MICIP Portfolio Report

Detroit Public Schools Community District

Goals Included

Active
- Improve ELA Proficiency
- Improve Math Proficiency on MSTEP
- Reduce Chronic Absenteeism

Buildings Included

Open-Active
- A.L. Holmes Academy of Blended Learning
- Academy of the Americas at Logan
- Academy of The Americas High School
- Adult Ed Center - West
- Ann Arbor Trail Magnet School
- Bagley Elementary School of Journalism and Technology
- Barton Elementary School
- Bates Academy
- Benjamin Carson High School of Science and Medicine
- Bennett Elementary School
- Blackwell Institute
- Bow Elementary-Middle School
- Breithaupt Career and Technical Center
- Brenda Scott Academy for Theatre Arts
- Brewer Academy
- Bunche Preparatory Academy
- Burns Elementary-Middle School
- Burton International Academy
- Carleton Elementary School
- Carstens Elementary-Middle School
- Carver STEM Academy
- Cass Technical High School
- Central High School
- Charles R. Drew Transition Center
- Charles Wright Academy of Arts and Science
- Chrysler Elementary School
- Clippert Academy
- Cody High School
- Coleman A. Young Elementary School
- Communication and Media Arts High School
- Cooke STEM Academy
- Davis Aerospace Technical High School at Golightly
- Davison Elementary-Middle School
- Denby High School
- Detroit Collegiate Preparatory High School at Northwestern
- Detroit International Academy for Young Women
- Detroit Lions Academy

- Detroit School of Arts
- Diann Banks-Williamson Educational Center
- Dixon Elementary School
- Dossin Elementary-Middle School
- DPS Foundation for Early Learners PK @ White
- DPSCD Virtual School
- Durfee Elementary-Middle School
- Earhart Elementary-Middle School
- East English Village Preparatory Academy
- Edison Elementary School
- Edmonson Montessori
- Edward "Duke" Ellington at Beckham
- Emerson Elementary-Middle School
- Fisher Magnet Lower Academy
- Fisher Magnet Upper Academy
- Fleming Early Learning Neighborhood Center
- Foreign Language Immersion and Cultural Studies
- Frederick Douglass Academy for Young Men
- Gardner Elementary School
- Garvey Academy
- Golightly Career and Technical Center
- Golightly Education Center
- Gompers Elementary-Middle School
- Greenfield Union Elementary-Middle School
- Hamilton Academy
- Harms Elementary School
- Henderson Academy
- Henry Ford High School
- Hutchinson Elementary-Middle School
- J. E. Clark Preparatory Academy
- Jerry L. White Center
- John R. King Academic and Performing Arts Academy
- Keidan Special Education Center
- Legacy Academy
- Ludington Magnet Middle School
- Mackenzie Elementary-Middle School
- Mann Learning Community
- Marion Law Academy
- Mark Twain Elementary-Middle School
- Marquette Elementary-Middle School
- Martin Luther King Jr. Senior High School
- Mary McLeod Bethune Elementary-Middle School
- Mason Academy
- Maybury Elementary School
- Moses Field Center
- Mumford High School
- Munger Elementary-Middle School
- Neinas Dual Language Learning Academy
- Nichols Elementary-Middle School
- Noble Elementary-Middle School
- Nolan Elementary-Middle School
- Office of Adult Education

- Osborn High School
- Palmer Park Preparatory Academy
- Pasteur Elementary School
- Paul Robeson Malcolm X Academy
- Pershing High School
- Priest Elementary-Middle School
- Pulaski Elementary-Middle School
- Randolph Career and Technical Center
- Renaissance High School
- Roberto Clemente Learning Academy
- Ronald Brown Academy
- Sampson-Webber Leadership Academy
- Schulze Academy for Technology and Arts
- SER Metro YouthBuild Learning Academy
- Southeastern High School
- Spain Elementary-Middle School
- The School at Marygrove
- The SER Learning Academy - East
- Thirkell Elementary-Middle School
- Thurgood Marshall Elementary School
- Turning Point Academy
- Vernor Elementary School
- Wayne Elementary School
- West Side Academy of Information Technology and Cyber Security
- Western International High School

Plan Components Included

Goal Summary
Data
   Data Story
Strategy
   Summary
   Implementation Plan
      Buildings
      Activities
         Activity Text
         Activity Buildings

MICIP Portfolio Report

Detroit Public Schools Community District

Reduce Chronic Absenteeism

Status: ACTIVE

Statement: By June 30, 2023, 40% of students will be identified as "not chronically absent" based on data provided in DataCom, by PowerSchool.

