

MICIP Portfolio Report

Faxon Academy

Goals Included

Active

- Local - Math Proficiency
 - Local - Reading Proficiency
 - MTSS - Whole Child
 - State - Math Proficiency
 - State - Reading Proficiency
 - Student Attendance
 - Talent Management
 - Talent Management (Leadership)
-

Buildings Included

Open-Active

- Faxon Academy
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Faxon Academy

State - Reading Proficiency

Status: ACTIVE

Statement: Students in 3-7 grade reading proficiency based on MSTEP will increase from 5.2% to 8.2% by 2025.

Created Date: 06/21/2021

Target Completion Date: 06/30/2025

Data Story Name: State - Reading Proficiency

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction. We lack on consistent structure for our Tier 1 instruction. We lack structure around our PBIS planning and programming.

District Data Story Summary: Our strengths include an increase in enrollment which allows us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/3): Instruction - Rigorous Classroom Instruction

Owner: Desiree Marion

Start Date: 08/21/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Please refer to the activities under the "Local-Reading Proficiency" goal.	Desiree Marion	08/21/2023	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/3): Curriculum - Rigorous and Aligned with State Standards

Owner: Desiree Marion

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: Develop and maintain a coherent plan for achieving defined learning outcomes that are aligned with the state standards for math and reading.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Please refer to the activities under the "Local-Reading Proficiency" goal.	Desiree Marion	08/21/2023	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/3): 23g Expanded Learning Time

Owner: Erika Beal

Start Date: 11/09/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Please refer to the activities under the "Local-Reading Proficiency" goal.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

State - Math Proficiency

Status: ACTIVE

Statement: Students in grades 3-7, math proficiency based on MSTEP will increase from 6.56% to 9.56%

Created Date: 05/29/2023

Target Completion Date: 06/30/2025

Data Story Name: State - Math Proficiency

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction. We lack on consistent structure for our Tier 1 instruction. We lack structure around our PBIS planning and programming.

District Data Story Summary: Our strengths include an increase in enrollment which allows

us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/3): Instruction - Rigorous Classroom Instruction

Owner: Janel Robinson

Start Date: 08/21/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Please refer to the activities under the "Local-Math Proficiency" goal.	Janel Robinson	08/21/2023	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/3): Curriculum - Rigorous and Aligned with State Standards

Owner: Janel Robinson

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: Develop and maintain a coherent plan for achieving defined learning outcomes that are aligned with the state standards for math and reading.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Please refer to the activities under the "Local-Math Proficiency" goal.	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: GPS Solutions

Start Date: 11/09/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Please refer to the activities under the "Local-Math Proficiency" goal.	Erika Beal	11/09/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

MTSS - Whole Child

Status: ACTIVE

Statement: By June 2025, Faxon Academy will implement an MTSS process with 90% or greater fidelity across all instructional staff.

Created Date: 06/02/2023

Target Completion Date: 06/30/2025

Data Story Name: MTSS - Whole Child

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction. We lack on consistent structure for our Tier 1 instruction. We lack structure around our PBIS planning and programming.

District Data Story Summary: Our strengths include an increase in enrollment which allows

us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/1): Implementing the MTSS Model with Fidelity

Owner: Tareia Caldwell

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: To ensure the MTSS process is done with fidelity, a review of the blue print will be completed and assisted by a survey to staff to check for understanding of the process, an annual professional development calendar will be created, IST and PLC meeting cycles will be fully implemented with a communication and feedback plan to monitor progress.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create and launch MTSS survey for staff	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop Professional Development calendar	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement meeting cycle for IST/ PLC	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop communication plan	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Share communication plan with stakeholders	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS Coordinator	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data Coach	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Field trips to support real life experiences attached to curriculum content on all tiers (admission and transportation)	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Professional Development - Differentiated Learning, SEL, Small Group Instruction, MTSS Programming, Data Driven Decision Making, Unpacking the Standards, MDE School Improvement Conferences, MDE/MTSS Conference, IIRP Restorative Practice Conference, Climate/Culture, PBIS Leadership Training, Intervention Strategies, Leveled Readers, Assessments (conference fee, trainer fee, substitute cost, milage)	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Instructional Coaching	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Panorama MTSS Platform	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Transportation for Homeless Scholars (i.e. -	GPS Solutions	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Rideshare, bus cards, and gas cards)				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Homeless Scholars Liasion	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School Supplies and Clothing for Homeless Scholars	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
SEL Facilitator	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement a school-wide PBIS systems	Erika Beal	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Resources, Supplies, and Materials to support the K-8 reading and math intervention program	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Reading and Math Instructional Aid	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Reading and Math Intervention Teacher	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
SEL/ PBIS Parent Engagement Workshop Sessions	GPS Solutions	08/12/2024	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
SEL/ PBIS Parent Engagement Workshop resources, materials, and educational giveaways	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Reading and Math Instructional Tutor	Janel Robinson	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Technology-Based ESL Program	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
ESL Support Staff	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Talent Management

Status: ACTIVE

Statement: To increase the percentage of certified teachers at Faxon Academy from 22% to 50% by 2025.

