

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 Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Interim Target Measures

Evaluation Status

End Target Measures

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 Set Name: Reading Proficiency

Name	Data Source
Benchmark and Mode of Assessment Sp 2022	District Determined
Grades 3-8 Assessments: ELA Proficiency	MI School Data

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

Curriculum Lack of curriculum systems that can be used by any person that comes to teach at Faxon. No funding to pay for systems, or professional development. No funding for classroom resources. Lack of certified teachers.

Supporting Documents

No Documents Included

Challenge Statement: If . . . we create a consistent structure for ELA tier 1 instruction utilizing Then . . . our teachers will become more proficient and effective in their instruction So that . . . our scholars can continue to grow towards proficiency.

Strategies:

(1/4): 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

Total Budget: \$1.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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				

(2/4): 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

Total Budget: \$1.00

- Title I 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
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				

(3/4): 23g Tutoring

Owner: Erika Beal

Start Date: 10/30/2023

Due Date: 07/26/2024

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: All Active Buildings

Total Budget: \$1.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
DO NOT REVIEW THIS STRATEGY	Erika Beal	10/30/2023	07/26/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Erika Beal

Start Date: 11/09/2023

Due Date: 07/25/2024

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

Buildings: All Active Buildings

Total Budget: \$1.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
• Other	• Community-at-Large
• School Board Meeting	• Educators
• Email Campaign	• Staff
• Presentations	• School Board
• District Website Update	• Parents
• Brochure	
• Parent Newsletter	
• Local Newspaper	
• Social Media	

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	07/25/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 1% for Grades 3-8 Assessments: ELA		06/29/2025	ONTARGET

Measure	Owner	Due Date	Status
Proficiency			

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Grades 3-8 Assessments: ELA Proficiency	06/30/2025	ONTARGET

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 Set Name: Math Proficiency

Name	Data Source
Grades 3-8 Assessments: Math Proficiency	MI School Data

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

We did not believe in the main curriculum resource that was presented and implemented, and there was a lack of content driven professional learning. We inherited a main curriculum resources that lacked rigor, higher order thinking opportunities. Lack of funding, resources, and time. Budget forced us to implement what was in place. The profession development for the main curriculum resource was not available because it was outdated.

Supporting Documents

No Documents Included

Challenge Statement: If . . . we obtain more funding for rigorous math curriculum. Then . . . our teachers can provide quality instruction. So that . . . our scholars can be exposed to rigorous material to help them reach their levels of proficiency.

Strategies:

(1/4): 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

Total Budget: \$1.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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				

(2/4): 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

Total Budget: \$1.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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				

(3/4): 23g Tutoring

Owner: Erika Beal

Start Date: 10/30/2023

Due Date: 07/26/2024

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: All Active Buildings

Total Budget: \$1.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
DO NOT REVIEW THIS STRATEGY	Erika Beal	10/30/2023	07/26/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: GPS Solutions

Start Date: 11/09/2023

Due Date: 07/24/2024

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

Buildings: All Active Buildings

Total Budget: \$1.00

- Other Federal Funds (Federal Funds)
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- Other State Funds (State Funds)

Communication:

Method	Audience
• Other	• Community-at-Large
• School Board Meeting	• Educators
• Email Campaign	• Staff
• Presentations	• School Board
• District Website Update	• Parents
• Brochure	
• Parent Newsletter	
• Local Newspaper	
• Social Media	

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	07/24/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 1% for Grades 3-8 Assessments: Math		08/30/2024	ONTARGET

Measure	Owner	Due Date	Status
Proficiency			

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Grades 3-8 Assessments: Math Proficiency	06/30/2025	ONTARGET

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 Set Name: MTSS - Whole Child

Name	Data Source
MTSS Handbook	Other

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%.

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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.

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Analysis:

Root Cause



Summary of Root Cause Analysis:

In order for us to implement MTSS with fidelity our instruction staff must understand the referral process, structure, and outcomes.

Supporting Documents

No Documents Included

Challenge Statement: In order for us to implement MTSS with fidelity our instruction staff must understand the referral process, structure, and outcomes.

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

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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
Activity Buildings: All Buildings in Implementation Plan				
Develop Professional Development calendar	Erika Beal	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement meeting cycle for IST/ PLC	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop communication plan	Erika Beal	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Share communication plan with stakeholders	Erika Beal	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
School Improvement Conference 2023	Janel Robinson	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math intervention Teacher	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Intervention Teacher	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
IIRP Restorative Practices Conference	GPS Solutions	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				
Culture/Climate Leadership Support	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				
I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Field trips to support real life experiences attached to curriculum content on all tiers	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development - Differentiated Learning, SEL, Small Group Instruction, MTSS Programming, Data Driven Decision Making, Unpacking the Standards	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaching	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>				
K-1 Paraprofessional	Erika Beal	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>				
MTSS Conference 2023	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School Improvement Chairperson stipend	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Transportation for Homeless Scholars (i.e. - Rideshare, bus cards, and gas cards)	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<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>				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
By August 2024, Faxon Academy will increase capacity and begin implementation of our MTSS process school wide. for MTSS Handbook		06/29/2025	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 90% for MTSS Handbook	06/30/2025	ONTARGET

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 Set Name: Talent Management

Name	Data Source
Staff Roster 22-23	Other

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

To provide rigorous instruction we need our teachers to complete the required training that leads them to receiving their teaching certification.

