

MICIP Portfolio Report

Hazel Park, School District of the City of

Goals Included

Active

- Improve Reading Proficiency K-8 (2023-24)
- Improve Evidence-Based Reading and Writing Profici...
- Improve Math Proficiency 9-12 (2023-24)
- Improve Math Proficiency K-8 (2023-24)

Buildings Included

Open-Active

- Hazel Park High School
- Hazel Park Junior High School

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Hazel Park, School District of the City of

Improve Reading Proficiency K-8 (2023-24)

Status: ACTIVE

Statement: Hazel Park School District will implement research-based strategies to improve foundational reading and comprehension skills in order to increase the percentage of students in grades K-5 scoring mid/above grade level by 4% from Spring 2023 to Spring 2024, with a minimum of 50% at Tier 1.

Hazel Park School District will implement research-based strategies to improve foundational reading and comprehension skills in order to increase the percentage of students in grades 6-8 scoring mid/above grade level by 4%, with a minimum of 25% at Tier 1.

Created Date: 06/28/2023

Target Completion Date: 06/06/2024

Data Set Name: Grades K-8 Reading Data (2023-2024 Goal)

Name	Data Source
2022-2023 i-Ready Proficiency - K-8	Other

Data Story Name: 22-23 Grades K-8 Reading

Initial Data Analysis: Proficiency Results

The percentage of students in grades K-8 scoring early on, mid or above (Tier 1) grade level increased from 15% in the Fall to 39% in the Spring with the following in targeted grade bands: K increase: 11% to 79%, grades 1-3 increase: 13% to 45%, grades 4-5 increase: 17% - 40% and grades 6-8 no change: 18% - 22%.

Tier 1 (early on, mid or above grade level) Highlights: Fall to Spring Increase

Grade 2 - 9% to 41% Grade 3 - 20% to 49% Grade 7 - 19% to 26%

Tier 3 (two or more grade levels below) Highlights: Fall to Spring Decrease

Grade 2 - decrease from 48% to 13% Grades 4-5 decrease: 51% to 37% Grades 6 - 8: 10% decrease in the percentage of students in Tier 3 at all grade level

In Grade K, the percentage of students one grade level below decreased by 66% (87% to 21%)

Foundational Skills Results - Phonics, Vocabulary, and Comprehension

K-8 During 2022-2023, approximately 110 (8%) additional students scored mid/above grade level, and 70 (5%) fewer students scored three or more grade levels below on the phonics subdomain, as compared to the 2021-2022 school year.

Approximately 96 of the 110 students were in grades 3-8. Increased proficiency in students' ability to read words is essential to accessing and comprehending text.

6-8 During 2022-2023, approximately 45 (10%) fewer students scored three or more grade levels below on the vocabulary and literature subdomain, as compared to the 2021-2022 school year.

6-8 During 2022-2023, approximately 20 (5%) additional students scored mid/above grade level on the literature subdomain, as compared to the 2021-2022 school year.

6-8 During 2022-2023, approximately 40 (9%) additional students scored mid/above grade level on the informational text subdomain, as compared to the 2021-2022 school year.

Growth Results

For students two & three or more grade levels below, the median progress toward typical growth goals is significantly higher when compared to 2021-2022 (One-grade level below - 105%; Two grade levels below - 110%; Three or more grade levels below - 97%).

A portion of these students are on track to meet their stretch growth goal, which means they are accelerating at a rate of more than a year's growth.

Progress toward typical growth goals in all grades, except 4th and 5th, was higher when compared with 2021-22.

Progress toward stretch growth goals in all grades except 4th - 6th grade, was higher when compared to 2021-22.

For students in kindergarten, 2nd-4th, and 7th grade the median progress exceeded the target of 100%.

Student's receiving special education and English Learner support demonstrated high progress toward typical growth goals at 94% and 96% respectively.

Areas of Focus:

Acceleration of learning in all reading domains with a specific focus on

Phonics (growth noted but remains an area of focus) Vocabulary (growth noted but remains and area of focus) Comprehension of literature & informational text

Grade-level reading proficiency for the following student groups:

Grades 6 - 8, especially grade 8 Male Black or African American Special Education Chronically Absenteeism

40% of students in grades 1-8 (129) scored three or more grade levels below compared to 18% three or more grade levels below for students who are not chronically absent.

Initial Initiative Inventory and Analysis: MTSS

Revision of the K-12 Reading Framework

Staff training in the principles of the science of reading and high-impact foundational skills instructional strategies

Increased access to instructional coaching

Purchase of comprehensive K-8 reading resource

Review and update of K- 8 curriculum and resources to reflect our student's diversity

Gap Analysis: Current Reality: See Data Story and Initial Analysis for Gaps

Desired State: To accelerate learning and develop proficient, engaged readers who have an extensive reading vocabulary, strong background knowledge, and an ability to comprehend complex text/concepts through inquiry and research.

