

MICIP Portfolio Report

Detroit Leadership Academy

Goals Included

Active

- 1. Partnership Goal: Literacy Achievement
- 2. Partnership Goal: Literacy Growth (23g // Incre...
- 3. Partnership Goal: Math Achievement
- 4. Partnership Goal: Math Growth
- 5. Partnership Goal: Increase Student Engagement
- 6. Partnership Goal: Create/Implement Engagement P...

Buildings Included

Open-Active

- Detroit Leadership Academy High School
- Detroit Leadership Academy PreK-8

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Detroit Leadership Academy

5. Partnership Goal: Increase Student Engagement

Status: ACTIVE

Statement: The percentage of K-12 students who report a “high level” of school engagement will increase by 20% from 2022-2023 baseline outcomes, as measured by a modified self-assessment from CharacterStrong Social Emotional Learning program.

The K-12 Academy will implement the written School Engagement Plan clearly defined, inclusive of family-based, culture-based, academic-based, and student-wellness based strategies by 2024-2025.

Created Date: 06/30/2021

Target Completion Date: 06/30/2025

Data Set Name: Student Wellness Data

| Name | Data Source |
|--|--------------------|
| Grades 6-8 Student Self Assessment: SEL / CharacterStrong | Google Survey Form |
| Grades 9-12 Student Self Assessment: SEL / CharacterStrong | Google Survey Form |
| SY21-22 Attendance Data: High School | MI School Data |
| SY21-22 Attendance Data: K-8 | MI School Data |

Data Story Name: 5. Partnership Goal: Increase Student Engagement

Initial Data Analysis: N/A

Initial Initiative Inventory and Analysis: N/A

Resource Allocation Review:

Gap Analysis: N/A

District Data Story Summary: N/A

Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective mathematics instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

Strategies:

(1/7): Attendance Agent (Home Visits + Intervention Strategies)

Owner: Casey Paulus

Start Date: 06/30/2021

Due Date: 06/30/2022

Summary:

Buildings: All Active Buildings

Total Budget: \$55,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- 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 |
|---|--------------|------------|------------|----------|
| Define and train Attendance Agent in procedures and tools to utilize in conducting strategic home visits | Casey Paulus | 06/30/2021 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Conduct mid-year evaluation to determine effectiveness of strategy, make necessary revisions to process/tools | Casey Paulus | 06/30/2021 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Review ROI and impact on chronic absenteeism outcomes | Casey Paulus | 07/01/2021 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(2/7): Technology Access and Support

Owner: Casey Paulus

Start Date: 06/30/2021

Due Date: 06/30/2022

Summary: Student and staff computers; document cameras; SMART Board software and maintenance, internet hotspots

Buildings: All Active Buildings

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Create and implement technology check-in/out system and supports for school-year use and family support | Casey Paulus | 07/01/2021 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |

(3/7): Positive Behavioral Intervention and Support (PBIS)

Owner: Casey Paulus

Start Date: 06/29/2022

Due Date: 06/30/2022

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Other Title Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

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 |
|--|--------------|------------|------------|----------|
| Define monthly PBIS (Habits-Based Incentives) focus areas + Kickboard dollars required to earn. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Teach/review with Assistant Principals, Behavior Interventionists, and Teachers how to promote and award incentive points through Kickboard. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Review data monthly to determine % of students | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| by grade level and homeroom earning Habits-based Incentives; identify trends by student, teacher, time, etc. and make plan to address. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Share monthly data with staff and Board. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(4/7): Kickboard

Owner: Casey Paulus

Start Date: 06/29/2022

Due Date: 06/30/2022

Summary: <https://www.kickboardforschools.com/how-it-works/>

Buildings: All Active Buildings

Total Budget: \$10,000.00

- Other Title Funds (Federal Funds)
- General Fund (Other)

Communication:

Method

- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Train/refresh for all users on platform access, use expectations, and roll out to students. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Send home family information about what, why, how of Kickboard and how to access. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Review of Kickboard data weekly in 2:1s with APs, Sr. Director of MHW, and Principals. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Monthly review of data tied to Habits-based Incentives (PBIS). | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Connect Kickboard to Performance Matters via | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |

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

(5/7): Behavior Interventionists

Owner: Casey Paulus

Start Date: 06/29/2022

Due Date: 06/30/2022

Summary:

Buildings: All Active Buildings

Total Budget: \$150,000.00

- Other Title Funds (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Provide practice-based training in use of restorative practices and no-nonsense nurturing to BIs during Summer Summit; on-going coaching and training throughout the school year provided by the Assistant Principals and Sr. Director for MHW. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |

Activity Buildings: All Buildings in Implementation Plan

(6/7): CharacterStrong

Owner: Casey Paulus

Start Date: 06/29/2022

Due Date: 06/30/2022

Summary: CharacterStrong provides research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives.

