large scale assessments (SAT, PSAT, M-STEP).

Over 50% of tested students on large scale assessments (SAT, PSAT, M-STEP) are performing at the lowest category reported.

Economically Disadvantaged students outperformed Non-Economically Disadvantaged students on the Math and Reading Fall 2020 NWEA assessment.

On the Fall 2020 NWEA Projected Proficiency Summary Report, 26% of students in grades 5-9 are on track to be successful on the SAT in Reading.

On the Fall 2020 NWEA Projected Proficiency Summary Report, 4% of students in grades 5-9 are on track to be successful on the SAT in Math. Also, 4% of students in grades 5-9 were on track to be successful on the ACT in Math.

Following the 2018-19 school year, 33% of the Mount Clemens High School graduating

seniors enrolled in a university or community college.

From the Fall 2020 SAT testing results, 64% of the students in Evidence-Based Reading and Writing and 92% of the students in Math performed in the lowest reporting category of three--Need to Strengthen Skills.

On Fall 2020 NWEA 0 MTCPS 10th graders above 80th percentile

On Fall 2020 NWEA Literary Text: Language, Craft, Structure appear to be the strongest testing area for students in ELA/Reading (11th grade ELA)

On Fall 2020 NWEA no change in MTCPS mean RIT reading score between 8th and 9th grade

On Fall 2020 NWEA large change between MTCPS mean RIT reading score between 6th and 7th grade (17 points)

There is currently no district-wide consistent Tier I Instructional Model followed by teachers in the classroom.

There is currently no agreed upon classroom mindset followed across the district.

There is no single form for collecting student attendance and can be used for analysis that will determine attendance patterns or trends.

There is not a protocol to follow for developing and implementing Tier 2 and 3 interventions.

For the 2019-20 school year, the reported four-year Graduation Rate for Mount Clemens High School was 68%.

District Data Story Summary:

Data Story Summary h. What do you know?

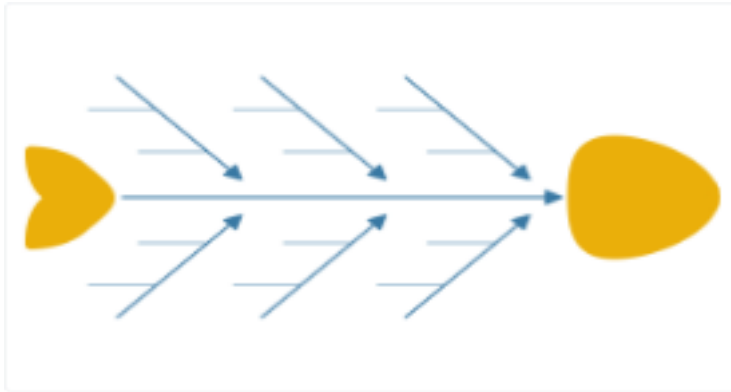
The district's overall K-12 Math and Reading proficiency is not meeting expectations or state targets annually. Nor are the expected growth gains being achieved for either subject (Reading, Math) at the grade levels assessed. The majority of our students are far from being on track to be successful on the SAT, regardless of grade level. The district is in the process of establishing a guaranteed and viable curriculum. The curriculum is currently not being implemented with fidelity. Over the last several years, ongoing Professional Learning has taken place covering a range of essential topics, but what has been communicated at those sessions has not entrenched itself, systematically, across the district learning environment. There is a need to strengthen the Multi-Tiered System of Supports (MTSS) process and the various components within the process to better assist students in their academic and behavioral learning. All of the Mount Clemens administrative staff are relatively new to their building or central office positions. Parents are interested in engaging in their child's learning, but are not sure how, during the pandemic, that can be best accomplished.

Problem of Practice

The loss of families to the district after students experience a transition years..

Analysis:

Root Cause



Summary of Fishbone discovery:

What is our root cause?

Lack of guaranteed and viable curriculum - content, instructional focus and training updated resources

Lack of systems

Supporting Documents

| Document Name | Document Summary | Upload Date |
|-------------------------------|---|-------------|
| Fishbones Three Groups slides | Fishbone results from our District School Improvement teams | 07/26/2021 |

Challenge Statement:

If we utilize the systems the district has already invested in and we make them available to everyone, then our students and staff will have the supports needed to achieve fidelity and accountability, then teachers will have a viable curriculum, instructional focus and updated resources. In addition, we will achieve consistent student proficiency performance at all grade levels

Strategies:

(1/5): **Teacher Collaborative Routines**

Owner: David Lavender

Start Date: 07/27/2021

Due Date: 06/30/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings

- Seminole Academy

Total Budget: \$10,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- Presentations

Audience

- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| Strategy Implementation Guide district wide training | David Lavender | 07/27/2021 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Monitor Critical Components of TCR/PLCs | David Lavender | 07/27/2021 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |

(2/5): MTSS Framework (General)

Owner: David Lavender

Start Date: 10/12/2021

Due Date: 06/30/2025

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

- Seminole Academy

Total Budget: \$152,100.00

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

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • Presentations • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| MTSS Coordinator and coaches will develop Tier I interventions with classroom teachers | David Lavender | 10/12/2021 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Resource Allocation Review | David Lavender | 10/12/2021 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |

(3/5): Math Recovery

Owner: Monique Beels

Start Date: 10/12/2021

Due Date: 06/30/2025

Summary: US Math Recovery Council® professional learning courses increase teachers’ knowledge and understanding of how children think about and learn mathematics. This empowers teachers to use dynamic diagnostic assessments and make data-driven instructional decisions using any mathematics curriculum. Teachers spend 24 hours spread over multiple sessions to complete each AVMR course.

