# MICIP Portfolio Report

## MacDowell Preparatory Academy

**Goals Included**

**Active**
- Implementing MTSS to achieve student achievement

**Buildings Included**

**Open-Active**
- MacDowell Preparatory Academy
- MacDowell Preparatory Academy

**Plan Components Included**

Goal Summary
Data
    Data Set
    Data Story
Analysis
    Root Cause
    Challenge Statement
Strategy
    Summary
    Implementation Plan
        Buildings
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# MICIP Portfolio Report

## MacDowell Preparatory Academy

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## Implementing MTSS to achieve student achievement

*Status:* ACTIVE

*Statement:* In spring 2026, 100% of students will meet their projected growth percentiles, as measured by NWEA MAP Growth Math and Reading  assessments, using a MTSS Framework for tiered instruction.

*Created Date:* 07/18/2022        *Target Completion Date:* 06/30/2026

*Data Set Name:*  Mathematics Benchmark

| Name | Data Source |
|---|---|
| End of Year Data Report | NWEA |

*Data Story Name:* MTSS District Goal

*Initial Data Analysis:* Data Analyzed:
- NWEA MAP Data: We used the data from the NWEA MAP assessments from both the 19-20 SY and the 20-21 SY.  - MStep: We used the data from the MStep assessment the 18-19 SY.
- GPA: We used the GPA grades in math courses for both the 19-20 and 20-21 SY.

In summary, the data tells us that scholars in grades K-8 continue to struggle to reach mastery in Mathematics on the state and  local assessments.

The number of scholars at or above the 50th percentile in Math on NWEA MAP for the 19-20 school year is 21. 21-22 School Year- 35

The percent of scholars scoring proficient and above on the Math portion of the MStep assessment for grades 3-8 during the 18- 19 SY is 8.

There is a gap between the NWEA MAP proficiency(21) and the percent proficient on the math portion of the MStep assessment  (8).

The outliers in the data set are as follows: On the 2019 M-STEP math assessment, 21% of 3rd grade students scored advanced  or proficient, compared to 5% in the other grades (4-8) combined. Of all of the students who scored proficient or advanced,  48% were 3rd graders.

In addition, course percentages for middle school math fall below those for English Language Arts. Over the last six measured  quarters (19-20 Q1-Q3 and 20-21 Q1-Q3), the average middle school math percentage was six percentage points lower than the  average ELA percentage.

*Initial Initiative Inventory and Analysis:* Since the beginning of MacDowell Preparatory Academy in 2016, our scholars have grown in mathematics but no at a rate that  has yielded proficiency. Strategies from past years of the School Improvement Process have included the following.

1. I-Ready- This program was used as an intervention tool to connect to a scholar's personal NWEA score and created an individualized pathway to address gaps in scholar understanding.

a) The Academic Intervention team pulled small groups of students based on their NWEA Scores (20th percentile and lower three times per year) to work on individualized pathways using I-Ready Manual Practice Resources and guided small group instruction based on common learning targets from the NWEA Learning Continuum.

b) K-8th Math Intervention Pull Out Class was structured as a part of the school schedule in order for scholars to have protected time to get small guided group instruction and support with I-Ready Manual Folders based on their individualized academic needs.

c) K-8 I-Ready Lab was structured as a part of the school schedule twice per week in order for scholars to have protected time to get onto I-Ready and complete their technology based assigned folders

d) The process was closely monitored. Student progress was discussed monthly in PLC's with the Curriculum Coordinator.

2. Gaps/Challenges

a) One of the challenges were students who took long periods of time to complete the I-Ready Diagnostic. They could not be assigned a learning pathway without completion of the pre-assessment. Therefore, student consistency of working on pathways greatly varied.

b.) Scholars in K-8 went to this course twice a week for 50 minutes. 6-8 had less time than in their I-Ready Elective due to less efficient transitions. Students were allowed to transition independently, which led to chronic tardiness.

c.) Scholars in K-8 math intervention (20th percentile and lower) had a double block of Math. 6-8 Students were allowed to transition independently, which led to chronic tardiness.