Supporting Documents

No Documents Included

Challenge Statement: To provide rigorous instruction we need our teachers to complete the required training that leads them to receiving their teaching certification.

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

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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:</i> All Buildings in Implementation Plan				
Retention Plan	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Onboarding Schedule	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mentoring Program	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Alternative Pathways	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Mentors/Support	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				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Develop and implement internal certification pathways, that support teachers in acquiring a Michigan Certification. for Staff Roster 22-23		08/30/2024	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 28% for Staff Roster 22-23	06/30/2025	ONTARGET

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 51% in the 2023 - 2024 school year.

Created Date: 06/02/2023

Target Completion Date: 06/30/2025

Data Set Name: Student Attendance

Name	Data Source
Chronically Absent Report	Other

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

To decrease the percentage of chronically absent scholars we need to develop a strategic plan that holds families accountable and keeps them engaged.

Supporting Documents

No Documents Included

Challenge Statement: To decrease the percentage of chronically absent scholars we need to develop a strategic plan that holds families accountable and keeps them engaged.

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

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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 Mentors 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	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
parents				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Attendance Incentives through PBIS School Wide System	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 implement Mi-Star effectively	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<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				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for Chronically Absent Report		08/30/2024	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 10% for Chronically Absent Report	06/30/2025	ONTARGET

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 Set Name: Local - Math Proficiency

Name	Data Source
Projected Proficiency Report (NWEA)	NWEA

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

We did not believe in the main curriculum resource that was presented and implemented, and there was a lack of content driven professional learning. We inherited a main curriculum resources that lacked rigor, higher order thinking opportunities. Lack of funding, resources, and time. Budget forced us to implement what was in place. The profession development for the main curriculum resource was not available because it was outdated.

Supporting Documents

No Documents Included

Challenge Statement: If . . . we obtain more funding for a rigorous math curriculum Then . . . our teachers can provide quality instruction So that . . . our scholars can be exposed to rigorous material to help them reach their levels of proficiency.

Strategies:

(1/4): 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

Total Budget: \$22,451.00

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

Communication:

Method

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

Audience

- Educators
- Staff
- School Board
- Parents

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				
Purchase Rigorous Curriculum	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Technology Based Software for Tiers 1-3	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Field Trips that align with math common core standards and global mindset experience	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math manipulatives and tools for a hands-on learning experience	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				
Eureka Math Curriculum Textbooks	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Eureka Math Curriculum Resources	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Curriculum Professional Developments	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Field trips to support real life experiences attached to math curriculum content on all tiers	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): 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

Total Budget: \$62,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching for Teachers	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Technology based math software and programs	Erika Beal	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire a part-time Math Specialist for Tier 2-3 scholars	Erika Beal	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire a part-time Math Specialist to support teacher coaching in the area of mathematics	Erika Beal	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire a part-time Math Specialist to conduct professional development	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-8 Math Interventionists	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mathematics based after school tutoring program and resources	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mathematics based summer learning programs and resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom Observations	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLCs	GPS Solutions	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 Curriculum Professional Developments Math Instructional Strategies Professional Developments	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Intervention Teacher	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Intervention Tutor	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent Engagement Workshop Sessions for	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
math				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Lead Teacher/Mentor	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Culture/Climate Mentor	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 STREAM Enrichment Courses for reading/literacy skill building across Science, Technology, Engineering, Art and Math	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Field trips to support real life experiences attached to math curriculum content on all tiers	Erika Beal	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
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Afterschool STREAM Enrichment Courses for math skill building	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PBIS student Incentives for meeting and/or exceeding math goals	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
STREAM Resources	Tareia Caldwell	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Retention Stipends	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Before school math skill building using I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Merit Pay tied to NWEA student math growth and proficiency rates	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School Improvement Conference	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development for Differentiated Instruction, Small Group Instruction, SEL, MTSS, Unpacking the Standards	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Erika Beal

Start Date: 10/30/2023

Due Date: 07/26/2024

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: All Active Buildings

Total Budget: \$1.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
DO NOT REVIEW THIS STRATEGY	Erika Beal	10/30/2023	07/26/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Erika Beal