Buildings

- Seminole Academy

Total Budget: \$130,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Math Coach for K-5 teachers | David Lavender | 10/12/2021 | 06/30/2025 | ONTARGET |
| Activity Buildings: <ul style="list-style-type: none"> • Seminole Academy | | | | |

(4/5): Competency: Instruction - High-Quality Classroom Instruction

Owner: David Lavender

Start Date: 06/27/2023

Due Date: 06/30/2025

Summary: Define and adopt a rigorous standard of high quality instruction that is implemented by all teaching staff.

Buildings

- Seminole Academy

Total Budget: \$50,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Social Media

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| Kagan Training with job embedded coaching | David Lavender | 06/27/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Assessment/Curriculum Audit for all content areas | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |

(5/5): Sheltered Instruction Observation Protocol (SIOP)

Owner: David Lavender

Start Date: 06/27/2023

Due Date: 06/30/2025

Summary: The media resources were developed by a partnership involving the Success for All Foundation and world class children’s television producers Sesame Workshop and Sirius Thinking. The games and activities are fun and engaging as well as effective. In a 2017 Johns Hopkins University study, students in Lightning Squad doubled student’s rate of growth in reading compared to similar students who did not receive tutoring.

Buildings

- Seminole Academy

Total Budget: \$10,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|---|--|
| Method | Audience |
| <ul style="list-style-type: none"> • District Website Update | <ul style="list-style-type: none"> • Educators • Staff • School Board |

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|----------------------------|----------------|------------|------------|----------|
| SIOP Training for district | David Lavender | 06/27/2023 | 06/30/2025 | ONTARGET |

Activity Buildings:

- Seminole Academy

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

| Measure | Owner | Due Date | Status |
|---|-------|------------|----------|
| By June 30, 2024, we will select, develop, and partially implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool | | 06/30/2024 | ONTARGET |

| Measure | Owner | Due Date | Status |
|--|-------|------------|----------|
| consistent with Implementation Science. for Systems Goal Assess Needs Document | | | |
| By June 30, 2024, we will select, develop, and partially implement a walkthrough protocol in order to increase teacher efficacy, student achievement, and the graduation rate, as measured by a tool consistent with Implementation Science. for Systems Goal Assess Needs Document | | 06/30/2024 | ONTARGET |
| By June 30, 2024, we will select, develop, and partially implement an implementation rubric in order to measure our data based decision making process meeting at least three (3) times per year (as measured by our team meeting agendas and notes). for Systems Goal Assess Needs Document | | 06/30/2024 | ONTARGET |

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Teacher Collaborative Routines Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| Strategy Implementation Guide district wide training | David Lavender | 07/27/2021 | 06/30/2025 | ONTARGET |
| Monitor Critical Components of TCR/PLCs | David Lavender | 07/27/2021 | 06/30/2025 | ONTARGET |

MTSS Framework (General) Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| MTSS Coordinator and coaches will develop Tier I interventions with classroom teachers | David Lavender | 10/12/2021 | 06/30/2025 | ONTARGET |
| Resource Allocation Review | David Lavender | 10/12/2021 | 06/30/2025 | ONTARGET |

Math Recovery Activities

| Activity | Owner | Start Date | Due Date | Status |
|-----------------------------|----------------|------------|------------|----------|
| Math Coach for K-5 teachers | David Lavender | 10/12/2021 | 06/30/2025 | ONTARGET |

Competency: Instruction - High-Quality Classroom Instruction Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Kagan Training with job embedded coaching | David Lavender | 06/27/2023 | 06/30/2025 | ONTARGET |
| Assessment/Curriculum Audit for all content areas | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |

Sheltered Instruction Observation Protocol (SIOP) Activities

| Activity | Owner | Start Date | Due Date | Status |
|----------------------------|----------------|------------|------------|----------|
| SIOP Training for district | David Lavender | 06/27/2023 | 06/30/2025 | ONTARGET |

Monitoring Notes

Monitoring Notes: Competency: Instruction - High-Quality Classroom Instruction

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: Math Recovery

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?

| Date | Note | Author |
|------------|---|---------------|
| 01/25/2022 | MTSS coordinators and coaches are in place at each school in the district. They monitor student progress through achievement data (NWEA, DRA, formative assessments, end of unit assessments), attendance and behavior referrals. These meetings create a plan for each student who is at risk of failure. The plans (evidence) are stored in the MTSS office and each classroom teacher's records. | Monique Beels |

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

What is the evidence?

| Date | Note | Author |
|------------|--|---------------|
| 01/26/2022 | Who is our intended population and are we reaching our intended populations? How do we know? | Monique Beels |

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

| Date | Note | Author |
|------------|---|---------------|
| 01/26/2022 | What is the impact of the MTSS process? What data, evidence or artifacts do we have? | Monique Beels |

Monitoring Notes: Sheltered Instruction Observation Protocol (SIOP)

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: Teacher Collaborative Routines

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

| Date | Note | Author |
|------------|--|---------------|
| 01/26/2022 | <p>Ongoing - unwrapping standards are happening in real time. Standards that are literally coming up next week are being addressed.</p> <p>Evidence - notes from PLC work into the folder - google folder in MC drive?</p> <p>Learning targets are posted and used during instruction - PreK-12, across grade levels and across abilities (special education staff as well)</p> | Monique Beels |
| 01/25/2022 | <p>We have a google folder where agenda's, norms and instructional units are placed by teachers to document the progress of the PLC process. We monitor the fidelity of the PLC process after each PLC late start by school administrators, and then by DTN team every week. DTN team and administrators who come to the meetings could bring a form to the meetings and document.</p> | Monique Beels |

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

| Date | Note | Author |
|------------|---|---------------|
| 01/25/2022 | <p>Intended population is our teaching staff. They have been trained on the critical components of a PLC. A strategy implementation guide has been created and presented to staff. Teachers had an opportunity to give feedback on the implementation guide. There is a collective commitment to the PLC process. As evidenced by the CBA for the MCEA for the years 2020-2023.</p> | Monique Beels |