Created Date: 06/24/2022   *Target Completion Date:* 06/16/2024

Data Story Name: Increase Student Attendance

Initial Data Analysis: The data measured over a four-year period shows that in 2018-19, on the 155th day of instruction, 23.4% of students were considered "not chronically absent." The following year, 2019-20, 23.1% were "not chronically absent" and in 2020-21, 34.3% were reported as "not chronically absent." During the 2021-22 school year, the percentage of students that were attending school regularly was 17.6%. Fewer students were consistently in school during the 21-22 school year. There are multiple factors leading to chronic absenteeism, the struggles with quarantines and Covid related rules/regulations impacted the ability for students to attend school beyond the typical barriers we navigate. The number of students not attending school regularly impacts all aspects of the educational process, and leads to less social, emotional and academic growth for students.   The percentage of students meeting their Typical Growth Targets on iReady for math and reading in 2021-22 was just over 50%. Both math and reading showed significant improvement in this area from the previous year. The number of students achieving their growth goals increased 12% in reading overall (K-8), and 17.2% in mathematics (K-8). Having some additional consistency of instruction in the 2021-22 school year elevated student growth.

Initial Initiative Inventory and Analysis: To address Chronic Absenteeism in past years, the district has: Helped Schools set ambitious chronic absenteeism goals and invested in data systems to understand progress. Schools previously set goals for improved attendance rates for their SIPs and also been provided robust Dashboards to measure progress, including DataCom dashboards for school leaders, and student-list driven dashboards for Attendance Agents. Schools were given guidance on how to set their goals, but were not previously given required ranges based on specific past performance indicators for like schools. For Dashboards, consistent usage of the Dashboards and available student lists were inconsistent across schools; while Principals regularly monitored current outcome data in DataCom, there was less consistent use of student list level data to tailor Attendance Agent follow up for each student, and to strategically allocate their time. Some schools did this very well, but others rarely used these resources due to limited training and a lack of a codified "way of work" for exactly how to address the trends in the student lists.   Invested in Attendance Agents at each school to conduct attendance follow up with students and families, following a 3-6-9 intervention protocol.

The expected outcome of attendance agent follow up is for ADA and Chronic Absenteeism to decrease. Effective use of this personnel resource requires strong training and support the central team on protocols, as well as direct monitoring and daily collaboration from Principals. The impact to date has been variable across schools because the activities of the Attendance Agents were not always well integrated and coordinated with other school roles, and the "way of work" deployed at each school varied, and also produced variable outcomes. Attendance Agent training happened monthly, but the learning also occurred in isolation from other school roles. Invested in Home Visits and canvassing. Following the pandemic and with significant quarantine based absences during the 2021-22 school year, the District tried to bridge the home-school relationship by investing in scaled home visits and canvassing. This ensured students with high absence rates received a touch point with school or district personnel, and home visit data could be used to direct resources back to families to address the barriers to regular attendance. Home visits and canvassing was not enough during the 2021-22 school year to overcome the extreme effects of quarantining on our attendance rates, but the home visit process was both well received by families and provided a strong data source for the kinds of needs that families had when they were struggling with attendance. Training is in place for all home visitors, but home visits completed by Attendance Agents and teachers were not always tracked and logged in the same way that Family and Community Engagement visits were logged, so there is opportunity to better integrate different types of visits.

Gap Analysis: The data measured over a four-year period shows that in 2018-19, on the 155th day of instruction, 23.4% of students were considered "not chronically absent." The following year, 2019-20, 23.1% were "not chronically absent" and in 2020-21, 34.3% were reported as "not chronically absent. On the 155th instructional day of 2021-22, 17.6% of students were considered not chronically absent. We would love to see 100% of students attending school 100% of the time, but realistically we hope to increase the percentage of students attending school regularly to 40% during the 2022-23 school year.