<https://characterstrong.com/>

Buildings: All Active Buildings

Total Budget: \$5,000.00

- Other Title Funds (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Training in purpose, operationalization, and progress monitoring for all school level leaders during Leadership Launch. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Practice-based training for all teachers during Summer Summit. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Observation, feedback, and coaching around implementation provided to teachers from APs and Sr. Director of MHW throughout year according to planned cadence. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Students complete pre and post-assessment. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| School staff complete perception survey at end of year around implementation and impact. | Casey Paulus | 06/29/2022 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(7/7): SchoolMessenger

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Every parent has different communication preferences. With SchoolMessenger, you can reach parents in the way they want to receive messages. Send school notifications via voice, text, email, social media, web, and push notifications - and do so quickly and easily from our simple interface.

Buildings: All Active Buildings

Total Budget: \$1,250.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 2. Yearly, communicate expectations for use with all staff. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 3. Yearly, engage families to enroll in receiving communications from SchoolMessenger. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 1. Yearly, complete configuration. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 4. Yearly, assess level of use on school and family ends to determine investment worth and communication reach effectiveness. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

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

1. Partnership Goal: Literacy Achievement

Status: ACTIVE

Statement: The percentage of students in grades 3-8 and 11 demonstrating grade-level ELA proficiency will increase by 3% from 2021-2022 baseline outcomes, as measured by the 2024-2025 M-STEP and SAT.

Created Date: 06/29/2022

Target Completion Date: 06/30/2025

Data Set Name: SY21-22 ELA M-STEP / SAT Outcomes

| Name | Data Source |
|---|---------------------|
| Student ELA Assessment: Growth | MI School Data |
| Grades 3-8 ELA Assessments: Proficiency | MI School Data |
| Root Cause Analysis Data Snapshot - Grades 3-8 (Literacy) | District Determined |
| High School ELA Assessments: MI-Access Performance Level | MI School Data |
| Grade 11 ELA Assessment: SAT College Readiness | MI School Data |
| Root Cause Analysis Snapshot - Grades 9-11 (Literacy) | District Determined |

Data Story Name: 1. Partnership Goal: Literacy Achievement

Initial Data Analysis: Students' ELA proficiency is well below the state Index target; the majority of students in grades 3-8 and 11 are not proficient.

Initial Initiative Inventory and Analysis: Core instruction utilized Lavinia Insight Humanities (3-5), Lavinia Middle Grades (6), and Expeditionary Learning (7-11) for 60-100 minutes daily.

- Intellectual preparation and RTTC efforts focused on 4SM, Do Now and Exit Tickets, Focused Instruction, Think/Pair/Share, and Cold Call/Wait Time/No Opt Out
- Implementation of daily Do Nows and Exit Tickets (highly inconsistent implementation)
- Opportunities for use of Edmentum (leveled learning) in ELA for grades K-6; grade K had limited participation

Resource Allocation Review:

Gap Analysis: Interim Assessment data trending higher than Spring outcomes, though interims represent subset of tested grade-level standards at a time. (Noted discrepancy between grade 7 and 8 Math Interim outcomes versus M-STEP outcomes). Exit Ticket data (which should point to mastery of Interim assessment mastery of standards) is inconsistent due to frequency of implementation and alignment of DOK and task type to grade level standard.

District Data Story Summary: Coaching on implementation of aligned Do Now and Exit

Tickets needs to start Day 1 with tracking and analysis of those outcomes taking place regularly and Exit Ticket outcomes at the center of Intellectual Preparation discussions. Additionally, instructional coaching needs to shift to a significant portion of supporting and monitoring implementation of strong content intellectual preparation and delivery with instructional strategies continually leveraged.

Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective mathematics instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

Strategies:

(1/7): CT3

Owner: Casey Paulus

Start Date: 06/29/2022

Due Date: 06/30/2025

Summary: Classroom Management*

Coaches learn how to use our groundbreaking coaching model to transform teachers' use of the No-Nonsense Nurturer approach for classroom culture.

Coaches will learn how to:

Improve the classroom practice of more teachers in significantly less time

Support teachers to establish a classroom culture that fosters high expectations for all students

Uncover and address disempowering mindsets holding teachers back

Motivate teachers to build life-altering relationships with students and their families

Instill a confidence in teachers of their ability to grow their classroom management skills and teaching effectiveness

Pedagogical Strategies*

Our associates will customize training to help coaches provide teachers with Real Time Teacher Coaching to meet specific instructional needs, including improved lesson pacing, increased student engagement, and higher academic rigor.

Coaches will increase their ability to:

Build depth of coaching skills to meet a wide range of teacher needs

Improve teacher use of the high-leverage strategies needed to raise the academic achievement of every student

Generate immediate and observable results that build teacher confidence and motivation

Transform teachers beliefs in their capacity to challenge and motivate students to engage and achieve at high levels

View results: <https://www.ct3education.com/about/our-results/>

Buildings: All Active Buildings

Total Budget: \$15,000.00

- Title I Part A (Federal Funds)

