

MICIP Portfolio Report

Hope Academy of West Michigan

Goals Included

Active

- Improve school culture and climate
 - Improving Literacy
 - Improving math
-

Buildings Included

Open-Active

- Hope Academy of West Michigan
-

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Hope Academy of West Michigan

Improve school culture and climate

Status: ACTIVE

Statement: Through an intentional focus on culturally responsive practices, Hope Academy of West Michigan will create a positive learning environment where 80% of students, families, staff, and community partners feel connected, respected, and included in the learning process as measured by the end of year survey.

New Attendance Goal- By June 2025, Hope Academy of West Michigan will increase the student attendance rate to 95% by the end of the academic year to support student achievement and improve the school climate.

Created Date: 05/27/2021

Target Completion Date: 06/01/2026

Strategies:

(1/4): Restorative Practice/Restorative Justice

Owner: Kristen Petrick

Start Date: 07/29/2021

Due Date: 06/01/2026

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

Buildings: All Active Buildings

Total Budget: \$1.00

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

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Assess overall staff, student and parent perceptions of RP to guide next steps.	Art Garner	07/30/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Evaluate implementation with the behavior/PBIS	Art Garner	09/01/2021	06/20/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
team for report out to school improvement team to guide next steps.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Review and analyze behavior data in regular intervals to identify areas of concern and establish next steps.	Art Garner	10/01/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Involve families and students in restorative practices through training for all, as well as ongoing communication on plans and processes for those on a plan who have been engaged firsthand with its implementation.	Art Garner	07/30/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor staff members' growth with restorative practices and grow capacity through PD to make RP part of the natural fabric of the school.	Art Garner	07/30/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Evaluate the use of peace circles, as well as other strategies supported by RP (greetings, etc.), building wide to determine areas of growth.	Art Garner	08/06/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Utilize Responsible Thinking Advisor/PBIS coach to monitor and track behavior, conduct restorative circles, and implement all components of PBIS.	Art Garner	08/04/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize parent engagement coordinator to disseminate information on RP to engage families with our processes for supporting the whole child.	Art Garner	07/29/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement extracurricular activities that provide students with ways to build and honor skills outside of academics.	Art Garner	08/04/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize student advocate and to ensure equity and access to educational programs, as well as support student whole child growth.	Art Garner	08/04/2021	06/20/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Increase student engagement leading to credit accrual and HS diploma completion through job skill building and career awareness through courses provided by the Jobs for Michigan	Art Garner	07/29/2021	06/20/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Graduates teacher.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Early Middle College and/or dual enrollment courses and the materials such as textbooks, technology, course fees, and other related fees to offer these courses.	Art Garner	07/29/2021	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): MTSS - PBIS (Behavior)

Owner: Kristen Petrick

Start Date: 07/29/2021

Due Date: 06/30/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: \$1.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
School will update visuals, including posters on Behavior Matrix and HAWKS acronym for Honesty, Accountability, Workmanship, Kindness, and Safety.	Kristen Petrick	08/04/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Evaluate PBIS implementation through staff, student, and parent perception surveys to guide next steps.	Kristen Petrick	07/30/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Implement and evaluate for effectiveness the	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
HAWK tickets/store at both the elementary and secondary levels to encourage positive behaviors.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Behavior Coaches will participate in KISD MTSS ongoing training.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School will update visuals, including posters on Behavior Matrix and HAWKS acronym for Honesty, Accountability, Workmanship, Kindness, and Safety.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Evaluate PBIS implementation at the class level through walkthroughs and incorporate PD on PBIS based on observations	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): Student Support Network

Owner: Kristen Petrick

Start Date: 06/09/2021

Due Date: 06/01/2026

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings: All Active Buildings

Total Budget: \$1.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

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

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Evaluate our progress of implementation of trauma informed practices through walkthroughs, staff perception data, and the analysis of behavior log data.	Kristen Petrick	06/10/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
All staff members will engage in new learning on trauma informed teaching, taking one step further, through PD embedded throughout the school year.	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
A new hire training plan will encompass learning	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
on trauma informed practices for those who are onboarded.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize Whole Child Director to develop plan of PD and program evaluation in regards to trauma informed practices.	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): 23g Career Pathways

Owner: Art Garner

Start Date: 10/19/2023

Due Date: 06/01/2026

Summary: Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Buildings: All Active Buildings

Total Budget: \$15,000.00

- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

Communication:

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| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • District Website Update • Brochure • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate the program, along with the EMC Director, and review data on student academic progress and make adjustments to program elements as needed to ensure student success in obtaining dual HS/college credits to increase their access to post-secondary college and career opportunities.	Art Garner	10/19/2023	06/01/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Summer school tutoring for students identified as behind grade level on standardized tests including NWEA MAP to be provided by 3 highly qualified teachers, 4 days/week, 3 hours/day for a period of 6 weeks at a rate of \$30/hr plus benefits.	Heidi Cate	10/19/2023	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks-3 hours/day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.	Heidi Cate	10/19/2023	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improving Literacy

Status: ACTIVE

Statement: Reading Goal - By June 2025, 70% of Hope 2nd-8th graders will show significant growth from Fall 2023 to Spring 2024 in NWEA and Acadience in Reading.