3. Professional Development- Math focused PD was established in order to ensure that teachers had adequate time to unpack and plan robust lessons according to priority standards (M-Step) and learning targets(NWEA)

a) Each week, time was set aside to ensure that teachers were remaining aligned to the identified coverage of priority standards and lesson targets based on quarterly data dives.

b) Monthly, the staff would partake in guided discussions around instructional pacing, wins and challenges in order to adjust lesson delivery based on student progress.

c) Teachers received weekly feedback on math lesson plans, which were checked for fidelity and levels of student engagement.

4. Small Group Instruction- This became a focus to use scholar data to pull groups and close scholar gaps.

a) K-5 adopted the Daily 3 Math Workshop framework, daily. This course was co-facilitated by the Curriculum Coordinator and teacher as an instructional modeling opportunity. The challenge was that the Daily 3 Cafe concept was new to teachers. Therefore, their planning for foundational work was challenging as an everyday component of their lesson planning.

b) Direct Instruction would prove to be challenging because of the lack of teacher training using the actual identified math curricular resources throughout the school year from the Curriculum Coordinator and/or Publishers of the resources. They spent a lot of time using trial and error to deliver instruction to the whole group, which was not an effective strategy

for reaching students academically. Therefore, small group instruction and differentiation was not prevalent.

5. Paraprofessionals- The role of paraprofessional was put in place as a Tier 2 strategy of our MTSS structure. Paras mainly pushed in to assist during small group instruction time
a) Two paraprofessionals were shared among the entire K-8 team. An equitable schedule was created by the instructional team in order to ensure that there were no scheduling conflicts. Middle school use of paraprofessionals were less effective due to their lesson
b.) Professional development for paraprofessionals was minimal this school year.  We focused on maintaining the following; implementing their push in support schedule with fidelity, affording teachers support with I-Ready as they progress monitored and assisted with small group instructional assistance with scaffolding tier 1 standards.  The challenge was the lack of professional development in the areas of small group instructional strategies, navigating the I-Ready Platform for troubleshooting and understanding assigning/reporting and creating formative assessments to monitor student progress.  The paraprofessionals were brought in semester 2.
6. Data Driven Instruction- Using scholar data in order to plan instruction and identify gaps has been a focal point in all  content areas since the beginning of our work at MacDowell. We recognize the importance of looking at scholar data to  best determine how content should be delivered to scholars.
a) Implemented protocols around analyzing scholar data and planning for reteaches of standards not mastered.  Teachers stated that at times, there was not enough time to both reteach and move into new content which pushed  pacing behind.
b) Bi-weekly assessments were implemented during the 21-22 school year and have continued to be a source of real time data.  However, at the beginning of the year during the height of restoration from the pandemic, it was more challenging to ensure accurate completion/responses  from scholars given learning from home.
c) The Curriculum coordinator would progress monitor bi-weekly assessments to ensure they were being implemented with fidelity with grade level teams during professional learning community meetings.  They would determine a re-teach, review or move forward two week plan.  Each plan was archived and revisited at the top of each Tier 1 meeting. The gap was the formative assessments that had to be teacher created for lower levels on Bloom's Taxonomy due to the lack of formative assessment building professional development for the staff.  Because MPA enlisted a 100% new instructional team, which consisted of 98% non-certified instructors, the majority of professional development had to be focused on year one, routine teaching strategies for effective implementation.
7. Math Instructional Coaching- Our Coaching model was a cycle of observation and feedback as well as data meetings.
a.) With novice teachers, instructional coaching most time focused on management vs rigor especially during the 21-22 school year.
b.) Bi-weekly assessments were implemented during the 21-22 school year. The focus of the instructional coaching team surrounded recommendations for how to diversify their instructional delivery for better results on assessments.
   8. Parent SIP Events- We hosted various Math Nights and Literacy Nights during the 18-19 and 19-20. In 2021-22, math and literacy nights were not implemented as a safety

precaution for Covid-19.