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Conduct mid-year teacher evaluation, capturing evidence of student learning alongside progression within coaching plan. | Casey Paulus | 12/01/2023 | 02/29/2024 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Provide coaches with observations and growth-focused feedback for improved outcomes-based coaching. | Casey Paulus | 09/01/2023 | 06/30/2024 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Ensure all new teachers complete No-Nonsense-Nurturer introductory courses during Base Camp. | Casey Paulus | 07/01/2023 | 08/31/2023 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Create scope/sequence of existing and new strategies for coach training. | Casey Paulus | 07/01/2023 | 08/31/2023 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Coaches create coaching plan for each teacher on caseload with approval from Sr. Director of Academics. | Casey Paulus | 07/01/2023 | 08/31/2023 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Coaches implement coaching cycles and track progress monitoring data in Teacher Coaching Tracker. | Casey Paulus | 09/01/2023 | 06/30/2024 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Principals keep cadence of check-in's with each coach to review teacher caseload progress and provide interventions where needed, including 1:1 or 2:1 data review meetings with teachers. | Casey Paulus | 09/01/2023 | 06/30/2024 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(2/7): Curriculum Infrastructure and Implementation Coaching from The Lavinia Group

Owner: Casey Paulus

Start Date: 06/29/2023

Due Date: 06/30/2025

Summary: Hands-On/Immersive Support | Lavinia's work is focused on hands-on, side-by-side support with the instructional leaders to develop leader and teacher practice through our methods for intellectual preparation, data analysis, student work analysis, and instructional management by using Lavinia Group's Rapid Improvement Cycle. Lavinia's instructional coaches model lessons and coach teachers in their classrooms. Lavinia's team of instructional coaches is able to provide this support because they have done it themselves - as expert teachers, principals, and superintendents. They have all achieved results in the classroom.

Capacity-Building | Lavinia's teams work at the nexus of instructional leadership and practices to build capacity that is sustained long after the project is completed. To achieve this our team emphasizes frequent modeling, practice, and reflection so that the impact of the work continues beyond the partnership with Lavinia Group.

Results-Driven | Lavinia Group is deeply invested in literacy learning and is committed to helping schools achieve their goals. Setting and achieving goals is crucial in the work of student learning. Schools implementing the Lavinia Group model have achieved significant improvements in learning outcomes for students.

Buildings

- Detroit Leadership Academy PreK-8

Total Budget: \$100,000.00

- Other Title Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 1. Engage in rounds of design planning with Lavinia for grades 3-8 Tier 1 instruction, including: curriculum mapping, backwards alignment of progress monitoring assessments and data-capturing system, scope and sequence of year-long professional learning. | Casey Paulus | 06/29/2023 | 07/30/2023 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Share out full implementation plan with academic team and building-level leadership at Leadership Launch, including systems for monitoring. | Casey Paulus | 06/29/2023 | 08/30/2023 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Begin initial training for Instructional Coach leading support of 3-8 ELA teachers, during Leadership Launch. | Casey Paulus | 06/29/2023 | 08/30/2023 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Initiate teacher learning during Summer Summit, including: vision for 3-8 literacy instruction (Tiers 1-3), structure of ELA block and view within Master Schedule, assessment review and unit unpacking and digestion, and material/lesson preparations for first unit. Outline scope | Casey Paulus | 06/29/2023 | 09/30/2023 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| and sequence of professional learning for the year. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. CSO, Instructional Coach, Lavinia partner, and Principal conduct ongoing rounds of in-person observation, debrief and norming to monitor implementation and provide timely feedback and adjustments to teachers - Quarters 1-4.. | Casey Paulus | 06/29/2023 | 06/30/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 6. Analyze student outcomes and revise plan implementation for the following year. | Casey Paulus | 06/29/2023 | 06/30/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(3/7): Academic Approach - Customized Assessments, Formative Assessment Building, and Reporting

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Working with school leadership and faculty, Academic Approach provides customized assessment and reporting services geared to raising student achievement on the ACT and SAT college entrance exams. Academic Approach provides a suite of assessments – full-length and formative – that mirror the content, construct, and skills assessed on college entrance exams. These practice assessments produce valuable data for both students and teachers as they look to maximize classroom time building the core skills evaluated on official tests. Each assessment is content aligned to several standard systems including Common Core State Standards, SAT Domains and Dimensions, and College and Career Readiness Standards.

Our reporting tools analyze student performance according to multiple standard systems such as Common Core State Standards, SAT Domains and Dimensions, and College and Career Readiness Standards. These tools provide teachers actionable data that identify student strengths and areas for improvement to help drive focused, effective instruction. Our assessments include access to MyAcademicApproach.com, our online reporting & data analytics system.

Additionally, Academic Approach's Formative Assessment Builder empowers educators to build skills-based formative assessments and track growth of essential skills throughout the year. Using the Formative Assessment Builder, teachers can use our bank of questions to create a suite of assessments—bell ringers, exit tickets, weekly quizzes, etc.—that test and build student readiness in bite-sized blocks.

Our FAB provides educators access to over 12,000 ACT-aligned items and 8,000 SAT-aligned items that strengthen college readiness skills. This online tool also features over 90 pre-made assessments that are aligned to the SAT's most frequently occurring standards. ACT aligned pre-made assessments are also available.

FAB also provides a unique grading portal. Our system creates custom student bubble sheets to scan and automatically upload student responses. When responses have been uploaded, our system analyzes and tracks student data, generating various reports designed to give teachers actionable feedback to incorporate into their daily instruction.