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

| Date | Note | Author |
|------------|---|---------------|
| 01/26/2022 | Shared drive folder with templates, data files, PD at the beginning of the year Data digs coaches in meetings to provide support for each team common assessments Guaranteed time for PLC work at each school Progress: a. a lot of progress - we are strong until we get to the "What now" part- this is where we need to grow b. Need to get to the evaluate and monitor part of the work c. beginning the implementation of the strategies - need to move forward with monitoring and evaluation | Monique Beels |

Evaluation Status:

Evaluate Goal: End Target Measures

| Measure | Due Date | Status |
|---|------------|----------|
| By June 30, 2025, we will implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with Implementation Science. for Systems Goal Assess Needs Document | 06/30/2025 | ONTARGET |
| By June 30, 2025, we will implement a walkthrough tool in order to increase teacher efficacy, student achievement, and the graduation rate, as measured by a tool consistent with Implementation Science. | 06/30/2025 | ONTARGET |

| Measure | Due Date | Status |
|--|------------|----------|
| for Systems Goal Assess Needs Document | | |
| By June 30, 2025, we will implement a data based decision making rubric in order to measure our data based decision making process meeting at least six (6) times per year (as measured by our team meeting agendas and notes). for Systems Goal Assess Needs Document | 06/30/2025 | 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

Improve ELA Proficiency

Status: ACTIVE

Statement: The percentage of full academic year students on track to meet or exceed the ELA grade level proficiency will increase by 1.0% as measured on the ELA 2023-24 state assessment as compared to 2021-22 school year. The district will implement a curriculum/instruction/assessment system in READING to include target outcomes, models of tiered instruction, and aligned assessments to increase the proficiency of students.

Created Date: 05/01/2023

Target Completion Date: 06/30/2025

Data Set Name: Improve reading achievement

| Name | Data Source |
|--|--------------|
| 2021-22 Mt Clemens CSI_ATS | MiSchoolData |
| 2021-2022 Mt Clemens CSI_ATS packet 2 | MiSchoolData |

Data Story Name: Improve reading achievement

Initial Data Analysis: The participation rate was below 95% at MTCPS Middle and High School in Math but not in ELA. Attendance at all three buildings is well below (at least 60% points) the state target. The data says that the % proficient is well below the state targets. Seminole is not identified. Middle School is identified as ATS as a result of a low performing sub group. High School is identified as CSI as a result of graduation rate. Even without proration we are not near the state proficiency target at all levels. Seminole not identified - 12% were proficient in ELA and 7% in Math. Lowest % of students proficient: ELA: Seminole, Middle School, High School Math: Middle School, Seminole, High School Growth in Math at the middle school is low - just 3 - 5% Students with disabilities at MS out perform (Black, Economically Disadvantaged, English Learners, White) subgroups Middle School - 14.29% of all students are proficient in ELA (60% is target) Middle School - 6.8% of all students are proficient in Math (47.55% is target) Middle School - Black or African American & Economically Disadvantaged & Student with disabilities students did not meet the 95% participation rate. Hispanic, White, & English Learners met the participation rate Only 10 students are NOT economically disadvantaged 94% of MS students are economically disadvantaged 23% of MS students of our students are students with disabilities English Learners and Hispanic students are highest achieving and best on track attendance sheet at MS - and closest to state target HS - 12 white students. ELA - less than 95% tested Math - met testing participation HS - 28.57% of students proficient in ELA HS - 27.27% of students proficient in Math Black and Economically Disadvantaged students did not meet testing participation rate in ELA or Math

ELA: Students at Seminole (Elementary) are at 12% proficiency; the Middle School at 14.29% proficient; the High School at 28.57% proficient and the state target is 60%. At the Middle School the growth rate is 22.48% when the state target is 57.92%. At the High School the growth rate is 19.35% when the state target is 57.92%.

Initial Initiative Inventory and Analysis: Name of Initiative

Implications

Wonders Research based Second year of implementation Gap: Not all staff have training and there is not ongoing professional learning around Wonders and Wonders implementation. (Educator and Leadership capacity) PLCs Dedicated time approximately 2 Wednesdays a month Strategy Implementation Guide Literacy Block Seminole: Secondary: LTRS Seminole staff is participating Literacy Essentials Seminole staff is participating Gap: haven't had training around 6-12 literacy essentials Orton Gillingham Seminole staff is participating DRA-Developmental Reading Assessment DRA is administered at grades K-5 Reading Coach Reading coach is at Seminole. Elizabeth Ropp 2 Middle school & 2 high school classes Uses AARIThis is a tier 3 intervention AARI-Adolescent Accelerated Reading Initiative This is a tier 3 intervention IXL Secondary: Doing IXL in advisory Tier 2 intervention Behavior Coach ELA Do we have a guaranteed and viable curriculum? Do our teachers know what our students need to know and be able to as readers at each grade level? Moreso, once that is identified do they have the resources to be able to accomplish this (including the learning)? We have an identified curriculum resource at elementary. We are not sure on the curriculum resources being used at 6-12. A curriculum audit may be necessary to identify what resources are being used or not used. Teachers at both Seminole have not had consistent and/or ongoing training around the curriculum resource and how to teach reading. Secondary does not have a consistent identified resource for Tier 1 instruction. In summary, we appear to be doing more around literacy instruction and support at elementary than we are at secondary to support Tier 1 instruction in addition to Tier 2 and Tier 3.

Gap Analysis: Current State: Our students score well below state proficiency requirements.

Seminole: 11.96%

MS: 14.29%

HS: 28.57%

Desired State: To meet or exceed the state target for proficiency (60%).

Currently our students, K-12 score well below state proficiency requirements. Our desired state is to meet or exceed state targets for proficiency (60%). We have identified gaps in ELA instruction, assessment, resources, and support in grades K-12. In addition to no evidence of a guaranteed and viable curriculum for ELA along with no instructional framework.