District Data Story Summary: Students that miss an exorbitant number of instructional days are less likely to find success in school. There is a great deal of research around this premise, and the challenge of chronic absenteeism was amplified during the pandemic as students of DPSCD struggled to attend school for various reasons. There are a number of strengths that are visible. Some of the strengths that have been uncovered include a DPSCD made a commitment to funding and training attendance agents at each building to analyze attendance data, support educators, and work with students and families to encourage and ultimately increase regular attendance in school. Additionally, schools and leaders have access to a robust data dashboard that makes identifying trends in chronic absenteeism easily obtainable. Access to data has allowed our school teams to generate goals that meet the individual needs of each school community. Another strength we have identified is the structure put into place to canvass and conduct home visits, seeking to support students and families to remove the possible barriers that prevent attendance in school. Challenges can be difficult to overcome, but we are committed to removing barriers to student success. In some cases, one attendance agent may not be able to keep up with the growing needs of a building with high needs regarding chronic absenteeism. Engaging other members of the staff to support this initiative is an important aspect of the plan to reduce chronic absenteeism. Classroom teachers, deans of students, and administrators

work together to support the school community, and central office staff collaborates with schools to provide appropriate professional learning to implement interventions that will increase attendance, and provide support to students missing instructional time. This effort will hopefully lead to further success moving forward, as there are a plethora of programs in place to support the most vulnerable students, but consistent implementation is our priority. One additional strength in the data is the number of students reaching their projected growth goals on iReady. The percentage of students reaching their goals in math and reading increased during the 2021-22 school year.

Strategies:

(1/1): MTSS Framework (General)

Owner: Elizabeth Cutrona

Start Date: 03/15/2023   *Due Date:* 06/16/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Support schools to set Ambitious, Feasible Common Goals for DPSCD School Grade Improvement with provided goal ranges for attendance	Elizabeth Cutrona	03/15/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Establish and Implement Common School Improvement Plan Strategies for Tiered Attendance Intervention customized by each school	Elizabeth Cutrona	03/15/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Write and Publish a Living "Playbook" to Codify Best Practices for the Common Attendance SIP Strategies	Elizabeth Cutrona	03/15/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Align PD Across Principals, APs, Deans, Attendance	Elizabeth Cutrona	03/15/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Agents, Counselors, School Culture Facilitators in Support of Bringing Those Strategies to Life				
Activity Buildings: All Buildings in Implementation Plan				
Use DataCom to drive continuous improvement	Elizabeth Cutrona	03/15/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve ELA Proficiency

Status: ACTIVE

Statement: Student Reading Proficiency, based on MSTEP, will increase at least 3% by 2025.

Created Date: 06/27/2023   *Target Completion Date:* 06/30/2025

Data Story Name: Literacy Achievement

Initial Data Analysis: The MSTEP results from 2022 indicates that the following percentage of students are proficient in ELA:
- 12% in 3rd Grade
- 14% in 4th grade
- 11% in 5th grade
- 12% in 6th grade
- 14% in 7th grade

The proficiency data indicates that 70% of DPCSD students in grades 3-7 are not testing as proficient readers. iReady data mirrors MSTEP, providing further insight into literacy instruction. For example, 55% of 8th grade students tested at three or more grade levels below their expected placement. The data trends show an increase of students at each grade level that are not proficient, or approaching grade level reading. The data story tells us that there is a need for ensuring instruction is working for our students so they may find success in the school environment.

Initial Initiative Inventory and Analysis: Initial Inventory Analysis for Literacy
The inventory analysis for literacy provides a snapshot of programs, usage, and successes related to literacy achievement. We have taken numerous steps to address the data. A focus on Purposeful Planning has been a priority for DPSCD. This process includes encouraging schools to develop master schedules that center Common Planning time for teachers who teach common grades/subjects and/or use Wednesday PLC times for this work. K-5 departmentalization is in place to reduce the planning load on teachers; in K-2 departmentalized teams, teachers will only teach literacy, while their partner teacher teaches math, science and social studies; in 3-5 departmentalized teams, teachers will teach literacy and social studies. Providing common time for educators will hopefully lead to positive results for students. The district has developed a Common Planning Playbook that clarifies expectations, and provides training resources. We have worked to intentionally build Master Teachers' capacity to lead common planning and Administrators' capacity to support and monitor common planning activities.