    9. Summer School- We have hosted Summer School since 2016.

a.) Attendance is a challenge.  Students who were identified as summer school candidates have attended at a rate of around 75%.  However, 90%, or better attendance would be the marker to impact academic achievement during such a short program.

b.) We designed a targeted program based on Spring NWEA Learning Targets.  However, our program was only 4 weeks in length for a half day so there was not a great amount of time to close huge academic gaps.

10.Class Size Reduction Teacher- This strategy was selected in order to group students for differentiation purposes.

a.) There was a lack of strong gains in these classrooms due to teachers' limited knowledge base for differentiation strategies.

b.)  Lack of certified teachers with formal training.


*Gap Analysis:* While we would like our Math proficiency rates to grow by 10% according to NWEA and M-Step.  We exceeded that growth percentage compared to the previous year by 5%.  The percentage of students who met their NWEA Projected Rit Goals was set for 7%. We exceeded that goal by three times this school year. The grade level proficiency rate stands between 25-30% currently.  Our goal is to be in the range of 35-40% next school year.


*District Data Story Summary:* We had many successes this school year. One of our greatest wins this year was implementing a foundational MTSS Academic Program for tiers 1-3 with fidelity.  Our data analyzation process of identifying priority standards and lesson targets with every NWEA assessment. The percentage of teachers who embraced and implemented the plan with fidelity was at about 80%.   The embedded academic intervention hour and I-Ready Elective ensured that all students received work around their achievement gaps throughout the week. Our weekly meeting cycles to discuss tier 1 instruction and student progress, tier 2 academic interventions relating to Daily 3 Cafe and small group instruction were done with fidelity and guided instruction was extremely effective.  The protected time carved out each week to address staff;  as a whole group for building school-wide alignment of practices, in grade levels for building professional learning communities and individual meetings with instructional coaches for individualized coaching in areas of need made the instructional program increasingly effective because EVERY instructor was receiving support. The academic intervention plan was also very effective because interventionists were able to implement their schedules without interruptions such as subbing.  Their program was protected to ensure that students received scheduled support based on their needs.  A new Child Study Team Process was introduced in semester two to more closely monitor tier 3 student progress in collaboration with the special education team. This process will be even more pronounced and introduced at the beginning of the school year in order to identify scholars who may be struggling, or on a course toward special education to receive individualized interventions early in the school year.

Though our data indicated that even with small gains in mathematics proficiency, our scholars are still ranking below the local and national averages. Scholars have exhibited a

good amount of growth, which is closing the proficiency gap. However, we are still not at a stable rate of proficiency as a school. Intervention services were successfully implemented in tiers 2-3 along with the I-Ready Elective. These services must continue to push forward becoming even more CONSISTENT, targeted and focused next school year. Tardiness will be addressed for 6-8th grade by teachers walking students to and from I-Ready Elective and Academic Intervention classes. A more robust MTSS Tier 3 Child Study process will be introduced earlier and progress monitored more closely next school year.

We have several supports in place such as; a new teacher certification program, which will be introduced this upcoming school year, school wide instructional coaching, embedded academic intervention hour, academic small group intervention, math small group instruction (Daily 3 Cafe), tier 2 paraprofessionals, I-Ready Elective, MTSS coordination and oversight, attendance agent to support decreasing student absences, two Deans of Culture and Climate and weekly embedded staff professional developments for guided planning and think tanks. All of these supports will be in place next school year and taken to the next level of implementation.