District Data Story Summary: Strengths:

Curriculum resource for K-5: Wonders

DRA is administered K-5 (2-3 times per year depending on grade level)

We have teachers at K-5 participating in 3 research based literacy trainings (LTRS, Orton

Gillingham, Literacy Essentials).

We have IXL at a Tier 2 intervention for K-12.

We have a reading coach at Seminole.

We have a literacy interventionist position at Seminole.

MTSS coach & protocol

Instructional coaches (1 at Seminole, 1 at Secondary)

PLCs - dedicated time (late start)

Data protocol (3 times a year) used in PLCs, School Improvement, Staff meetings at Secondary.

District has identified 5 look fors: student centered instruction, bell to bell instruction, academic language/vocabulary,

Established evaluation process - focuses on teaching and learning

Weaknesses:

Staff turnover was high in 2021-2022. Many new staff have joined the district and we have not provided consistent onboarding, K-12.

Lack of clarity around actual instructional practices in classrooms.

Lack of clarity around MTSS protocol and implementation.

Staff understanding and implementation of the MTSS process.

Lack of professional learning opportunities (days dedicated)

Implementation of PLCs varies for each PLC. (Exploration, Implementation)

Monitoring

Opportunities:

Curriculum audit at secondary level

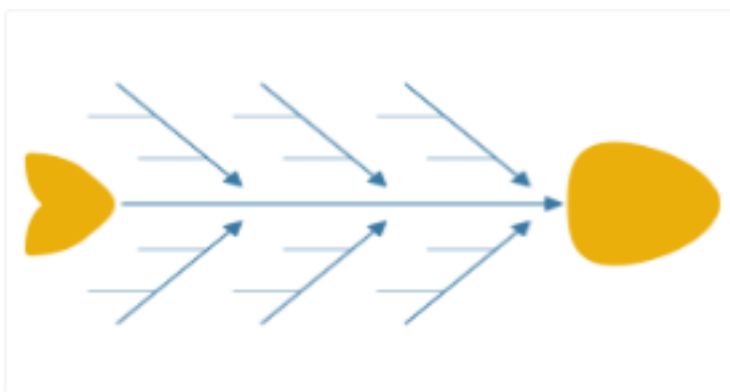
Professional learning (job embedded and otherwise)

Communication (clear, consistent)

Common understandings around instructional expectations (district wide)

Analysis:

Root Cause



Summary of Fishbone discovery:

Fishbone process was done between January and March 2023 with DTN and DIT including admins and teachers. ELA Gap Statement: Currently our students, K-12 score well below state proficiency requirements. Our desired state is to meet or exceed state targets for proficiency (60%). We have identified gaps in ELA instruction, assessment, resources, and

support in grades K-12. In addition to no evidence of a guaranteed and viable curriculum for ELA along with no instructional framework Currently, our students K-12 score well below state proficiency requirements. Our desired state is to meet or exceed state targets for proficiency (60%).

Supporting Documents

| Document Name | Document Summary | Upload Date |
|---------------|---|-------------|
| ELA Fishbone | ELA Fishbone 1-26-23 Root Cause w/DIT March 23 | 05/01/2023 |

Challenge Statement: If we implement an instructional system where all students experience a GVC then our teachers will implement high quality instructional practices so that higher levels of student achievement will result.

Strategies:

(1/2): **Teacher Collaborative Routines**

Owner: David Lavender

Start Date: 05/01/2023

Due Date: 06/30/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings

- Seminole Academy

Total Budget: \$1,000.00

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

Communication:

Method

- Other
- School Board Meeting
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| TCR/PLC monitoring on Golden Standard Criteria in the SIG | David Lavender | 05/01/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| TCR/PLC feedback and monitoring with DIT and DTN | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Vertical PLCs to ensure grade level skills are being taught and mastered | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Prioritize standards at each grade level | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> Seminole Academy | | | | |
| Unwrap standards to target level | David Lavender | 09/05/2023 | 06/30/2024 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> Seminole Academy | | | | |
| Curriculum audit to align resources to standards and create a scope and sequence for instruction | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> Seminole Academy | | | | |

(2/2): 23g Tutoring

Owner: Monique Beels

Start Date: 10/26/2023

Due Date: 06/30/2025

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

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

Buildings

- Seminole Academy

Total Budget: \$114,094.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| Reading Interventionist | David Lavender | 10/26/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Small group instruction | David Lavender | 10/26/2023 | 06/29/2024 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Pilot Literacy Program in partnership with Mt Clemens Library | David Lavender | 03/05/2024 | 06/29/2025 | UPCOMING |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

| Measure | Owner | Due Date | Status |
|---|-------|------------|----------|
| The percentage of full academic year students who will meet or exceed their NWEA Reading growth projection in 2023-24 will increase by 30% as compared to the 2021-22 school year. for 2021-22 Mt Clemens CSI_ATS | | 06/29/2024 | ONTARGET |
| The percentage of full academic year students on track to graduate in spring 2024 will increase by 2% as compared to those who were on-track in spring 2022. for 2021-22 Mt Clemens CSI_ATS | | 06/29/2024 | ONTARGET |
| The percentage of full academic year students on track to meet or exceed the ELA grade level proficiency will increase by 1.0% as measured on the ELA 2024-25 state assessment as compared to 2021-22 school year. for 2021-22 Mt Clemens CSI_ATS | | 06/29/2024 | ONTARGET |
| Increase by 1% for 2021-22 Mt Clemens CSI_ATS | | 06/29/2024 | ONTARGET |