 Additionally we have created and published lesson planning templates that support preparation for all lesson components. The intended result is to provide teachers with necessary structure and resources to deliver the curriculum. Across the district we hope to see the following components:
Consistent Implementation of all Lesson Components   Maintaining fewer modules in the scope and sequence of the year (3 instead of 4) while attending intentionally to ensuring that every child receives a year's worth of learning Updating curriculum guides to reflect refinement of modules and pacing, including some feedback from the field Mastery of the Science of Reading Expanding LETRS (Language Essentials for Teachers of Reading and

Spelling) Training for Teachers and Administrators, concentrated in Partnership Schools⬚ ⬚ Instructional Leadership Support The introduction of Look Fors for excellent Literacy Instruction K-12 with transparent monitoring and data tools that allow ILTs to regular discuss instructional trends at their school and across their cohort to problem solve⬚ ⬚ The implementation of three cycles of continuous improvement with intentional focus areas: common planning, coaching cycles and data conversations focused on lesson structure, pace, questions and tasks, and student voice⬚ ⬚ The intentional alignment of professional learning for all members of the Instructional Leadership Team to the Look Fors and a set of common SIP (School Improvement Plan) strategies⬚ Purposeful planning has worked in some spaces, but not all. Many schools have master schedules that support weekly common planning. In the schools that don't have schedules that allow for common planning during the school year, two Wednesdays per week have been dedicated to Common Planning.⬚ These sessions are not happening consistently at all schools due to competing priorities.⬚ ⬚

Consistent Implementation of all Lesson Components - We have successfully reduced the number of K-8 Modules in the scope and sequence for K-8 courses. However, there are still some teachers who are having challenges with pacing despite the reduction in modules. Curriculum Guides have been updated quarterly, but feedback from the field has been limited and the updates for this school year have mostly consisted of proofreading, and assessment updates.⬚ ⬚

We have worked to develop a spring common assessment for High School courses, but we have not made any progress on the creation of end of course assessments. We have not consistently analyzed curriculum embedded assessments to monitor the progress against standards over the course of the year.⬚ ⬚ ⬚ Mastery of the Science of Reading - Since our Winter 2021 Letrs Launch we have been able to offer LETRS training to 281 Participants.⬚ There are currently 100 participants being trained in Letrs.⬚ ⬚ ⬚ Instructional Leadership Support - We are on track to have three cycles of continuous improvement (SPRINTS) with an intentional focus on common planning, coaching cycles, and data conversations focused on lesson structure, pace, questions and tasks, and student voice.⬚ These cycles have been aligned to monthly professional learning for all members of the Instructional Leadership team (Principals, AP's, Master Teachers etc...)⬚ ⬚ We have also been able to introduce literacy look fors. The use of the look for tool is not consistent so the data from the look for tool is not representative of all schools.⬚ ⬚ ⬚ Our three highest leverage district-wide strategies for SY23 have been Purposeful Planning, Consistent Implementation of all Lesson Components, and Instructional Leadership Support.⬚ ⬚

Multiple educators were involved in identifying high-leverage strategies. Purposeful Planning included building leaders who led the creation of their Master Schedules.⬚ ⬚ The Common Planning Playbook has been created with the support of contractors and with limited input from content teams and school teams.⬚ ⬚ ⬚ Teachers do not currently have access to the playbook.⬚ ⬚

Consistent Implementation of all Lesson Components is led by the department of Curriculum and Instruction. The key actions for the consistent implementation of all lesson components were managed by the Department of Literacy with some support for the K-8 team from our curriculum vendor.⬚ Some small teacher focus groups have been convened for teacher input on curriculum guides, most notably the Detroit Perspectives Project focus

group. ⬜ Instructional leadership support⬜ is led by the district's Senior Leadership Team, Instructional Leadership Vendors, Content Leads from the Department of Literacy and School Instructional Leadership Teams⬜ ⬜