The new teacher program will provide the needed pedagogical support lacking with the non-certified instructional team. The embedded academic intervention hour will remain in place. However, paraprofessionals will focus on push-in support in K-5, which was extremely successful last year. Teachers will be provided with PD around Daily 3 and small group instructional strategies as a component of our PD Plan. Academic interventionists will receive professional development on a monthly basis to ensure they are using best practices to close achievement gaps with tier 3 students (20th percentile and lower who are targeted in the Child Study Process). There will be an MTSS Coordinator who will support the identification of scholars, support the Child Study Team with data, progress monitor student progress and attendance, monitor learning pathways, designate allowable instructional resources aligned with the programming and report progress to leadership on a regular basis. I-Ready Math and ELA Elective should be scheduled daily for all students. This will mean bringing on an additional I-Ready instructor/Facilitator whose main area focus will be math. Teachers will continue to receive instructional coaching with a feedback cycle to support implementation. Deans of Culture and Climate will transition more of their time supporting teachers with best practice strategies for the classroom and programs such as Restorative Practices as proactive, positive behavior supports for students.Embedded professional development cycle will be more targeted and focused this upcoming year.   There will be increased time to implement practices presented in order to determine what's working/not working and identify instructional support gaps based on need. Progress monitoring will increase to ensure the stability of best practice implementation.

*Analysis:*

*Root Cause*

*Five Whys*

- Why: Analyze Root Cause - Why are things the way they are? Answer these questions:
  1. What tool(s) did you use to analyze root cause?
  2. What root cause did you discover that is within your control and that you will address in your challenge statement? 3. What supporting documentation do you have?

  Why- Why are our scholars not proficient on the Math MStep? Our scholars lack the foundational skills to engage in rigorous math content.

  Why- Why do scholars lack the foundational skills necessary to excel on rigorous math content? There has been a disparaging achievement gap from students in the Metro Detroit Area for years. Those gaps could have been created based on staffing challenges, curriculum resources, lack of training for teachers, student attendance, low rates of parent support, etc. These conditions have been prevalent in our community for a great number of years. Now we return from a pandemic and students are even more behind. This is highly due to receiving instruction on new remote platforms they had never experienced before by students and/or teachers.

  Also, the MacDowell Instructional team is highly composed of non-certified instructors due to certified teacher shortages in our area. Therefore, they lack the pedagogical exposure and experience to implement strategic tools to create more rigorous, differentiated math instruction aligned to the Michigan Common Core Standards. This is the main reason MacDowell elected to bring in a team of experienced, certified, highly qualified instructional coaches to closely guide the instructional practices. More time with I-Ready would be beneficial as well.

  Why- Why are the math intervention courses not yielding more academic growth in math? The trajectory of growth is on an upswing related to the academic intervention program. However, more small group instruction and differentiation training is needed for teachers to support interventions for all scholars in their classrooms. Professional development from the Math Curriculum Providers is necessary in order for teachers to properly use all of the resources available for scholars on all levels. If teachers are only teaching using the main resource and not utilizing the supplemental materials to support scholars who are struggling, they will not close achievement gaps. Also, more time is need on I-Ready in order for students to work on their individualized pathways.

  Why- Why do we not have strong supports for scholars who fall into needed Tier II or Tier III interventions? We have created an aligned academic intervention program. However, we need more interventionists due to the number of students who are in need of interventions. We also need an additional I-Ready Facilitator so students can work on their individualized pathways on a daily basis. Finally, teachers need small group

instruction and differentiation professional developments to support the overflow of non-proficient students.

Why- Why have we not created a strong Tier II and Tier III support system for scholars who are struggling? With the new administration and instructional support team, we have developed and implemented a strong foundation for a Multi-tiered System of Support(MTSS) for struggling students.  Our next phase will be to bring in more targeted support staff to facilitate interventions, an additional I-Ready Facilitator so students spend more time with their learning pathways and a more robust Child Study Process to closely monitor struggling students and needed interventions.

Potential activities to consider when identifying our systems approach:

Tier 1 PD to address effective small group instructionTier 1 PD to address differentiated instructional practicesTier 1 PD to increase teachers' knowledge of how to consistently review data to drive instruction`Tier 2 PLC's for interventionists and teachers to collaborative and consistently review student work and progress in order to fill achievement gaps as a teamTier 2 interventions in the classroom with paraprofessionals to support small group instructionTier 2 interventionists and paraprofessional professional development calendar geared toward tutoring struggling studentsTier 3 Child Study Process implemented with fidelity for evidence collection, strategic sharing of data and implementing even smaller group instructional practicesRoot Cause:We have not built out a strong MTSS program that aligns all of our activities to better support our struggling scholars.