Buildings

- Detroit Leadership Academy High School

Total Budget: \$8,900.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 1. Yearly, review 9-11 ELA interim assessments to confirm alignment to PSAT/SAT questions type, rigor, and inclusion; update interim assessment accordingly, prior to Summer Summit. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Yearly, build AA testing dates into Master Calendar, ensuring they fall close to Network Professional Learning days for data analysis and scope + sequence adjustment. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, prior to test administration, communicate purpose, process, and use of outcomes to staff, students, and families. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Yearly, analyze results and provide overall and disaggregated outcomes to Board, school leaders, instructional staff, teachers; provide student- | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| level outcomes to teachers, students, and families. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Yearly, using outcomes of Spring PSAT/SAT, determine grade level Fall to Spring and Winter to Spring growth by section (Math/EBRW and overall) to determine overall growth and compare to growth targets. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(4/7): K-12 Instructional Coaching - CEN Model

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Teachers have the largest impact on student learning outcomes, two to three times that of services, facilities, and even leadership (Oppen, 2019). Meeting the needs of all students in the classroom requires a dynamic skill set that cannot be grown without intentionality. CEN's responsive instructional coaching model is designed with this intentionality in mind. Using a variety of high-impact methodologies, including real-time queuing and modeling, CEN teachers are continuously engaged in the habits of practice, reflection, and refinement for the purposes of growing their capacity to deliver high-quality instruction in a culturally responsive, Take Care culture.

Additionally, teachers engage in ongoing cycles of feedback, revision, and reflection of lesson preparation. Actionable, proactive feedback and dialogue between teachers and academic leaders ensures that students' time in the classroom is meaningful.

Buildings: All Active Buildings

Total Budget: \$600,000.00

- Other Title Funds (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

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 1. Yearly, review/revise intellectual preparation protocols, instructional coaching scope + sequence, and development scope + sequence for Instructional Coaches, prior to Leadership Launch. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 2. Yearly, provide intense | Casey | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| professional learning to Instructional Coaches in the application of the CEN Coaching Model, updates to the Model, and differentiated coach learning based on evidence of need, during Leadership Launch. | Paulus | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, provide ongoing real-time coaching to the Instructional Coaches from district leadership to continually improve their effectiveness, including regular progress monitoring of caseload teachers. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Instructional Coaches implement year-long, differentiated coaching driven by the CEN Coaching Model. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Yearly and according to a set cadence, Instructional Coaches meet with building Principals to review progress of caseload teachers, areas where additional support is needed and agreement on method/communication of that support; arranged by Sr. Director of Academics. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 6. Yearly, assess each Instructional Coaches' caseload growth over time and individual teacher-level growth, based both on the CEN Teaching + Learning Rubric and utilizing key student data sets (Exit Tickets, Unit/Module/ Interim Assessments, State Assessment). | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(5/7): Lavinia Insight Humanities + Middle Grades Curriculum

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Buildings

- Detroit Leadership Academy PreK-8

Total Budget: \$13,200.00

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

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 1. Yearly, replace/order curriculum novels as-needed from external vendor (Makin or Amazon) according to inventories. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Yearly, provide curriculum onboarding and in-depth unit digestion, intellectual preparation to all teachers utilizing curriculum, at Summer Summit. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, according to set cadence, analyze student data from Exit Tickets and Unit assessments to identify trends in student learning. Share outcomes with teachers, instructional leaders, Principal. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(6/7): *23g - Expanded Learning Time (Summer Program - RISE by Lavinia Group)

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Backed by pre-and-post assessment data collected over the past two years, Lavinia Group's RISE Summer Program proves students can make big gains in math and literacy in just five weeks.

Lavinia Group's ready-to-implement summer program uses research-based methods to accelerate student learning. We provide onboarding, ongoing professional development, and include comprehensive instructional materials (detailed lesson plans and student materials) so teachers can focus on identifying gaps and providing the support students need in the classroom.

Buildings

- Detroit Leadership Academy PreK-8

Total Budget: \$43,625.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Local Donations / Fundraising (Other)
- At Risk (31-A) (State Funds)

Communication:

| Method | Audience |
|------------------------|----------------|
| • School Board Meeting | • Educators |
| • Presentations | • Staff |
| • Parent Newsletter | • School Board |
| • Social Media | • Parents |

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 3a. Yearly, order all materials needed, including: curriculum novels, math manipulatives, teacher supplies, incentive supplies, etc. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| ***NOTE: Cost below reflects Lavinia partnership cost of | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| \$8125, standard materials cost of \$3000 based on enrollment of 75-100 students, and staffing cost of \$32,500.00 based on a 75-100 student enrollment number.) ***Casey Paulus Crews, Chief Schools Officer, serves as the Program Manager for this strategy, in alignment with 23g guidelines. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 1. Yearly, recruit current teaching staff to serve as Summer Program teachers and staff. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Yearly, identify targeted students for enrollment + communicate with targeted families to encourage enrollment; complete targeted family enrollment for 3 weeks and then begin all-school enrollment efforts, meeting enrollment targets by last day of the school year. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, set and implement standing preparation and program monitoring calls between Chief Schools Officer, Summer Program Lead, and Principal. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Yearly, ensure all selected teachers complete required training, provided by The Lavinia Group. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Yearly, teachers call all students on Summer Program roster 2-4 days prior to first day start as courtesy reminder and start building strong summer relationship. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 6. Yearly, all participating students complete pre- and post- participation assessments for Reading, Math; results are analyzed by CSO and shared out with Program Lead, Principal, participating teachers, students, families, and Board. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 7. Yearly, all stakeholders complete feedback survey for Summer Program; results are assessed and used for further improvements the following year. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(7/7): 23g Tutoring