Determining the successes and challenges of purposeful planning requires looking at individual schools and teams. There are some schools that have implemented consistent and regular common planning, but this strategy has not been successful across the district, due to master schedule limitations. This is evidenced through school visits, and feedback from master teachers, and teachers.⬜ ⬜ ⬜ Consistent implementation of all Lesson Components also has challenges. We have been able to update curriculum guides quarterly but we have not consistently used curriculum embedded assessments to monitor student progress on grade level standards.⬜ This is evidenced through our updated curriculum guides.⬜ We don't have any evidence to support that we are analyzing data from curriculum embedded assessments consistently or at scale.⬜ ⬜ ⬜ Instructional Leadership Support is imperative to our success. We have been able to successfully implement cycles of continuous improvement with aligned professional development. This is evidenced through our year-long scope and sequence, meeting agendas, slide decks, school visits, instructional review data, curriculum lead, and master teacher logs.⬜ ⬜ ⬜ Professional learning has been in place to support our initiatives. Principals, Assistant Principals and Master Teachers participate in monthly professional development on common planning strategies and the importance of purposeful planning. With regard to consistent implementation of all lesson components, a limited number of teachers have been able to offer input on curriculum guides, most notably High School Teachers who are participating in the Detroit Perspectives Project.⬜ Furthermore, Principals, Assistant Principals and Master Teachers participate in monthly professional development around common planning strategies⬜ ⬜ When considering the expected outcomes versus the actual outcomes, and whether or not the activity was implemented with fidelity, there are successes and challenges. Purposeful planning has not garnered expected outcomes due to all master schedules not having common planning built into them.⬜ The consistent implementation of all lesson components has not garnered the expected outcomes. This activity was not implemented with fidelity and was not prioritized when compared to the time dedicated to our other priority areas.⬜ ⬜ Finally, our instructional leadership support has garnered the expected outcomes and it was implemented with fidelity. All professional development and accountability actions have been aligned to this work. There is evidence across the district that all schools are aware of and working towards the completion of our continuous improvement cycles.

Gap Analysis: Considering that 13% of students in grades 3-7 tested as proficient on MSTEP, our current reality is far below our desired state. Ideally, 100% of students would be proficient readers, but our hope us to exponentially decrease the number of students by grade level falling below the threshold.

District Data Story Summary: There is evidence of student growth in our reading data in both iReady and in our Horizons data, and evidence that proficiency is rebounding to pre-pandemic levels. Our focus on implementing common school improvement strategies has created ⬜ more consistency across schools ⬜ on high leverage practices, specifically: Leading effective common planning from our core materials Consistently and regularly monitoring pace, lesson structure, questions and tasks, and student voice protocols, using common

Look Fors   Leading effective small group common planning from student data and in support of grade level expectations Consistently and regularly monitor small group structure and activity quality using common Look Fors   Schools who emphasized these practices through the Instructional Leadership teams were outliers in student achievement improvement, including schools with a wide range of demographic profiles, including Neinas, Harms, Bagley, Bethune, Bates, Chrysler and Charles Wright. Our local goal setting and aligned professional development model created focus and clarity for leaders, which in turn led to more intentionality in school improvement at the school level.

Because master schedules do not support common planning across the district, implementation of common planning at some schools has been inconsistent Data used for common planning does not always incorporate the most current and relevant data sources available to teachers, such as curriculum embedded assessments; we need to focus on more short cycle data work. Relatedly, our assessment suite in high school does not include course-specific assessments, which we need to introduce to be more targeted. There are still many opportunities to improve student engagement practices and opportunities for authentic work products across the district. Though the changes to the number of modules/units addressed has supported pacing, students do not get the same level of exposure to grade level standards as they would if we returned to the standard number of units and modules designed with the core curriculum product.

What learner needs are going unmet, or are not being met adequately? How do you know? Are learners at the greatest risk of receiving prevention and intervention services and support? There is a need for better progress monitoring for our Tier III intervention programs. While students enrolled in our Orton-Gillingham programs are showing improvements relative to their peers, they are not improving as rapidly as students who receive the same intervention from our third party partners, Beyond Basics. We believe this is due to program implementation and supervision.   What programs are most effective at supporting learner needs? Why? We have evidence that our core curriculum programs are being used most consistently across all-district schools, and our data does show an improvement in student data as a result of the consistent use of our curriculum tools. What programs are not effective, or as effective as you would like, at supporting learner needs? Why? Do these need to be adjusted or abandoned? Our online strategic (supplemental) curriculum tools with the exception of iReady are not as effective as we would like at supporting learner needs. These tools have low teacher and student usage. The low usage may be attributed to lack of knowledge on tool features, the need for additional guidance on the use of the tools, and time for planning on the effective implementation of the tools.

Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners? There may be some duplication with our Max Scholar and Orton Gillingham programming that needs to be explored further. There may also be some duplication with Sora and MyOn.