- Why: Root Cause:We have not built out a strong MTSS program that aligns all of our activities to better support our struggling scholars.

*Challenge Statement:* If we establish a shared equitable mindset and coordinated systemic process to address gaps and support scholars with their  missing math and literacy foundational skills with fidelity, then student proficiency on state and local assessments will show increased mastery and  proficiency, better preparing scholars for success in high school and in life.

*Strategies:*

*(1/7):* MTSS Framework (General)

*Owner:* Darah Griffin

*Start Date:* 07/18/2022        *Due Date:* 06/30/2026

*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:* $100,000.00
- 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
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

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

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Implement talent management framework. | Darah Griffin | 05/01/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Adopt a data driven approach. | Darah Griffin | 09/01/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Build capacity around a | Darah Griffin | 09/01/2023 | 06/30/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| system of mutli-tiered supports. | | | | |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| High Dosage Tutoring | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Implement Extended School Year Learning | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Provide professional learning for staff | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Provide job embedded learning for all staff | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(2/7):* 23g Intensive, Individualized Support

*Owner:* Darah Griffin

*Start Date:* 11/09/2023          *Due Date:* 06/30/2026

*Summary:* A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

*Buildings:* All Active Buildings

*Total Budget:* $100,000.00
- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)

*Communication:*

| Method | Audience |
|---|---|
| - MI School Data | - 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 |
|---|---|---|---|---|
| Provide scholars with individualized enrichment opportunities | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

## (3/7): 23g Expanded Learning Time

*Owner:* Darah Griffin

*Start Date:* 11/09/2023          *Due Date:* 06/30/2026

*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:* $100,000.00
- 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
- Brochure
- Parent Newsletter
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- Social Media

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

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Provide scholars with a 5week Summer Enrichment program. | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(4/7):* 23g Tutoring

*Owner:* Darah Griffin

*Start Date:* 11/09/2023          *Due Date:* 06/30/2026

*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:* $100,000.00
- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

*Communication:*

| Method | Audience |
|---|---|
| • MI School Data | • 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 |
|---|---|---|---|---|
| Stipends for teachers/ tutors and purchase of materials to provide scholars with After-school Tutoring at least 2 days a week. | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

## (5/7): 23g Personalized Learning Environments

*Owner:* Darah Griffin

*Start Date:* 11/09/2023                                    *Due Date:* 06/30/2026

*Summary:* A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities,  or smaller classes.

*Buildings:* All Active Buildings

*Total Budget:* $100,000.00
- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

*Communication:*

Method
- MI School Data
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- District Website Update
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- Social Media

Audience
- Community-at-Large
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- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Building and restoring relationships through restorative practices, SEL, and PBIS | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(6/7):* Curriculum Planning

*Owner:* Darah Griffin

*Start Date:* 11/09/2023          *Due Date:* 06/30/2026

*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:* $100,000.00
- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

*Communication:*

Method
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- School Board Meeting
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Audience
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- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Provide all staff with just in time curriculum implementation support. | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

**(7/7):** Early Warning Intervention and Monitoring System (EWIMS)

*Owner:* Darah Griffin

*Start Date:* 11/09/2023                          *Due Date:* 06/30/2026

*Summary:* EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

*Buildings:* All Active Buildings

*Total Budget:* $100,000.00
- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

*Communication:*

Method
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Audience
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- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Implement a tracking system to ensure scholars are present and engaged in their growth and development | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

## Monitoring and Adjusting:

### Evaluate Goal: Interim Target Measures

| Measure | Owner | Due Date | Status |
|---|---|---|---|
| Increase by 15% for End of Year Data Report | | 06/30/2024 | ONTARGET |
| Increase by 15% for End of Year Data Report | | 06/30/2025 | ONTARGET |