Created Date: 06/02/2023

Target Completion Date: 06/30/2025

Data Story Name: Talent Management

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction. We lack on consistent structure for our Tier 1 instruction. We lack structure around our PBIS planning and programming.

District Data Story Summary: Our strengths include an increase in enrollment which allows

us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/1): Certification Pathway

Owner: Erika Beal

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: Develop and implement internal certification pathways that support teachers in acquiring a Michigan Teaching Certification.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Recruitment Plan	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Retention Plan	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Onboarding Schedule	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Mentoring Program	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Professional Development	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Alternative Pathways	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Teacher Mentors/Support	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement staff recruitment and retention plan	GPS Solutions	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase Billboard	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Student Attendance

Status: ACTIVE

Statement: Decrease the percentage of chronically absent students, as defined by state, from 56% in the 22-23 school year to at most 46% in the 2024 - 2025 school year.

Created Date: 06/02/2023

Target Completion Date: 06/30/2025

Data Story Name: Student Attendance

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction. We lack on consistent structure for our Tier 1 instruction. We lack structure around our PBIS planning and programming.

District Data Story Summary: Our strengths include an increase in enrollment which allows

us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/1): **Monitoring Student Attendance**

Owner: Erika Beal

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: The administrative team will develop an attendance committee that will analyze attendance monthly, develop attendance procedures, and update the current attendance policies.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monthly Data Analysis	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Attendance Committee	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Attendance Procedure	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Update Attendance Policy	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Attendance Liaison for families to closely monitor attendance and research supports for families who have support needs relating to attendance	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Attendance Edulink: For mass text, email and voice communications with parents	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Office Manager receiving training to monitor and	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implement Mi-Star effectively				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent Partnerships through Parent Engagements	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family educational giveaways for attendance celebrations	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement scholar recruitment and retention plan	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PBIS student incentives and celebrations for meeting and/or exceeding attendance	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Local - Math Proficiency

Status: ACTIVE

Statement: By June 2025, Faxon Academy grades 2-7 will have increased its proficiency in math from 3.2% to 6.2% using the projected proficiency summary report.

Created Date: 06/02/2023

Target Completion Date: 06/30/2025

Data Story Name: Local - Math Proficiency

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction.

District Data Story Summary: Our strengths include an increase in enrollment which allows us to recruit and hire more certified and experienced staff. After growing more certified and

experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/3): Curriculum - Rigorous and Aligned with State Standards

Owner: Janel Robinson

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: Develop and maintain a coherent plan for achieving defined learning outcomes that are aligned with the state standards for math and reading.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum Review Cycle	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Resource Pacing and Alignment	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use of math manipulatives, games, and tools for a hands-on learning experiences	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS Coordinator	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Professional Development on curriculum	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
iReady	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Instruction - Rigorous Classroom Instruction

Owner: Janel Robinson

Start Date: 08/21/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching for Teachers	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement technology based math software and programs	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
STREAM based mathematics based after school tutoring program, staffing and resources	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
STREAM based mathematics summer learning programs, staffing and resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Parent Engagement Workshop Sessions	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data Coach	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School Coordinator	GPS Solutions	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
PBIS student incentives celebrations for meeting and/or exceeding math goals	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Before school math skill building program using I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Purchase Laptops and Headphones	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Field Trips than align with math and science common core standards and the global mindset program to support real life experiences for all content tiers (admission and transportation)	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Math parent engagement workshop resources, materials, and educational giveaways	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(3/3): 23g Expanded Learning Time