Strategies:

(1/3): MTSS Framework (General)

Owner: Leenet Campbell-Williams

Start Date: 06/27/2023   *Due Date:* 06/30/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Support schools to set Ambitious, Feasible Common Goals for DPSCD School Grade Improvement with provided goal ranges for literacy growth and proficiency	Leenet Campbell-Williams	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Establish and Implement Common School Improvement Plan Strategies for Tiered Literacy Intervention customized by each school	Tera Shamey	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Continue to Develop and Evolve a Living "Playbook" to Codify Best Practices for the Common Attendance SIP Strategies	Tera Shamey	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Align PD Across Principals, APs, Master Teachers, Teachers, and Academic Interventionists in Support of Bringing Those Strategies to Life	Tera Shamey	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use DataCom to drive continuous improvement	Leenet Campbell-Williams	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): 23g Expanded Learning Time

Owner: Leenet Campbell-Williams

Start Date: 10/27/2023   *Due Date:* 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Strategy expert(s) will oversee the after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Obtain input from educators, families and community.	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Collect data to drive continuous improvement	Tera Shamey	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Complete student needs analysis	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identify individuals with expertise in evidence based expanded learning time	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Select DPS staff and vendors to tutor students	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Implement a system that allows students and families to request assistance through the MI Kids Back-on-Track program	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Contract vendors and hire staff to provide after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Purchase materials for after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide transportation for students to and/or from after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Leenet Campbell-Williams

Start Date: 10/27/2023   *Due Date:* 06/30/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Obtain input for educators, families and community	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Complete student needs analysis	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identify individual with expertise in evidence based expanded learning time	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Select DPS staff and vendors to tutor students	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement a system that allows students and families to request assistance through the MI Kids Back-on-Track program	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Contract vendors and hire	Leenet	10/27/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
staff to provide small group and 1-on-1 tutoring to identified students to improve student achievement	Campbell-Williams			
Activity Buildings: All Buildings in Implementation Plan				
Purchase materials for small group and 1-on-1 tutoring	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Strategy expert(s) will oversee the small group and 1-on-1 tutoring programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Collect data to drive continuous improvement	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Math Proficiency on MSTEP

Status: ACTIVE

Statement: Student Math Proficiency, based on MSTEP, will increase at least 3% by 2025.

Created Date: 06/27/2023   *Target Completion Date:* 06/30/2025

Data Story Name: Mathematics Achievement

Initial Data Analysis: The MSTEP Math results indicate limited numbers of students performing as proficient in mathematics. MSTEP for 2022 presented the following percentages for proficiency:

10% - 3rd Grade
6% - 4th Grade
4% - 5th Grade
4% - 6th Grade
7% - 8th Grade
8% - 8th Grade

Over 90% of students at all grade levels are not proficient in mathematics. This data tells the story that mathematics instruciton may require evaluation and analysis.

Initial Initiative Inventory and Analysis: Initial Inventory Analysis for Math
The inventory analysis for mathematics provides a snapshot of programs, usage, and successes related to literacy achievement. We have taken numerous steps to address the data. A focus on Purposeful Planning has been a priority for DPSCD. This process includes encouraging schools to develop master schedules that center Common Planning time for teachers who teach common grades/subjects and/or use Wednesday PLC times for this work. K-5 departmentalization is in place to reduce the planning load on teachers; in K-2 departmentalized teams, teachers will only teach literacy, while their partner teacher teaches math, science and social studies; in 3-5 departmentalized teams, teachers will teach literacy and social studies. Providing common time for educators will hopefully lead to positive results for students. The district has developed a Common Planning Playbook that clarifies expectations, and provides training resources. We have worked to intentionally build Master Teachers' capacity to lead common planning and Administrators' capacity to support and monitor common planning activities.

 Additionally, we have created and published lesson planning templates that support preparation for all lesson components. The intended result is to provide teachers with necessary structure and resources to deliver the curriculum. Across the district we hope to see the following components:

- Consistent Implementation of all Lesson Components Maintaining fewer modules in the scope and sequence of the year (3 instead of 4) while attending intentionally to ensuring that every child receives a year's worth of learning Updating curriculum guides to reflect refinement of modules and pacing, including some feedback from the field- The introduction of Look Fors for excellent Math Instruction K-12 with transparent monitoring and data tools that allow ILTs to regular discuss instructional trends at their school and across their cohort to problem solve The implementation of three cycles of continuous improvement with intentional focus areas: common planning, coaching cycles and data

conversations focused on lesson structure, pace, questions and tasks, and student voice. The intentional alignment of professional learning for all members of the Instructional Leadership - Team to the Look Fors and a set of common SIP (School Improvement Plan) strategies. Purposeful planning has worked in some spaces, but not all. Many schools have master schedules that support weekly common planning. In the schools that don't have schedules that allow for common planning during the school year, two Wednesdays per week have been dedicated to Common Planning. These sessions are not happening consistently at all schools due to competing priorities.