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Teacher Collaborative Routines Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| TCR/PLC monitoring on Golden Standard Criteria in the SIG | David Lavender | 05/01/2023 | 06/30/2025 | ONTARGET |
| TCR/PLC feedback and | David | 09/05/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| monitoring with DIT and DTN | Lavender | | | |
| Vertical PLCs to ensure grade level skills are being taught and mastered | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Prioritize standards at each grade level | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Unwrap standards to target level | David Lavender | 09/05/2023 | 06/30/2024 | ONTARGET |
| Curriculum audit to align resources to standards and create a scope and sequence for instruction | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |

23g Tutoring Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Reading Interventionist | David Lavender | 10/26/2023 | 06/30/2025 | ONTARGET |
| Small group instruction | David Lavender | 10/26/2023 | 06/29/2024 | ONTARGET |
| Pilot Literacy Program in partnership with Mt Clemens Library | David Lavender | 03/05/2024 | 06/29/2025 | UPCOMING |

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

| Date | Note | Author |
|------------|---|-------------------|
| 02/15/2024 | <p>23g Mi Kids on Track</p> <p>2-15-2024: We are in the implementation stage of the 23g grant. The district will post a Reading Interventionist position by March 1st, 2024.</p> <p>EDU- hourly position - 60 weeks 1/25/24 thru 6/30/25 - up to 17 hours per week/\$50 per hour EDU position.</p> <p>Pilot Literacy Program in partnership with Mt Clemens Library for grades 3-5 students at risk of failure. Teachers will identify 2 students per</p> | Theresa Hasenauer |

| Date | Note | Author |
|------|---|--------|
| | class for intensive intervention and instruction. 3 sessions - 2nd Semester 2024, 1st Semester 2024, 2nd Semester 2025- Mon-Thurs from 4:00 to 6:00 for 10 weeks. - Transportation - from school to library and library home (RT) \$450 per day x 4 days a week/10 weeks = 40 RT = \$18,000 per session. | |

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: Teacher Collaborative Routines

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 |
|--|------------|----------|
| The percentage of full academic year students on track to meet or exceed the ELA grade level proficiency will increase by 3.0% as measured on the ELA 2024-25 state assessment as compared to 2021-22 school year. for 2021-2022 Mt Clemens CSI_ATS packet 2 | 06/30/2025 | ONTARGET |

| Measure | Due Date | Status |
|---|------------|----------|
| The percentage of full academic year students who will meet or exceed their NWEA Reading growth projection in 2024-25 will increase by 45% as compared to the 2021-22 school year. for 2021-22 Mt Clemens CSI_ATS | 06/30/2025 | ONTARGET |
| The percentage of full academic year students on track to graduate in spring 2025 will increase by 6% as compared to those who were on-track in spring 2022 for 2021-22 Mt Clemens CSI_ATS | 06/30/2025 | ONTARGET |
| Increase by 3% for 2021-22 Mt Clemens CSI_ATS | 06/30/2025 | 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

Increase Math Proficiency

Status: ACTIVE

Statement: Our students will increase in proficiency by 3% in Math as measured by the state assessment

Created Date: 05/01/2023

Target Completion Date: 06/30/2025

Data Set Name: Improve Math

| Name | Data Source |
|---------------------------------|--------------|
| 2021-2022 Mt Clemens CSI_ATS | MiSchoolData |

Data Story Name: Improve Math Proficiency

Initial Data Analysis: The participation rate was below 95% at MTCPS Middle and High School in Math but not in ELA. Attendance at all three buildings is well below (at least 60% points) the state target. The data says that the % proficient is well below the state targets. Seminole is not identified. Middle School is identified as ATS as a result of a low performing sub group. High School is identified as CSI as a result of graduation rate. Even without proration we are not near the state proficiency target at all levels. Seminole not identified - 12% were proficient in ELA and 7% in Math. Lowest % of students proficient: ELA: Seminole, Middle School, High School Math: Middle School, Seminole, High School Growth in Math at the middle school is low - just 3 - 5% Students with disabilities at MS out perform (Black, Economically Disadvantaged, English Learners, White) subgroups Middle School - 14.29% of all students are proficient in ELA (60% is target) Middle School - 6.8% of all students are proficient in Math (47.55% is target) Middle School - Black or African American & Economically Disadvantaged & Student with disabilities students did not meet the 95% participation rate. Hispanic, White, & English Learners met the participation rate Only 10 students are NOT economically disadvantaged 94% of MS students are economically disadvantaged 23% of MS students of our students are students with disabilities English Learners and Hispanic students are highest achieving and best on track attendance sheet at MS - and closest to state target HS - 12 white students. ELA - less than 95% tested Math - met testing participation HS - 28.57% of students proficient in ELA HS - 27.27% of students proficient in Math Black and Economically Disadvantaged students did not meet testing participation rate in ELA or Math

Students at Seminole (elementary) are at 7% proficiency; the Middle School at 6.8% proficiency; and High School at 19.35% proficiency the state target is 47.55. At the Middle School the growth rate is 4.65%; High School growth rate is 3.03% and the state target is 50.7%.

Initial Initiative Inventory and Analysis: Bridges

Curriculum Resource Research based

3 years of implementation

Gap: Not all staff have had training in the implementation of this curriculum resource.

(Educator and Leadership capacity) Illustrative
 Math Middle School Math
 Recovery

IXL Secondary in Advisory

Tier 2 intervention Behavior

Coach Seminole

Instructional Coach Secondary PLCs Dedicated time approximately 2 Wednesdays a month

Strategy Implementation Guide

MTSS Coach # of teachers trained at Seminole

Seminole & Secondary

Do we have a guaranteed and viable curriculum? Do our teachers know what our students need to know and be able to do as readers at each grade level? More so, once that is identified do they have the resources to be able to accomplish this (including the learning)?

We have an identified curriculum resource at elementary.

We are not sure on the curriculum resources being used at 6-12. A curriculum audit may be necessary to identify what resources are being used or not used.

Teachers at both Seminole have not had consistent and/or ongoing training around the curriculum resource and how to teach reading.

Secondary does not have a consistent identified resource for Tier 1 instruction.