Owner: Erika Beal

Start Date: 11/09/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement an afterschool STREAM based program for Tier 2 students needing additional support to close their achievement gaps and reach grade-level proficiency by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons. Program will include hands on activities through Mad Scientists and a field trip (including transportation) to the Michigan Science Center to reinforce science and math standards and increase proficiency and enhance experiences. The summer school program will be led by teachers and support staff.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Utilize a reading intervention teacher.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Utilize a math intervention teacher.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Hire teachers and support staff to implement the afterschool STREAM based program for Tier 2 students needing additional support to close their achievement gap and reach grade-level proficiency close achievement gaps by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement an extended day morning academic support hour.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Purchase materials, supplies, and resources to support the afterschool STREAM based program for Tier 2 students.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement a STREAM based summer school	GPS Solutions	11/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>program for Tier 2 students needing additional support to close their achievement gaps and reach grade-level proficiency by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons. Program will include hands on activities through Mad Scientists to reinforce science and math standards and increase proficiency and a field trip (including transportation) to the Henry Ford Museum and Greenfield Village to reinforce reading, math, and science standards and increase proficiency and enhance experiences. The summer school program will be led by teachers and support staff.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Hire staff for the extended day morning academic support hour.</p>	<p>GPS Solutions</p>	<p>11/09/2023</p>	<p>06/30/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Purchase materials and resources to support the extended day morning academic support hour.</p>	<p>GPS Solutions</p>	<p>11/09/2023</p>	<p>06/30/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Activity	Owner	Start Date	Due Date	Status
Hire teachers and support staff to implement the STREAM based summer school program for Tier 2 students needing additional support to close their achievement gap and reach grade-level proficiency close achievement gaps by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials, supplies, and resources to support the STREAM based summer school program for Tier 2 students.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS Coordinator will oversee the implementation of the STREAM summer school program.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a reading intervention tutor.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a math intervention tutor.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Local - Reading Proficiency

Status: ACTIVE

Statement: By June 2025, Faxon Academy grades 2-7 will have increased its proficiency in reading from 7.8% to 10.8% using the projected proficiency summary report.

Created Date: 06/02/2023

Target Completion Date: 06/30/2025

Data Story Name: Local - Reading Proficiency

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack on consistent structure for our Tier 1 instruction.

District Data Story Summary: Our strengths include an increase in enrollment which allows us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our

lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/3): Instruction - Rigorous Classroom Instruction

Owner: Desiree Marion

Start Date: 08/21/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching for Teachers	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Before school reading skill building program using I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Data Coach	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Purchase Laptops and Headphones	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
STREAM based reading summer school learning program, staffing and resources	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
PBIS student incentives and celebrations for meeting and/or exceeding reading goals	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Field trips that align with	GPS	08/12/2024	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
reading and social studies common core standards and the global mindset program to support real life experiences for all content tiers (admission and transportation)	Solutions			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy parent engagement workshop sessions	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
STREAM based reading after school tutoring program, staffing, and resources	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school coordinator	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy parent engagement workshop resources, materials, and educational giveaways	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Curriculum - Rigorous and Aligned with State Standards

Owner: Desiree Marion

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: Develop and maintain a coherent plan for achieving defined learning outcomes that are aligned with the state standards for math and reading.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Use of literacy manipulatives, games, and tools for a hands-on experience	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create diverse classroom libraries (resources and storage)	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Review Cycle	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading/ ELA Pacing	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement technology-based literacy software and programs	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Professional Development on curriculum	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
I-Ready	Desiree Marion	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement HMH Reading (curriculum, resources, and professional development)	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Resource Pacing and Alignment	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Technology based level libraries through the EPIC Program	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Erika Beal

Start Date: 11/09/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement an afterschool STREAM based program for Tier 2 students needing additional support to close their achievement gaps and reach grade-level proficiency by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons. Program will include hands on activities through Mad Scientists and a field trip (including transportation) to the Michigan Science Center to reinforce science and math standards and increase proficiency and enhance experiences. The summer school program will be led by teachers and support staff.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Utilize a reading intervention teacher.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Utilize a math intervention teacher.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Hire teachers and support staff to implement the afterschool STREAM based program for Tier 2 students needing additional support to close their achievement gap and reach grade-level proficiency close achievement gaps by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement an extended day morning academic support hour.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Purchase materials, supplies, and resources to support the afterschool STREAM based program for Tier 2 students.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Hire staff for the extended day morning academic	GPS Solutions	11/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support hour.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Implement a STREAM based summer school program for Tier 2 students needing additional support to close their achievement gaps and reach grade-level proficiency by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons. Program will include hands on activities through Mad Scientists to reinforce science and math standards and increase proficiency and a field trip (including transportation) to the Henry Ford Museum and Greenfield Village to reinforce reading, math, and science standards and increase proficiency and enhance experiences. The summer school program will be led by teachers and support staff.</p>	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources to support the extended day morning academic support hour.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Hire teachers and support staff to implement the STREAM based summer school program for Tier 2 students needing additional support to close their achievement gap and reach grade-level proficiency close achievement gaps by engaging scholars through science, technology, reading, engineering, art, and math activities and lessons.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources to support the STREAM summer school program.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials, supplies, and resources to support the STREAM based summer school program for Tier 2 students.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a reading intervention tutor.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a math intervention tutor.	GPS Solutions	11/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Talent Management (Leadership)

Status: ACTIVE

Statement: To increase the amount of school wide professional development, observations and feedback delivered, to teachers during an academic school year.