Consistent Implementation of all Lesson Components - We have successfully reduced the number of K-8 Modules in the scope and sequence for K-8 courses. However, there are still some teachers who are having challenges with pacing despite the reduction in modules. Curriculum Guides have been updated quarterly, but feedback from the field has been limited and the updates for this school year have mostly consisted of proofreading, and assessment updates.

We have worked to develop a spring common assessment for High School courses, but we have not made any progress on the creation of end of course assessments. We have not consistently analyzed curriculum embedded assessments to monitor the progress against standards over the course of the year. Instructional Leadership Support - We are on track to have three cycles of continuous improvement (SPRINTS) with an intentional focus on common planning, coaching cycles, and data conversations focused on lesson structure, pace, questions and tasks, and student voice. These cycles have been aligned to monthly professional learning for all members of the Instructional Leadership team (Principals, AP's, Master Teachers etc...) We have also been able to introduce math look fors. The use of the look for tool is not consistent so the data from the look for tool is not representative of all schools. Our three highest leverage district-wide strategies for SY23 have been Purposeful Planning, Consistent Implementation of all Lesson Components, and Instructional Leadership Support.

Multiple educators were involved in identifying high-leverage strategies. Purposeful Planning included building leaders who led the creation of their Master Schedules. The Common Planning Playbook has been created with the support of contractors and with limited input from content teams and school teams. Teachers do not currently have access to the playbook.

Consistent Implementation of all Lesson Components is led by the department of Curriculum and Instruction. The key actions for the consistent implementation of all lesson components were managed by the Department of Literacy with some support for the K-8 team from our curriculum vendor. Instructional leadership support is led by the district's Senior Leadership Team, Instructional Leadership Vendors, Content Leads from the Department of Mathematics and School Instructional Leadership Teams.

Determining the successes and challenges of purposeful planning requires looking at individual schools and teams. There are some schools that have implemented consistent and regular common planning, but this strategy has not been successful across the district, due to master schedule limitations. This is evidenced through school visits, and feedback from master teachers, and teachers. Consistent Implementation of all Lesson Components also has challenges. We have been able to update curriculum guides quarterly but we have not consistently used curriculum embedded assessments to monitor

student progress on grade level standards. This is evidenced through our updated curriculum guides. We don't have any evidence to support that we are analyzing data from curriculum embedded assessments consistently or at scale. Instructional Leadership Support is imperative to our success. We have been able to successfully implement cycles of continuous improvement with aligned professional development. This is evidenced through our year-long scope and sequence, meeting agendas, slide decks, school visits, instructional review data, curriculum lead, and master teacher logs. Professional learning has been in place to support our initiatives. Principals, Assistant Principals and Master Teachers participate in monthly professional development on common planning strategies and the importance of purposeful planning. With regard to consistent implementation of all lesson components, a limited number of teachers have been able to offer input on curriculum guides, most notably High School Teachers who are participating in the Detroit Perspectives Project. Furthermore, Principals, Assistant Principals and Master Teachers participate in monthly professional development around common planning strategies. When considering the expected outcomes versus the actual outcomes, and whether or not the activity was implemented with fidelity, there are successes and challenges. Purposeful planning has not garnered expected outcomes due to all master schedules not having common planning built into them. The consistent implementation of all lesson components has not garnered the expected outcomes. This activity was not implemented with fidelity and was not prioritized when compared to the time dedicated to our other priority areas. Finally, our instructional leadership support has garnered the expected outcomes and it was implemented with fidelity. All professional development and accountability actions have been aligned to this work. There is evidence across the district that all schools are aware of and working towards the completion of our continuous improvement cycles.

Gap Analysis: Roughly 6% of students in grades K-8 tested proficient on state summative assessments at the conclusion of the 2021-22 school year. Our current reality is that roughly 94% of students are below grade level expectations. Our desired state is to see success for all DPSCD students.

District Data Story Summary: DATA STORY
There is evidence of student growth in our math data in both iReady and in our Horizons data, and evidence that proficiency is rebounding to pre-pandemic levels. Our focus on implementing common school improvement strategies has created more consistency across schools on high leverage practices, specifically:

These practices include leading effective common planning from our core materials, and consistently and regularly monitoring pace, lesson structure, questions and tasks, and student voice protocols, using common Look Fors.