In summary, we appear to be doing more around literacy instruction and support at elementary than we are at secondary to support Tier 1 instruction in addition to Tier 2 and Tier 3.

Gap Analysis: Math Current State: Our students score well below state proficiency requirements.

Seminole: 7.07%

MS: 6.8%

HS: 27.27%

Desired State: To meet or exceed the state target to meet or exceed the state target for proficiency (47.55%).

Currently our students, K-12 score well below state proficiency requirements. Our desired state is to meet or exceed state targets for proficiency (60%). We have identified gaps in Math instruction, assessment, resources, and support in grades K-12. In addition to no evidence of a guaranteed and viable curriculum for Math along with no instructional framework.

District Data Story Summary: Strengths:

Curriculum resource for K-5: Bridges

We have IXL at a Tier 2 intervention for K-12.

MTSS coach & protocol

Instructional coaches (1 at Seminole, 1 at Secondary)

PLCs - dedicated time (late start)

Data protocol (3 times a year) used in PLCs, School Improvement, Staff meetings at Secondary. District has identified 5 look fors: student centered instruction, bell to bell instruction, academic language/vocabulary,

Established evaluation process - focuses on teaching and learning

Weaknesses:

Staff turnover was high in 2021-2022. Many new staff have joined the district and we have not provided consistent onboarding, K-12.

Lack of clarity around actual instructional practices in classrooms.

Lack of clarity around MTSS protocol and implementation.

Staff understanding and implementation of the MTSS process.

Lack of professional learning opportunities (days dedicated)

Implementation of PLCs varies for each PLC. (Exploration, Implementation)

Monitoring

Opportunities:

Curriculum audit at secondary level

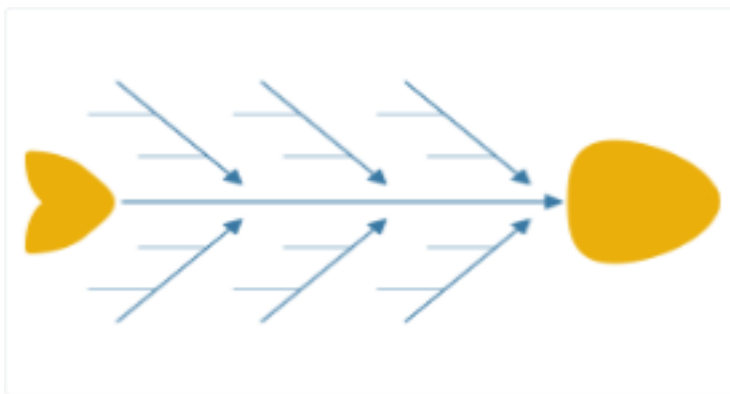
Professional learning (job embedded and otherwise)

Communication (clear, consistent)

Common understandings around instructional expectations (district wide)

Analysis:

Root Cause



Summary of Fishbone discovery:

Mathematics Gap Statement

Currently our students, K-12 score well below state proficiency requirements. Our desired state is to meet or exceed state targets for proficiency (47.55%). We have identified gaps in Math instruction, assessment, resources, and support in grades K-12. In addition to no evidence of a guaranteed and viable curriculum for Math along with no instructional framework.

Supporting Documents

| Document Name | Document Summary | Upload Date |
|---------------|------------------|-------------|
| Fishbone Math | | 05/01/2023 |

Challenge Statement: If we implement an instructional system where all students experience a GVC then our teachers will implement high quality instructional practices so that higher levels of student achievement will result.

Strategies:

(1/1): Teacher Collaborative Routines

Owner: David Lavender

Start Date: 05/01/2023

Due Date: 06/30/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings

- Seminole Academy

Total Budget: \$1,000.00

- 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
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| TCR/PLC feedback and monitoring with DIT and DTN | David Lavender | 05/01/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Prioritize Standards at each grade level | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Unwrap standards to target level | David Lavender | 09/05/2023 | 06/30/2024 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| Curriculum audit to align resources with standards/ create scope and sequence | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |

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

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

| Measure | Owner | Due Date | Status |
|---|-------|------------|----------|
| The percentage of full academic year students on track to meet or exceed the ELA grade level proficiency will increase by 1.0% as measured on the ELA 2023-24 state assessment as compared to 2021-22 school year. for 2021-2022 Mt Clemens CSI_ATS | | 06/28/2024 | ONTARGET |
| Increase by 1% for 2021-2022 Mt Clemens CSI_ATS | | 06/28/2024 | ONTARGET |
| The percentage of full academic year students who will meet or exceed their NWEA Mathematics growth projection in 2023-24 will increase by 30% as compared to the 2021-22 school year. for 2021-2022 Mt Clemens CSI_ATS | | 06/29/2024 | ONTARGET |

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Teacher Collaborative Routines Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| TCR/PLC feedback and monitoring with DIT and DTN | David Lavender | 05/01/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Prioritize Standards at each grade level | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Unwrap standards to target level | David Lavender | 09/05/2023 | 06/30/2024 | ONTARGET |
| Curriculum audit to align resources with standards/ create scope and sequence | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |

Monitoring Notes

Monitoring Notes: Teacher Collaborative Routines

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 |
|---|------------|----------|
| The percentage of full academic year students on track to meet or exceed the ELA grade level proficiency will increase by 3.0% as measured on the ELA 2024-25 state assessment as compared to 2021-22 school year. for 2021-2022 Mt Clemens CSI_ATS | 06/30/2025 | ONTARGET |
| The percentage of full academic year students who will meet or exceed their NWEA Mathematics growth projection in 2023-24 will increase by | 06/30/2025 | ONTARGET |

| Measure | Due Date | Status |
|--|------------|----------|
| 45% as compared to the 2021-22 school year. for 2021-2022 Mt Clemens CSI_ATS | | |
| Increase by 3% for 2021-2022 Mt Clemens CSI_ATS | 06/30/2025 | 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

Data Based Decision Making

Status: ACTIVE

Statement: By June 30, 2025, we will implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with Implementation Science.