Created Date: 06/04/2023

Target Completion Date: 06/30/2025

Data Story Name: Talent Management (LT)

Initial Data Analysis: After analyzing our data for the past four years it has been determined that our demographics have a large impact on our math, ELA, and behavioral data. From 2019 – 2023 there has been a high turnover rate of our staff including leadership, instructional, and support staff. Although, from 2019 – 2023 our scholar enrollment has increased by 70.4%. This increased enrollment, has created inconsistencies in data trend analysis. For our most recent data, we have found that 55.9% of our scholars are chronically absent, which is a direct correlation with our Math, ELA, and Behavioral Data. Between 2018 – 2022, only 37.25% of our scholars met their projected NWEA/MAP benchmark goals for math. Between 2018 – 2022, only 34.5% of our scholars met their projected NWEA/MAP benchmark goals for ELA. There was no 2020 report due to the pandemic. Between winter 2022 and winter 2023, there was a 1% increase in scholars who were proficient in math, while in 2022 there were 2.2% of scholars who were considered advanced in proficiency. In ELA, there was a 4.6% increase in proficiency between winter 2022 and winter 2023. In that same year, there was a 3.5% increase in advanced proficiency for ELA. After receiving two years of SEL and restorative practice training our staff has become more effective with their practices which has decreased our rate of suspension by 80%.

Initial Initiative Inventory and Analysis: Over the past four years, we have been in the beginning stages of implementation with these initiatives. We have developed our understanding of the MTSS process with emphasis on Tier 2 instruction by providing our scholars with pull-out services with the math and ELA academic interventions. Our teaching staff also provides our scholars with small-group instruction to help support the MTSS process in class. We have provided our entire staff with a more consistent, realistic and effective master schedule that benefits our tier 1 instruction. Over the past two years, we have hired two certified teachers with 3 or more years of experience for 4-8 instruction and a paraprofessional for K-3. Our certified teachers, along with leadership provides mentoring and coaching to teaching staff. This includes observation and feedback. Teachers receive continuous SEL and restorative practice training, which allows them to use restorative practices in their classrooms along with SEL strategies. After implementing our PBIS structure there has been a decrease in suspensions. A significant initiative this current school year is providing every scholar with an individual learning plan.

Gap Analysis: We lack the appropriate amount of funding to obtain a rigorous math curriculum for Tier 1 instruction. We lack on consistent structure for our Tier 1 instruction. We lack structure around our PBIS planning and programming.

District Data Story Summary: Our strengths include an increase in enrollment which allows

us to recruit and hire more certified and experienced staff. After growing more certified and experienced teacher our trend in benchmark data for proficiency has increased. Due to our lack of rigorous curriculum our scholars who are considered “on target” needs are going unmet. The MTSS process is designed to support the priority growth target needs. One of the major challenges we face is a lack of structure and support for the MTSS-Behavior. Our scholars who are below the 20 percentile receive tier 2 pull out services with our academic interventionist. The ELA curriculum has multiple components that lack the appropriate training and teacher development to implement with fidelity particular in lower elementary which is shown in their NWEA benchmark data. For funding, we try to use ESSAR funds to supplement salaries, intervention tools, SEL tools, technology, etc. These funds are eventually going to come to an ends, which support our root cause of a lack of funding for recruiting quality teachers and adequate resources. The following opportunities were identified as a result of the needs assessment process. Recruiting and retaining highly qualified staff, improve student attendance, providing on going, intentional job embedded professional learning for staff to increase instructional capacity, Increasing the student experience and engagement in school and improving graduation rates. During the needs assessment process, the ten dimensions of the Resource Equity Diagnostic were considered as part of the data exploration process. As a result of this work, no resource inequities existed, however opportunities for growth were identified through the work and included in the development of the continuous improvement plan in MICIP.

Strategies:

(1/1): Instructional Staff Development

Owner: Erika Beal

Start Date: 08/21/2023

Due Date: 06/30/2025

Summary: To increase the amount of school-wide professional development, observations, and feedback delivered to teachers during an academic school year.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create Professional Development Calendar	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement PLC Meeting Cycles	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement staff observation in all programs	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Retention Bonuses	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Merit Pay for Achievement goals in Reading and Math	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Up to date instructional resources and equipment	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School Improvement Team Members stipends	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
School Improvement Chairperson stipends	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Professional Development: Differentiated Learning, SEL, Small Group Instruction, MTSS Programming, Data Driven Decision Making, Unpacking Standards, Intervention Strategies, MDE School Improvement Conferences, MDE MTSS Conference, IIRP Restorative Practice Conference, Climate/ Culture, PBIS, Leadership Training, leveled readers, assessments (conference fee, trainer fee, substitute costs, mileage)	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Curriculum Coach	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Substitute Teachers to support School Improvement Work	GPS Solutions	08/12/2024	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Coaching for School Leaders	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				