Leading effective small group common planning from student data and in support of grade level expectations as well as consistently and regularly monitoring small group structure and activity quality using the common Look Fors tool. Schools who emphasized these practices through the Instructional Leadership teams were outliers in student achievement improvement, including schools with a wide range of demographic profiles, including

Neinas, Harms, Bagley, Bethune, Bates, Chrysler and Charles Wright. Our local goal setting and aligned professional development model created focus and clarity for leaders, which in turn led to more intentionality in school improvement at the school level.

There are also areas of weakness, or challenges in the data presented. Because master schedules do not support common planning across the district, implementation of common planning at some schools has been inconsistent. Data used for common planning does not always incorporate the most current and relevant data sources available to teachers, such as curriculum embedded assessments; we need to focus on more short cycle data work. Relatedly, our assessment suite in high school does not include course-specific assessments, which we need to introduce to be more targeted.

There are still many opportunities to improve student engagement practices and opportunities for authentic work products across the district. Though the changes to the number of modules/units addressed has supported pacing, students do not get the same level of exposure to grade level standards as they would if we returned to the standard number of units and modules designed with the core curriculum product.

What learner needs are going unmet, or are not being met adequately? How do you know? Are learners at the greatest risk of receiving prevention and intervention services and support? There is a need for better progress monitoring for our Tier III intervention programs. What programs are most effective at supporting learner needs? Why? We have evidence that our core curriculum programs are being used most consistently across all-district schools, and our data does show an improvement in student data as a result of the consistent use of our curriculum tools.

What programs are not effective, or as effective as you would like, at supporting learner needs? Why? Do these need to be adjusted or abandoned? Our online strategic (supplemental) curriculum tools with the exception of iReady are not as effective as we would like at supporting learner needs. These tools have low teacher and student usage. The low usage may be attributed to lack of knowledge on tool features, the need for additional guidance on the use of the tools, and time for planning on the effective implementation of the tools.

Strategies:

(1/3): MTSS Framework (General)

Owner: Leenet Campbell-Williams

Start Date: 06/28/2023   *Due Date:* 06/30/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Support schools to set Ambitious, Feasible Common Goals for DPSCD School Grade Improvement with provided goal ranges for math growth and proficiency	Leenet Campbell-Williams	06/28/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Establish and Implement Common School Improvement Plan Strategies for Tiered Math Intervention customized by each school	Leenet Campbell-Williams	06/28/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Continue to Develop and Evolve a Living "Playbook" to Codify Best Practices for the Common Academic Growth and Proficiency SIP Strategies	Leenet Campbell-Williams	06/28/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Align PD Across Principals, APs, Master Teachers, Teachers, and Academic Interventionists in Support of Bringing Those Strategies to Life	Tera Shamey	06/28/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use DataCom to drive continuous improvement	Leenet Campbell-Williams	06/28/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): 23g Expanded Learning Time

Owner: Leenet Campbell-Williams

Start Date: 10/27/2023   *Due Date:* 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Obtain input for educators, families and community	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Complete student needs analysis	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identify individual with expertise in evidence based expanded learning time	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Select DPS staff and vendors to tutor students	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement a system that allows students and families to request assistance through the MI Kids Back-on-Track program	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Contract vendors and hire staff to provide after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Purchase materials for after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide transportation for students to and/or from after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Strategy expert(s) will oversee the after school and summer programs	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Collect data to drive continuous improvement	Leenet Campbell-Williams	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Leenet Campbell-Williams

Start Date: 10/30/2023   *Due Date:* 06/30/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Obtain input for educators, families and community	Leenet Campbell-Williams	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Complete student needs analysis	Leenet Campbell-Williams	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Identify individual with expertise in evidence based expanded learning time	Leenet Campbell-Williams	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Select DPS staff and vendors to tutor students	Tera Shamey	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Implement a system that allows students and families to request assistance through the MI Kids Back-on-Track program	Leenet Campbell-Williams	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Contract vendors and hire staff to provide small group	Leenet Campbell-	10/30/2023	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
and 1-on-1 tutoring to identified students to improve student achievement	Williams			
Activity Buildings: All Buildings in Implementation Plan				
Purchase materials for small group and 1-on-1 tutoring	Tera Shamey	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Strategy expert(s) will oversee the small group and 1-on-1 tutoring programs	Leenet Campbell-Williams	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Strategy expert(s) will oversee the small group and 1-on-1 tutoring programs	Leenet Campbell-Williams	10/30/2023	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				