2023-2024 Short-Term Goal

To increase the percentage of K-5 students scoring mid/above grade level by 4% from Spring 2023 to Spring 2024, with a minimum of 50% at Tier 1, and increase the percentage of 6-8 students scoring mid/above grade level by 4%, with a minimum of 25% at Tier 1.

District Data Story Summary: The 2022-2023 i-Ready reading data indicates increased proficiency and growth in grades K, 2, and 3 grade. Proficiency in grade 1 still lags behind grades K, 2, and 3 but an increased number of students met their typical growth goal when compared to the 2021-2022 school year. The reading proficiency of students in grades 6-8 is lower when compared to grades K-5. However, for the first time in the past 4-5 years, our middle school students demonstrated growth toward their typical and stretch growth goals. During the 2022-2022 school year, the median progress toward the typical growth goal in grades 6 and 8 was 0% (7th grade 27%). This past year, the media progress toward the typical growth goal (end of year target 100%) is as follows: 6th grade - 53%; 7th - 125%, and 8th - 73%.

Hazel Park School District implemented a number of targeted actions and strategies to build foundational reading skills with a specific focus on phonemic awareness, phonics, vocabulary, and comprehension. These actions resulted in positive growth and increased mastery, especially in grades K-3 and 6-8. As a result of an in-depth analysis of the data, the following areas have been identified as opportunities for growth:

Acceleration of learning in all reading domains with a specific focus on

Phonics (growth noted but remains an area of focus)Vocabulary (growth noted but remains an area of focus)Comprehension of literature & informational text

Grade-level reading proficiency for the following student groups:

Grades 6 - 8, especially grade 8MaleBlack or African AmericanSpecial Education

Equitable opportunities and outcomes for students of color and students receiving special education support

Chronic Absenteeism

40% of students in grades 1-8 (129) scored three or more grade levels below compared to 18% three or more grade levels below for students who are not chronically absent.

Wraparound supports for students, and their families, with chronic absenteeism

Analysis of the data, year after year, shows that students who attend Hazel Park School District for multiple years in a row, often perform better, than students who are new to the district or those who have re-entered after gaps in their yearly attendance.

Therefore, we need to institute strong practices to assess newly enrolled students and provide proactive support if needed as soon as they join our district.

Hazel Park School District is a data-driven school district. We have regular and ongoing opportunities to review system, process, achievement, and demographic data at the building and district levels. The district has solid data literacy practices in place with the following opportunities for growth:

Develop a focused, comprehensive data dashboardDevelop long-term academic

goalsExpand our data practices to include stakeholder voices and experiencesExamine practices to ensure they are equitable and respectful of all learners

Analysis:

Root Cause



Summary of Root Cause Analysis:

The root cause analysis revealed the following areas of focus:

Curriculum, instructional practices, and assessments need to be reviewed/revised to ensure that they are bias-free and representative of our student population

Teachers in grades K-8 need access to regular instructional coaching, laser-focused on the framework and instructional strategies focused on phonics, vocabulary and academic language, and comprehension of complex text

More in-depth ongoing data analysis needs to occur to assess fidelity of curriculum and instruction and student progress

Building leadership's knowledge of the essential literacy practices and the principles of the science of reading, with a specific focus on phonics, vocabulary, academic language development, and disciplinary literacy

Opportunities to complete ongoing and regular visits to observe and provide feedback on instruction

Students lack early literacy and foundational knowledge, skills, and understanding of reading

Lack of extensive academic vocabulary and background knowledge

Non-Academic student needs may impact their ability to learn (safety, security, mental and nutritional health, etc.)

K - 8 still need to build capacity in teaching reading through sustained professional learning and the use of a resource with a systematic approach to addressing vocabulary development and the connection to a student's ability to comprehend literature and informational text; lack of knowledge about the principles of the science of reading

Teachers may lack the belief in students' ability to learn and awareness of inequities in curriculum, instruction, assessment, and discipline along with personal and systemic bias

Teachers may lack confidence or capacity in their knowledge, skills, and understanding of reading instruction, language acquisition, and the essential literacy/disciplinary literacy practices

Implementation of new K-8 reading resources may have led to inconsistent instruction as teachers were learning.

Supporting Documents

Document Name	Document Summary	Upload Date
PSD - K-8 Root Cause Analysis for 2023-2024 Goals		07/03/2023

Challenge Statement: The district needs to allocate resources to sustained professional

learning and coaching that supports the use of research-based instructional practices, in order to provide equitable access to high-quality reading instruction. The district needs to allocate resources to MTSS teachers to provide research-based interventions focused on explicit, direct instruction, and structured literacy.