Created Date: 05/24/2023

Target Completion Date: 06/30/2025

Data Set Name: Data Based Decision Making Process

| Name | Data Source |
|---------------------|---------------------|
| CSI Data Dig Packet | District Determined |

Data Story Name: Data Based Decision Making Process

Initial Data Analysis: The participation rate was below 95% at MTCPS Middle and High School in Math but not in ELA. Attendance at all three buildings is well below (at least 60% points) the state target. The data says that the % proficient is well below the state targets. Seminole is not identified. Middle School is identified as ATS as a result of a low performing sub group. High School is identified as CSI as a result of graduation rate. Even without proration we are not near the state proficiency target at all levels. Seminole not identified - 12% were proficient in ELA and 7% in Math. Lowest % of students proficient: ELA: Seminole, Middle School, High School Math: Middle School, Seminole, High School Growth in Math at the middle school is low - just 3 - 5% Students with disabilities at MS out perform (Black, Economically Disadvantaged, English Learners, White) subgroups Middle School - 14.29% of all students are proficient in ELA (60% is target) Middle School - 6.8% of all students are proficient in Math (47.55% is target) Middle School - Black or African American & Economically Disadvantaged & Student with disabilities students did not meet the 95% participation rate. Hispanic, White, & English Learners met the participation rate Only 10 students are NOT economically disadvantaged 94% of MS students are economically disadvantaged 23% of MS students of our students are students with disabilities English Learners and Hispanic students are highest achieving and best on track attendance sheet at MS - and closest to state target HS - 12 white students. ELA - less than 95% tested Math - met testing participation HS - 28.57% of students proficient in ELA HS - 27.27% of students proficient in Math Black and Economically Disadvantaged students did not meet testing participation rate in ELA or Math

Initial Initiative Inventory and Analysis: Wonders Research based

Second year of implementation

Gap: Not all staff have training and there is not ongoing professional learning around Wonders and Wonders implementation.

(Educator and Leadership capacity) PLCs Dedicated time approximately 2 Wednesdays a month

Strategy Implementation Guide Literacy Block Seminole:

Secondary: LTRSSeminole staff is participating Literacy Essentials Seminole staff is

participating

Gap: haven't had training around 6-12 literacy essentials Orton Gillingham Seminole staff is participating DRA-Developmental Reading Assessment DRA is administered at grades K-5 Reading Coach Reading coach is at Seminole. Elizabeth Ropp 2 Middle school & 2 high school classes

Uses AARI

This is a tier 3 intervention AARI-Adolescent Accelerated Reading Initiative This is a tier 3 intervention

IXL Secondary: Doing IXL in advisory

Tier 2 intervention Behavior Coach

Bridges Curriculum Resource Research based

3 years of implementation

Gap: Not all staff have had training in the implementation of this curriculum resource.

(Educator and Leadership capacity) Illustrative Math Middle School Math Recovery # of teachers trained at Seminole MTSS Coach Seminole & Secondary IXL Secondary in Advisory Tier 2 intervention Behavior Coach Seminole Instructional Coach Secondary PLCs Dedicated time approximately 2 Wednesdays a month

Strategy Implementation Guide

Gap Analysis: ELA

Current State: Our students score well below state proficiency requirements.

Desired State: To meet or exceed the state target for proficiency (60%). Currently our students, K-12 score well below state proficiency requirements. Our desired state is to meet or exceed state targets for proficiency (60%). We have identified gaps in ELA instruction, assessment, resources, and support in grades K-12. In addition to no evidence of a guaranteed and viable curriculum for ELA along with no instructional framework.

Math

Current State: Our students score well below state proficiency requirements. Desired State:

To meet or exceed the state target to meet or exceed the state target for proficiency (47.55%). Currently our students, K-12 score well below state proficiency requirements.

Our desired state is to meet or exceed state targets for proficiency (60%). We have identified gaps in Math instruction, assessment, resources, and support in grades K-12. In addition to no evidence of a guaranteed and viable curriculum for Math along with no instructional framework.

District Data Story Summary: ELA

Strengths:

Curriculum resource for K-5: Wonders

DRA is administered K-5 (2-3 times per year depending on grade level)

We have teachers at K-5 participating in 3 research based literacy trainings (LTRS, Orton Gillingham, Literacy Essentials).

We have IXL at a Tier 2 intervention for K-12.

We have a reading coach at Seminole.

We have a literacy interventionist position at Seminole.

MTSS coach & protocol

Instructional coaches (1 at Seminole, 1 at Secondary)

PLCs - dedicated time (late start)

Data protocol (3 times a year) used in PLCs, School Improvement, Staff meetings at Secondary.

District has identified 5 look fors: student centered instruction, bell to bell instruction, academic language/vocabulary,

Established evaluation process - focuses on teaching and learning

Weaknesses:

Staff turnover was high in 2021-2022. Many new staff have joined the district and we have not provided consistent onboarding, K-12.

Lack of clarity around actual instructional practices in classrooms.

Lack of clarity around MTSS protocol and implementation.

Staff understanding and implementation of the MTSS process.

Lack of professional learning opportunities (days dedicated)

Implementation of PLCs varies for each PLC. (Exploration, Implementation)

Monitoring

Opportunities:

Curriculum audit at secondary level

Professional learning (job embedded and otherwise)

Communication (clear, consistent)

Common understandings around instructional expectations (district wide)

MATH

Strengths:

Curriculum resource for K-5: Bridges

We have IXL at a Tier 2 intervention for K-12.

MTSS coach & protocol

Instructional coaches (1 at Seminole, 1 at Secondary)

PLCs - dedicated time (late start)

Data protocol (3 times a year) used in PLCs, School Improvement, Staff meetings at Secondary.