Owner: Casey Paulus

Start Date: 10/27/2023

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

- Detroit Leadership Academy High School

Total Budget: \$50,000.00

- Other Title Funds (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

- School Board Meeting
- Email Campaign
- 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 |
|--|--------------|------------|------------|----------|
| ***Program Manager for this Strategy is Casey Paulus Crews, Chief Schools Officer | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 1. Identify tutoring options for in-school and out of school consideration, including provider details, cost proposals, and evidence | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| of impact; provide recommendation to Superintendent, Principal, and School Board. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Once tutoring provider/format is identified, communicate to school community (staff, students, families) through multiple means of communication and sign-up options. | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Using key data sources (SY23 PSAT/SAT data, SY24 practice PSAT/SAT data, attendance data), identify targeted students for individualized outreach by Administration and/or selected staff members. Coordinate with families to identify and solve barriers to students' participation. | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Create timeline for progress monitoring students' participation and progress within tutoring structure. Communicate progress to students, families, Principal, Board, Superintendent along identified timeline. | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Conduct reflection/ feedback survey between weeks 4-6 of implementation from participants in order to make any necessary program adjustments. | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 6. Review evidence of impact; consider extension, revision, or elimination of services ahead of next school year. Communicate outcomes to key stakeholders. | Casey Paulus | 10/27/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

3. Partnership Goal: Math Achievement

Status: ACTIVE

Statement: The percentage of students in grades 3-8 and 11 demonstrating grade-level math proficiency will increase by 3% from 2021-2022 baseline outcomes, as measured by the 2024-2025 M-STEP and SAT.

Created Date: 03/30/2023

Target Completion Date: 06/30/2025

Data Set Name: SY21-22 Math M-STEP / SAT Outcomes

| Name | Data Source |
|---|---------------------|
| Grade 8 PSAT Math: Proficiency | MI School Data |
| Grades 3-8 Math M-STEP/PSAT: Proficiency | MI School Data |
| Grades 3-8 Math MI-Access: Performance Level | MI School Data |
| Grade 11 SAT Math: College Readiness | MI School Data |
| Root Cause Analysis Data Snapshot: Grades 3-8 | District Determined |
| Root Cause Analysis Snapshot: Grades 9-11 | District Determined |

Data Story Name: 3. Partnership Goal: Math Achievement

Initial Data Analysis: Students' math proficiency is well below the state Index target; the majority of students in grades 3-8 and 11 are not proficient.

Initial Initiative Inventory and Analysis: Core instruction utilized Eureka Math (K-12) for 60-100 minutes daily.

- Intellectual preparation and RTTC efforts focused on 4SM, Do Now and Exit Tickets, Focused Instruction, Think/Pair/Share, and Cold Call/Wait Time/No Opt Out
- Implementation of daily Do Nows and Exit Tickets (highly inconsistent implementation)
- Opportunities for use of Edmentum (leveled learning) in Math for grades K-6; grade K had limited participation

Resource Allocation Review:

Gap Analysis: Interim Assessment data trending higher than Spring outcomes, though interims represent subset of tested grade-level standards at a time. (Noted discrepancy between grade 7 and 8 Math Interim outcomes versus M-STEP outcomes). Exit Ticket data (which should point to mastery of Interim assessment mastery of standards) is inconsistent due to frequency of implementation and alignment of DOK and task type to grade level standard.

District Data Story Summary: Coaching on implementation of aligned Do Now and Exit Tickets needs to start Day 1 with tracking and analysis of those outcomes taking place

regularly and Exit Ticket outcomes at the center of Intellectual Preparation discussions. Additionally, instructional coaching needs to shift to a significant portion of supporting and monitoring implementation of strong content intellectual preparation and delivery with instructional strategies continually leveraged.

Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective mathematics instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

Strategies:

(1/2): K-12 Instructional Coaching - CEN Model

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Teachers have the largest impact on student learning outcomes, two to three times that of services, facilities, and even leadership (Oppen, 2019). Meeting the needs of all students in the classroom requires a dynamic skill set that cannot be grown without intentionality. CEN's responsive instructional coaching model is designed with this intentionality in mind. Using a variety of high-impact methodologies, including real-time queuing and modeling, CEN teachers are continuously engaged in the habits of practice, reflection, and refinement for the purposes of growing their capacity to deliver high-quality instruction in a culturally responsive, Take Care culture.

Additionally, teachers engage in ongoing cycles of feedback, revision, and reflection of lesson preparation. Actionable, proactive feedback and dialogue between teachers and academic leaders ensures that students' time in the classroom is meaningful.