### Impact Notes

| Date | Note | Author |
|---|---|---|
| 05/30/2023 | Currently, we are focusing on hiring a quality candidate to fill this role. We will focus on developing a job description to ensure that our vision is clear. We have determined that we will need to revisit this strategy in 23-24 and evaluate the impact made. | Darah Griffin |

### Adjust Notes

| Date | Note | Author |
|---|---|---|
| 05/30/2023 | The original strategy due date for the MTSS Coordinator was to start at the beginning of the 22-23 school year. However, due to staffing shortages, we were unable to fill this role. We recognize this position is a need for MacDowell Preparatory, and have created a plan of action to ensure implementation occurs with fidelity for the 23-24 school year. | Darah Griffin |

## Activity Status:

### MTSS Framework (General) Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Implement talent management framework. | Darah Griffin | 05/01/2023 | 06/30/2026 | ONTARGET |
| Adopt a data driven approach. | Darah Griffin | 09/01/2023 | 06/30/2026 | ONTARGET |
| Build capacity around a system of mutli-tiered supports. | Darah Griffin | 09/01/2023 | 06/30/2026 | ONTARGET |
| High Dosage Tutoring | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |
| Implement Extended School Year Learning | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Provide professional learning for staff | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |
| Provide job embedded learning for all staff | Darah Griffin | 07/18/2022 | 06/30/2026 | ONTARGET |

*23g Intensive, Individualized Support Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Provide scholars with individualized enrichment opportunities | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |

*23g Expanded Learning Time Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Provide scholars with a 5week Summer Enrichment program. | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |

*23g Tutoring Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Stipends for teachers/ tutors and purchase of materials to provide scholars with After-school Tutoring at least 2 days a week. | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |

*23g Personalized Learning Environments Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Building and restoring relationships through restorative practices, SEL, and PBIS | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |

*Curriculum Planning Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Provide all staff with just in time curriculum implementation support. | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |

*Early Warning Intervention and Monitoring System (EWIMS) Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Implement a tracking system to ensure scholars are present and engaged in their growth and development | Darah Griffin | 11/09/2023 | 06/30/2026 | ONTARGET |

*Monitoring Notes*

Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

Monitoring Notes: 23g Personalized Learning Environments

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

## Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

## Monitoring Notes: Curriculum Planning

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

## Monitoring Notes: Early Warning Intervention and Monitoring System (EWIMS)

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

## Monitoring Notes: MTSS Framework (General)

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?*

| Date | Note | Author |
|---|---|---|
| 05/30/2023 | We were unable to make any traction with this strategy.  The selected MTSS Coordinator that is listed in the plan was a contractor that was unable to fulfil the role. We worked to utilize staff within the building, however, we were unsuccessful and realize that for the 2023-2024 school year, we will have to seek a fulltime candidate. | Darah Griffin |

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?*

| Date | Note | Author |
|---|---|---|
| 05/30/2023 | Although we were unable to identify a MTSS Coordinator for the 2022-2023 school year, we have evaluated our needs and created an action plan to ensure that we hire a highly qualified applicant.<br><br>We are currently creating a job description and posting for the position of MTSS Coordinator. Additionally. funds have been set aside to ensure that we attract quality candidates. | Darah Griffin |

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?*

| Date | Note | Author |
|---|---|---|
| 05/30/2023 | Sufficient funds have been set aside to ensure we are able to hire a highly qualified MTSS Coordinator. | Darah Griffin |

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*Evaluation Status:*

*Evaluate Goal: End Target Measures*

| Measure | Due Date | Status |
|---|---|---|
| Increase by 75% for End of Year Data Report | 06/30/2026 | ONTARGET |
| Increase by 15% for End of Year Data Report | 06/30/2026 | ONTARGET |

*Evaluate Goal: Impact Questions and Responses*

**Fidelity - How well did we engage in our plan as intended?**
No Data Available

*Scale/Reach - How well did we reach the intended target population?*
    No Data Available

*Capacity - How well did we support progress towards our goal?*
    No Data Available

*Impact - How did student outcomes improve?*
    No Data Available