Created Date: 06/09/2021

Target Completion Date: 06/20/2025

Strategies:

(1/3): MTSS - Literacy (Reading)

Owner: Kristen Petrick

Start Date: 06/09/2021

Due Date: 06/19/2025

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: \$1.00

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

Communication:

Method

- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide professional development for teachers on instructional best practices for literacy, including differentiation, using data to drive instruction, and building foundational skills.	Art Garner	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create and monitor an	Art Garner	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
assessment system that includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive intervention. Assessment tools include Acadience, WIDA, and NWEA MAP.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and monitor an implementation plan of our new tier 1 reading curriculum, embedding instructional best practices while using the resource with fidelity.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement and monitor a strategic intervention system with flexible groupings that is guided by data and implemented by reading, math, and ML interventionists to meet student needs.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor the implementation of Personalized Competency-Based Education (PCBE) within the literacy block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.	Art Garner	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Utilize digital tools for collecting and analyzing evidence toward literacy goals/standards to ensure alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
After- and summer-school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps as measured by NWEA MAP and Acadience screeners.	Art Garner	07/01/2023	06/19/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Classroom teachers and ML interventionist staff will monitor student progress towards linguistic proficiency and meet with students on goal setting and strategies to boost achievement.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Classroom instruction, HAWK time, and reading and ML interventionist time with students will lead to 70% of 4-12th grade students achieving	Elisabeth Demaar	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
their 9-week progress goals in the four domains of WIDA.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom instruction, HAWK time, and reading interventionist time with students will lead to 70% of non-ML K-6th grade students achieving their Acadience growth targets between Fall 2023 and Spring 2024.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Essential Coaching Practices for Elementary Literacy

Owner: Art Garner

Start Date: 06/09/2021

Due Date: 06/19/2025

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy

- 1) Coaches have specialized literacy knowledge and skills beyond initial teacher preparation
- 2) Effective literacy coaches apply adult learning principles.
- 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships
- 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators.
- 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning.
- 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels
- 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings: All Active Buildings

Total Budget: \$1.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Art Garner	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement and monitor a coaching model that	Art Garner	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
supports a "to, with, and by" structure for instructional growth, scaffolding and personalizing support for teaching staff toward both district goals, as well as personal growth goals.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Heidi Cate

Start Date: 10/19/2023

Due Date: 06/20/2025

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: All Active Buildings

Total Budget: \$60,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method

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

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate and review data from assessments to monitor the progress in literacy skills of students participating in after-school tutoring and adjust instruction accordingly.	Art Garner	10/19/2023	06/20/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer school tutoring for students identified as behind grade level on standardized tests including NWEA to be	Heidi Cate	10/19/2023	06/20/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>provided by 3 highly qualified teachers, 4 days/ week for 3 hours/day for a period of 6 weeks at a rate of \$30/hour plus benefits.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks - 3 hours/ day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.</p>	<p>Heidi Cate</p>	<p>10/19/2023</p>	<p>06/20/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Improving math

Status: ACTIVE

Statement: By June of 2026, 70% of Hope 2nd-8th grade students will make significant progress as measured by the NWEA math.

Created Date: 06/09/2021

Target Completion Date: 06/10/2026

Strategies:

(1/3): Curriculum Planning

Owner: Art Garner

Start Date: 06/09/2021

Due Date: 06/10/2026

Summary: Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

Buildings: All Active Buildings

Total Budget: \$1.00

- Other Federal 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
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create and monitor an implementation plan of our new tier 1 math curriculum (6-12), embedding instructional best practices while using the resource with fidelity.	Art Garner	06/24/2023	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Align the scope and sequence of standards within the curriculum maps (K-12).	Art Garner	06/24/2023	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School leadership and Math Interventionists collaborate with KISD Math Coach and Lighthouse PLC members on the implementation of the new curriculum (6-12)	Art Garner	06/24/2023	06/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After- and summer school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps as measured by NWEA MAP and Acadience screeners.	Art Garner	07/01/2023	06/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom teachers and math interventionists fill Hope 2nd-8th grade student math skill gaps during class using PCBE framework, HAWK time, and intervention time resulting in at least 70% making significant growth between Fall 2023 and Spring 2024 NWEA MAP math assessments.	Art Garner	06/09/2021	06/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom teachers and math interventionists fill Hope 2nd-8th grade student math skill gaps during class using Standards Scope and	Art Garner	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Sequence framework, HAWK time, and intervention time resulting in at least 70% meeting growth targets of the composite score between Fall 2024 and Spring 2025 Acadience math assessments.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Instructional Coaching/Consulting for Mathematics

Owner: Kristen Petrick

Start Date: 06/09/2021

Due Date: 06/10/2026

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Total Budget: \$1.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Art Garner	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement and monitor a coaching model that supports a "to, with, and by" structure for instructional growth, scaffolding and personalizing support for teaching staff toward both district goals, as well as personal growth goals.	Art Garner	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Art Garner	06/09/2021	06/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): MTSS Framework (General)

Owner: Art Garner

Start Date: 06/09/2021

Due Date: 06/10/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$1.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

- | | |
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| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Add math goals to the IDP for all students K-8	Art Garner	08/04/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create and monitor an assessment system that includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive	Art Garner	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
intervention.				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Monitor the implementation of Personalized Competency-Based Education (PCBE) within the mathematics block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.	Art Garner	08/04/2021	06/10/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Utilize digital tools for collecting and analyzing evidence toward mathematics goals/ standards to ensure alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.	Art Garner	06/09/2021	06/10/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Provide professional development for teachers on instructional best practices for mathematics, including differentiation and scaffolding, using data to drive instruction, and building foundational skills.	Art Garner	06/09/2021	06/10/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement and monitor a	Art Garner	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
strategic intervention system with flexible groupings that is guided by data to meet student needs.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				