Buildings: All Active Buildings

Total Budget: \$600,000.00

- Other Title Funds (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

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 1. Yearly, review/revise intellectual preparation protocols, instructional coaching scope + sequence, and development scope + sequence for Instructional Coaches, prior to Leadership Launch. | Casey Paulus | 06/30/2023 | 06/30/2025 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 2. Yearly, provide intense professional learning to Instructional Coaches in the application of the CEN Coaching Model, updates to the Model, and differentiated coach learning based on evidence of need, during Leadership Launch. | Casey Paulus | 06/30/2023 | 06/30/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, provide ongoing real-time coaching to the Instructional Coaches from district leadership to continually improve their effectiveness, including regular progress monitoring of caseload teachers. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Instructional Coaches implement year-long, differentiated coaching driving by the CEN Coaching Model. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Yearly and according to a set cadence, Instructional Coaches meet with building Principals to review progress of caseload teachers, areas where additional support is needed and agreement on method/communication of that support; arranged by Sr. Director of | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Academics. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 6. Yearly, assess each Instructional Coaches' caseload growth over time and individual teacher-level growth, based both on the CEN Teaching + Learning Rubric and utilizing key student data sets (Exit Tickets, Unit/Module/ Interim Assessments, State Assessment). | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| ***NOTE: This strategy is shared with the Literacy Achievement Goal. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(2/2): Academic Approach - Customized Assessments, Formative Assessment Building, and Reporting

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Working with school leadership and faculty, Academic Approach provides customized assessment and reporting services geared to raising student achievement on the ACT and SAT college entrance exams. Academic Approach provides a suite of assessments – full-length and formative – that mirror the content, construct, and skills assessed on college entrance exams. These practice assessments produce valuable data for both students and teachers as they look to maximize classroom time building the core skills evaluated on official tests. Each assessment is content aligned to several standard systems including Common Core State Standards, SAT Domains and Dimensions, and College and Career Readiness Standards.

Our reporting tools analyze student performance according to multiple standard systems such as Common Core State Standards, SAT Domains and Dimensions, and College and Career Readiness Standards. These tools provide teachers actionable data that identify student strengths and areas for improvement to help drive focused, effective instruction. Our assessments include access to MyAcademicApproach.com, our online reporting & data analytics system.

Additionally, Academic Approach's Formative Assessment Builder empowers educators to build skills-based formative assessments and track growth of essential skills throughout the year. Using the Formative Assessment Builder, teachers can use our bank of questions to create a suite of assessments—bell ringers, exit tickets, weekly quizzes, etc.—that test and build student readiness in bite-sized blocks.

Our FAB provides educators access to over 12,000 ACT-aligned items and 8,000 SAT-aligned items that strengthen college readiness skills. This online tool also features over 90 pre-made assessments that are aligned to the SAT's most frequently occurring standards. ACT aligned pre-made assessments are also available.

FAB also provides a unique grading portal. Our system creates custom student bubble sheets to scan and automatically upload student responses. When responses have been uploaded, our system analyzes and tracks student data, generating various reports designed to give teachers actionable feedback to incorporate into their daily instruction.

Buildings

- Detroit Leadership Academy High School

Total Budget: \$8,900.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 4. Yearly, analyze results and provide overall and disaggregated outcomes to Board, school leaders, instructional staff, teachers; provide student-level outcomes to teachers, students, and families. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Yearly, using outcomes of Spring PSAT/SAT, determine grade level Fall to Spring and Winter to Spring growth by section (Math/ EBRW and overall) to determine overall growth and compare to growth targets. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| ***NOTE: This strategy is shared with the Literacy Achievement Goal. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 1. Yearly, review 9-11 Math interim assessments to confirm alignment to PSAT/ SAT questions type, rigor, and inclusion; update interim assessment accordingly, | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| prior to Summer Summit. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Yearly, build AA testing dates into Master Calendar, ensuring they fall close to Network Professional Learning days for data analysis and scope + sequence adjustment. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, prior to test administration, communication purpose, process, and use of outcomes to staff, students, and families. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

6. Partnership Goal: Create/Implement Engagement P...

Status: ACTIVE

Statement: The K-12 Academy will implement the written Holistic Engagement Plan clearly defined, inclusive of family-based, culture-based, academic-based, and student-wellness based strategies by 2024-2025.

Created Date: 03/31/2023

Target Completion Date: 06/30/2025

Data Set Name: K-12 Attendance: SY21-22

| Name | Data Source |
|--------------------------|----------------|
| K-12 Attendance: SY21-22 | MI School Data |

Data Story Name: 6. Partnership Goal: Create/Implement Engagement Plan

Initial Data Analysis: TBA

Initial Initiative Inventory and Analysis: TBA

Resource Allocation Review:

Gap Analysis: TBA

District Data Story Summary: TBA

Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective mathematics instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

Strategies:

(1/1): Family Engagement Tied to Learning

Owner: Casey Paulus

Start Date: 06/29/2023

Due Date: 06/30/2025

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Total Budget: \$15,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 1. Review school's Holistic Engagement Plan at Leadership Launch with key leaders to identify and calendar key communications, events, timelines for deliverables; add all to shared calendar. | Casey Paulus | 06/29/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 3. Prior to each scheduled events, review communication plan with school team out to relevant stakeholders, including multiple communication methods and preparation of post-event feedback survey for families. | Casey Paulus | 06/29/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 2. Principal and Assistant Principal(s) present key purpose, rationale, goals, and activities within the Holistic Engagement Plan to all staff during Summer Summit, honing in on events within Quarter 1. | Casey Paulus | 06/29/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Towards end of Quarter 1, review feedback from family surveys and use to made adjustments to Quarter 2 plan where needed; make time for this during Network Professional Learning Day followed by Principal/ Assistant Principal share-our with all staff for Quarter 2 readiness. | Casey Paulus | 06/29/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Analyze the following data outcomes following Quarter 4: family feedback surveys from Q1-4, student SEL self-reflections from BOY, | Casey Paulus | 06/29/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|-------|------------|----------|--------|
| MOY, and EOY, attendance; look for correlations and evidence of impact of family engagement. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

2. Partnership Goal: Literacy Growth (23g // Incre...

Status: ACTIVE

Statement: The percentage of full-year academic students meeting their ELA growth target will be 50% or higher, as measured by Spring 2024-2025 NWEA Reading Growth outcomes.

Created Date: 03/31/2023

Target Completion Date: 06/30/2025

Data Set Name: 3-8 NWEA ELA Data

| Name | Data Source |
|--|-------------|
| Fall to Spring 2022 NWEA - ELA Outcomes | NWEA |
| Fall to Spring 2023 Student Growth Summary - By Grade Level | NWEA |
| Fall to Spring 2023 Student Growth Summary - By Grade and Gender | NWEA |

Data Story Name: 2. Partnership Goal: Literacy Growth

Initial Data Analysis: TBA

Initial Initiative Inventory and Analysis: TBA

Resource Allocation Review:

Gap Analysis: TBA

District Data Story Summary: TBA

Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective mathematics instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

Strategies:

(1/4): Tier 2 Reading Interventionists

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Tier 2 Reading Interventionists provide Tier 2 reading intervention to identified students, utilizing district-approved, high-quality resources backed by the science of reading. Reading Interventionists progress monitor data, analyze data, adjust instruction, and share outcomes with classroom teachers, instructional leaders, and the Principal according to a set cadence. Ongoing communication on progress is shared with students and families for personal investment in progress. Reading Interventionists are provided a high level of ongoing professional learning and coaching from district literacy leaders.

Buildings: All Active Buildings

Total Budget: \$300,000.00

- Other Title Funds (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

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 1. Provide professional training for identified Tier 2 and 3 Reading Interventionists (K-8 is Orton-Gillingham, 9 is Read 180, 10-11 is AARI) prior to the start of the school year. | Casey Paulus | 06/30/2023 | 09/30/2023 | COMPLETE |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 2. Yearly, use selected criteria to identify students who will participate and assign caseloads to each | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| Reading Interventionist. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, provide ongoing instructional coaching and professional learning to Reading Interventionists. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Yearly, collect and analyze progress monitoring data according to set cadence, sharing outcomes with RIs, classroom teachers, instructional leaders, Principal, students, and families. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| ***Senior Director of Early Learning + K-8 Intervention serves as the Program Manager for this strategy, in alignment with 23g guidelines. (.2 FTE) | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(2/4): READ 180®

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

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

Buildings

- Detroit Leadership Academy High School

Total Budget: \$38,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 1. Provide Tier 2 Reading Teacher and assigned Instructional Coach with with initial and on-goin professional training in Read 180 program from HMH. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 2. Yearly, using NWEA Reading data and qualification criteria previously established, identify qualifying 9th grade students to be enrolled in year-long | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| course. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, communicate student progress to students and families according to set cadence throughout the school year. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Yearly, engage in progress monitoring practices according to a set cadence, reporting outcomes to students/ class, teachers, instructional leaders, Principals, and Board. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(3/4): Orton-Gillingham

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Orton-Gillingham is a research-based, scientific approach to reading and writing instruction. It is direct, explicit, systematic, and sequential instruction that incorporates multi-sensory elements. IMSE's program is based on the science of reading research.

Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It was the first approach to use explicit, direct, sequential, systematic, multi-sensory instruction to teach reading, which is not only effective for all students but essential for teaching students with dyslexia.

Buildings

- Detroit Leadership Academy PreK-8

Total Budget: \$9,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 2. Yearly, using established selection criteria, identify students who will receive Tier 3 intervention and assign to Reading Interventionist caseloads. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 1. Provide initial 5-day required certification training (through IMSE) to all Tier 3 Reading Interventionists, select | Casey Paulus | 06/30/2023 | 09/30/2023 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Special Education teachers, and Sr. Director of Early Literacy and K-8 Intervention; this takes place prior to the end of Summer Summit. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, provide ongoing coaching and professional learning on the use of the OG curriculum to Tier 3 Reading Interventionists and selected Special Education teachers. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 4. Yearly, progress monitor growth over time according to set cadence; report out progress to teachers, Principal, students, families, and Board. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 5. Yearly, at the end of the school year, determine what/if any additional professional training is needed from IMSE to continually grow strength of curriculum implementation. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(4/4): Edmentum Exact Path

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Automatically created learning paths adapted for each student

In Exact Path, all students automatically receive a personalized learning path of pedagogically sound, self-paced curriculum. The 100% mobile-optimized, direct instruction and activities use a mastery learning approach to adapt to each student's needs and remediate with prerequisite Building Blocks as needed.