District has identified 5 look fors: student centered instruction, bell to bell instruction, academic language/vocabulary,

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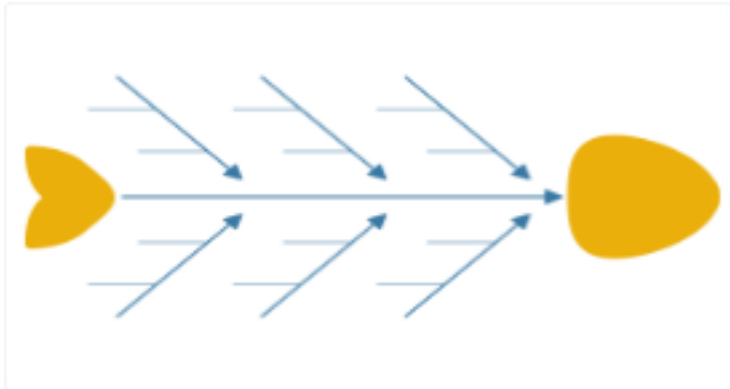
Monitoring

Opportunities:

Curriculum audit at secondary level
 Professional learning (job embedded and otherwise)
 Communication (clear, consistent)
 Common understandings around instructional expectations (district wide)

Analysis:

Root Cause



Summary of Fishbone discovery:

There are no systems or processes in place to ensure a GVC and support student achievement. If we implement a data based decision making system where all students experience a GVC then our teachers will implement high quality instructional practices so that higher levels of student achievement will result.

To address findings of the Resource Allocation Review data, the DIT will select, develop, and partially implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with Implementation Science.

Supporting Documents

| Document Name | Document Summary | Upload Date |
|--|--|-------------|
| Data Based Decision Making Fishbone/ Root cause | Fishbone root cause analysis for DBDM | 05/24/2023 |

Challenge Statement: If we implement a data based decision making system where all students experience a GVC then our teachers will implement high quality instructional practices so that higher levels of student achievement will result.

Strategies:

(1/2): **Teacher Collaborative Routines**

Owner: David Lavender

Start Date: 06/02/2023

Due Date: 06/30/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings

- Seminole Academy

Total Budget: \$1,000.00

- 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
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| TCR/PLC monitoring on Golden Standard Criteria in the SIG | David Lavender | 06/02/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| TCR/PLC feedback and monitoring with DIT and DTN | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |

(2/2): Collaboration

Owner: David Lavender

Start Date: 06/27/2023

Due Date: 06/30/2025

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

- Seminole Academy

Total Budget: \$1,000.00

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

Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| To address findings of the Resource Allocation Review data, the DIT will select, develop, and partially implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with Implementation Science. | David Lavender | 07/11/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: | | | | |
| <ul style="list-style-type: none"> • Seminole Academy | | | | |
| We will implement a walkthrough tool in order to increase teacher efficacy, student achievement, and the graduation rate, as | David Lavender | 07/11/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| measured by a tool consistent with Implementation Science. | | | | |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> Seminole Academy | | | | |
| We will implement a data based decision making rubric in order to measure our data based decision making process meeting at least six (6) times per year (as measured by our team meeting agendas and notes). | David Lavender | 07/11/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> Seminole Academy | | | | |

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

| Measure | Owner | Due Date | Status |
|---|-------|------------|----------|
| By June 30, 2024, we will select, develop, and partially implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with Implementation Science. for CSI Data Dig Packet | | 06/30/2024 | ONTARGET |
| By June 30, 2024, we will select, develop, and partially implement a walkthrough protocol in order to increase teacher efficacy, student achievement, and the graduation rate, as measured by a tool consistent with Implementation Science. | | 06/30/2024 | ONTARGET |

| Measure | Owner | Due Date | Status |
|---|-------|------------|----------|
| for CSI Data Dig Packet | | | |
| By June 30, 2024, we will select, develop, and partially implement an implementation rubric in order to measure our data based decision making process meeting at least three (3) times per year (as measured by our team meeting agendas and notes). for CSI Data Dig Packet | | 06/30/2024 | ONTARGET |

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Teacher Collaborative Routines Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| TCR/PLC monitoring on Golden Standard Criteria in the SIG | David Lavender | 06/02/2023 | 06/30/2025 | ONTARGET |
| TCR/PLC feedback and monitoring with DIT and DTN | David Lavender | 09/05/2023 | 06/30/2025 | ONTARGET |

Collaboration Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| To address findings of the Resource Allocation Review data, the DIT will select, develop, and partially implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with | David Lavender | 07/11/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Implementation Science. | | | | |
| We will implement a walkthrough tool in order to increase teacher efficacy, student achievement, and the graduation rate, as measured by a tool consistent with Implementation Science. | David Lavender | 07/11/2023 | 06/30/2025 | ONTARGET |
| We will implement a data based decision making rubric in order to measure our data based decision making process meeting at least six (6) times per year (as measured by our team meeting agendas and notes). | David Lavender | 07/11/2023 | 06/30/2025 | 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

Monitoring Notes: Teacher Collaborative Routines

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 |
|---|------------|----------|
| By June 30, 2025, we will implement a data based decision making process in order to increase student achievement and the graduation rate, as measured by a tool consistent with Implementation Science. for CSI Data Dig Packet | 06/30/2025 | ONTARGET |
| By June 30, 2025, we will implement a walkthrough tool in order to increase teacher efficacy, student achievement, and the graduation rate, as measured by a tool consistent with Implementation Science. for CSI Data Dig Packet | 06/30/2025 | ONTARGET |
| By June 30, 2025, we will implement a data based decision making rubric in order to measure our data based decision making process meeting at least six (6) times per year (as measured by our team meeting agendas and notes). for CSI Data Dig Packet | 06/30/2025 | 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