Start Date: 11/09/2023

Due Date: 07/26/2024

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

Buildings: All Active Buildings

Total Budget: \$30,000.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
• Other	• Community-at-Large
• School Board Meeting	• Educators
• Email Campaign	• Staff
• Presentations	• School Board
• District Website Update	• Parents
• Brochure	
• Parent Newsletter	
• Social Media	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement a mathematics based after school tutoring program.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Utilize a reading intervention teacher.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Implement a literacy based after school tutoring program.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Utilize a math intervention teacher.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff for after-school tutoring program.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement an extended day morning academic support hour.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources to support the after-school tutoring program.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement a STREAM focused summer school program for reading/literacy skill building across Science, Technology, Engineering, Art and Math	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff for the extended day morning academic support hour.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<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	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff for STREAM summer school program.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources to support the	GPS Solutions	11/09/2023	07/26/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
STREAM summer school program.				
<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	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a reading intervention tutor.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a math intervention tutor.	GPS Solutions	11/09/2023	07/26/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 1% for Projected Proficiency Report (NWEA)		08/30/2024	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Projected Proficiency Report (NWEA)	06/30/2025	ONTARGET

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 Set Name: Local - Reading Proficiency

Name	Data Source
Projected Proficiency Report (ELA)	NWEA

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

Curriculum Lack of curriculum systems that can be used by any person that comes to teach at Faxon. No funding to pay for systems, or professional development. No funding for classroom resources. Lack of certified teachers.

Supporting Documents

No Documents Included

Challenge Statement: If . . . we create a consistent structure for ELA tier 1 instruction utilizing Then . . . our teachers will become more proficient and effective in their instruction So that . . . our scholars can continue to grow towards proficiency.

Strategies:

(1/4): 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

Total Budget: \$15,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Classroom Observations	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLCs	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2-3 Reading Interventionist	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaching for Teachers	GPS Solutions	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

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
STREAM Resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Before school reading skill building using I-Ready	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Intervention Teacher	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School Improvement Conference	Janel Robinson	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Intervention Tutor	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
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School Improvement Stipends	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Substitute Teachers to support School Improvement	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				
Field trips to support real life experiences attached to reading curriculum content on all tiers	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development -	GPS	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Differentiated Instruction, SEL, MTSS Programming, Data Driven Decision Making	Solutions			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Retention Stipends	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Merit Pay tied to NWEA student reading growth and proficiency rates	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Afterschool STREAM Enrichment Courses for reading skill building across Science, Technology, Engineering, Art and Math	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): 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

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
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Field Trips that align with literacy-based common core standards and global mindset experiences	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy manipulatives, games, and tools for a hands-on experience	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy based summer learning programs and resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy based after school tutoring and resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Diverse classroom libraries and storage	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

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				
Reading/ ELA Pacing	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Resources	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Technology Based Literacy Programs	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development: Leveled Reading, Assessments, and Curriculum	GPS Solutions	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
HMH Reading Curriculum Textbooks	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
HMH Reading Curriculum Resources	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Curriculum Professional Developments	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				
I-Ready	Desiree Marion	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Erika Beal

Start Date: 10/30/2023

Due Date: 07/26/2024

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: All Active Buildings

Total Budget: \$1.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
DO NOT REVIEW THIS STRATEGY	Erika Beal	10/30/2023	07/26/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Erika Beal

Start Date: 11/09/2023

Due Date: 07/25/2024

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

Buildings: All Active Buildings

Total Budget: \$30,000.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
• Other	• Community-at-Large
• School Board Meeting	• Educators
• Email Campaign	• Staff
• Presentations	• School Board
• District Website Update	• Parents
• Brochure	
• Local Newspaper	
• Social Media	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement a mathematics based after school tutoring program.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Utilize a reading intervention teacher.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Implement a literacy based after school tutoring program.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Utilize a math intervention teacher.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff for afterschool tutoring program.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement an extended day morning academic support hour.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources to support the afterschool tutoring program.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff for the extended day morning academic support hour.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement a STREAM focused summer school program for reading/literacy skill building across Science, Technology, Engineering, Art and Math	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<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	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff for STREAM summer school program.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources to support the	GPS Solutions	11/09/2023	07/25/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
STREAM summer school program.				
<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	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a reading intervention tutor.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize a math intervention tutor.	GPS Solutions	11/09/2023	07/25/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 1% for Projected Proficiency Report (ELA)		08/30/2024	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Projected Proficiency Report (ELA)	06/30/2025	ONTARGET

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 Set Name: Talent Management (LT)

Name	Data Source
Staff Roster 2023	Other

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.

Analysis:

Root Cause



Summary of Root Cause Analysis:

We lack ongoing professional development, observations, and feedback to our teaching staff.

Supporting Documents

No Documents Included

Challenge Statement: We lack ongoing professional development, observations, and feedback to our teaching staff.

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

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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 Meeting Cycles	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Observation Schedule	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	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaching Support	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Developments	Erika Beal	08/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for academics, SEL/ Restorative Practices and culture/climate				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Extended learning opportunities for participation in school improvement, before/after school STEAM Enrichment Sessions and Summer Enrichment Programs	Tareia Caldwell	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Intervention Support	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				
Parent Partnerships through Parent Engagement Activities	Erika Beal	08/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
To begin initial implementation of school wide professional development, observations and feedback to teachers during an academic school year. for Staff Roster 2023		08/30/2024	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
To increase the amount of	06/30/2025	ONTARGET

Measure	Due Date	Status
school wide professional development, observations and feedback delivered, to teachers during an academic school year. for Staff Roster 2023		