Research confirms that students who complete at least 8 skills show significant learning gains and with an investment of at least 20 minutes per session and 40-60 minutes per week per subject, students will be on their way to improving academic achievement!

Third-party tier II ESSA evidence confirms that students who use Exact Path improve assessment scores and demonstrate positive, statistically significant growth.

Buildings

- Detroit Leadership Academy PreK-8

Total Budget: \$14,000.00

- Title I Part A (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 1. Yearly, build explicit time for Edmentum use into differentiation block of the master schedule. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 1b. Yearly, provide use training for new teachers during Summer Summit or no later than end of September. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 2. Yearly, have teachers | Casey | 06/30/2023 | 06/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| set time-spent goals and tracking system with students. | Paulus | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 3. Yearly, progress monitor time-spent quarterly, comparing time spent to NWEA Fall, Winter, Spring data. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| ***NOTE: This strategy is shared with the Math Growth Goal. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

4. Partnership Goal: Math Growth

Status: ACTIVE

Statement: The percentage of full-year academic students meeting their Math growth target will be 50% or higher, as measured by Spring 2024-2025 NWEA Math Growth outcomes.

Created Date: 03/31/2023

Target Completion Date: 06/30/2025

Data Set Name: Grades 3-8 NWEA Math Data

| Name | Data Source |
|--|-------------|
| Fall to Spring NWEA Math Outcomes | NWEA |
| FY23 Student Growth Summary - By Grade Level | Acadience |

Data Story Name: 4. Partnership Goal: Math Growth

Initial Data Analysis: TBA

Initial Initiative Inventory and Analysis: TBA

Resource Allocation Review:

Gap Analysis: TBA

District Data Story Summary: TBA

Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective mathematics instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

Strategies:

(1/1): Edmentum Exact Path

Owner: Casey Paulus

Start Date: 06/30/2023

Due Date: 06/30/2025

Summary: Automatically created learning paths adapted for each student

In Exact Path, all students automatically receive a personalized learning path of pedagogically sound, self-paced curriculum. The 100% mobile-optimized, direct instruction and activities use a mastery learning approach to adapt to each student's needs and remediate with prerequisite Building Blocks as needed.

Research confirms that students who complete at least 8 skills show significant learning gains and with an investment of at least 20 minutes per session and 40-60 minutes per week per subject, students will be on their way to improving academic achievement!

Third-party tier II ESSA evidence confirms that students who use Exact Path improve assessment scores and demonstrate positive, statistically significant growth.

Buildings

- Detroit Leadership Academy PreK-8

Total Budget: \$14,000.00

- Title I Part A (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| 1. Yearly, build explicit time for Edmentum use into differentiation block of the master schedule. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| 2. Yearly, have teachers set time-spent goals and tracking system with students. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| 3. Yearly, progress monitor time-spent quarterly, comparing time spent to NWEA Fall, Winter, Spring data. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 1b. Yearly, provide use training for new teachers during Summer Summit or no later than end of September. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| ***NOTE: This strategy is shared with the Literacy Growth Goal. | Casey Paulus | 06/30/2023 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

| Function | C Description | Entity | Area of Focus | FTE/Hours | Salaries 10 | Benefits 20 | Purchased Supplies 50 | Capital Outlay 60 | Other Expenses | Total |
|--|---|-------------|------------------------|-----------|-------------|-------------|-----------------------|-------------------|----------------|--------------|
| 110 - Basic Programs | | | | | | | | | | |
| 111 | AMEND: (3) EL Teachers at 0.2 FTE each | Detroit Lea | Staffing | 0 / 0 | \$0.00 | \$0.00 | \$64,789.00 | \$0.00 | \$0.00 | \$64,789.00 |
| 110 | Sub-Total | | | | \$0.00 | \$0.00 | \$64,789.00 | \$0.00 | \$0.00 | \$64,789.00 |
| 220 - Support Services - Instructional Staff | | | | | | | | | | |
| 226 | AMEND: 0.3 FTE Tier 2 Program Coordinator | Detroit Lea | Staffing | 0 / 0 | \$0.00 | \$0.00 | \$27,336.00 | \$0.00 | \$0.00 | \$27,336.00 |
| 220 | Sub-Total | | | | \$0.00 | \$0.00 | \$27,336.00 | \$0.00 | \$0.00 | \$27,336.00 |
| 270 - Pupil Transportation Services | | | | | | | | | | |
| 271 | Bussing to/from DLA Hs and Lawrence T | Detroit Lea | Student Transportation | 0 / 0 | \$0.00 | \$0.00 | \$17,959.00 | \$0.00 | \$0.00 | \$17,959.00 |
| 270 | Sub-Total | | | | \$0.00 | \$0.00 | \$17,959.00 | \$0.00 | \$0.00 | \$17,959.00 |
| | Grand Total | | | | \$0.00 | \$0.00 | \$110,084.00 | \$0.00 | \$0.00 | \$110,084.00 |