Strategies:

(1/5): Direct Instruction

Owner: Stephanie Dulmage

Start Date: 08/14/2023

Due Date: 05/31/2024

Summary: Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DISTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$125,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Participate in regular training with the ARC coaches in the use of the IRLA Tool Kits to provide targeted direct instruction in reading.	Stephanie Dulmage	09/05/2023	04/26/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide training in Corrective Reading and Reading Mastery for MTSS and special education teachers.	Stephanie Dulmage	08/14/2023	10/31/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize fidelity checks to monitor the implementation of Corrective Reading, Reading Mastery, and Orton Gillingham.	Stephanie Dulmage	11/06/2023	03/29/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Gather and analyze outcome data on students participating in Corrective Reading, Reading Mastery, or Orton Gillingham to monitor impact and fidelity of implementation.	Stephanie Dulmage	11/06/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): MTSS - Literacy (Reading)

Owner: Stephanie Dulmage

Start Date: 07/24/2023

Due Date: 05/31/2024

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

Buildings

- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$800,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Allocate resources to place multiple MTSS teachers in buildings serving K-8 students.	Stephanie Dulmage	08/28/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop and utilize a targeted entry and exit plan, based on data, for students receiving Tier 2 and Tier 3 interventions.	Stephanie Dulmage	07/24/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Monitor the implementation of the MTSS and student problems solving process	Stephanie Dulmage	09/05/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for fidelity and impact on students.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Formative Assessment Process

Owner: Stephanie Dulmage

Start Date: 06/29/2023

Due Date: 05/31/2024

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training on effective formative assessment and using the results to drive Tier 1 and Tier 2 small group instruction.	Stephanie Dulmage	11/08/2023	03/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use ELA priority standards and learning progressions to guide the development of formative assessment	Stephanie Dulmage	10/16/2023	05/31/2024	ONTARGET

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

(4/5): Literacy Essentials

Owner: Stephanie Dulmage

Start Date: 07/03/2023

Due Date: 05/31/2024

Summary: All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That's why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan's youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School
- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$165,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide ongoing targeted training and coaching in the implementation of ARC Core.	Stephanie Dulmage	09/05/2023	05/31/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Advantage Alternative Program • Edison 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Hazel Park Junior High School Hoover Elementary School United Oaks Elementary School Webb Elementary School 				
Collect and analyze data from multiple sources to assess progress in foundational literacy skills (phonemic awareness, phonics, vocabulary).	Stephanie Dulmage	10/02/2023	06/01/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Advantage Alternative Program Edison Hazel Park Junior High School Hoover Elementary School United Oaks Elementary School Webb Elementary School 				
Purchase, provide training, and implement an academic vocabulary program in grades 5-9	Stephanie Dulmage	08/28/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Stephanie Dulmage

Start Date: 01/13/2024

Due Date: 06/05/2024

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

Buildings

- Hazel Park Junior High School

Total Budget: \$125,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Add a new position for an MTSS Teacher at Hazel Park Junior High starting on 8/30/2024 to provide research-based Tier 2 and 3 interventions.	Stephanie Dulmage	01/13/2024	06/04/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implementation of Direct Instruction Materials (Corrective Reading Decoding and Comprehension) as Tier 2 and Tier 3 reading interventions (start date 9/6/2024).	Stephanie Dulmage	01/13/2024	06/05/2024	ONTARGET

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

Improve Math Proficiency K-8 (2023-24)

Status: ACTIVE

Statement: Hazel Park School District will provide opportunities for teachers to build capacity in strategies to improve foundational math and problem-solving skills, and proficiency in algebra, in order to increase the percentage of students in grades K-5 scoring mid/above grade level by 3% from Spring 2023 to Spring 2024, with a minimum of 36% at Tier 1.

Hazel Park School District will provide opportunities for teachers to build capacity in strategies to improve foundational math and problem-solving skills, and proficiency in algebra, in order to increase the percentage of students in grades 6-8 scoring mid/above grade level by 3%, with a minimum of 20% at Tier 1.

Created Date: 06/29/2023

Target Completion Date: 06/05/2024

Data Set Name: 22-23 Grades K-8 Math Data

Name	Data Source
2022-2023 i-Ready Math Proficiency - K-8	Other

Data Story Name: 22-23 Grades K-8 Math

Initial Data Analysis: Proficiency Results

The percentage of students in grades K-5 scoring early on, mid or above (Tier 1) grade level increased as follows:

K increase: 13% - 51% , grades 1-3 increase: 3%-30% , grades 4-5 increase: 7% -

27% Kindergarten and Grade 3 students demonstrated the highest increase in proficiency with an increase of 10%-56% and 3% - 32% respectively.

The percentage of students in grades 4-8 scoring three or more and two grade levels below (Tier 3) decreased as follows:

Grades 4-5 decrease: 60% to 44% and grades 6-8 decrease: 72% - 65%.The most significant decrease is among 5th-grade students (65%-43%) who are also one of the few grade levels on target to meet their typical growth goal by the end of the year.

Math Sub-Domain Results

In most grades K-5, there was a 3-4% increase in the percent of students mid/above grade level and a 3-4% decrease in the percent of students scoring three or more grade levels below in Numbers and Operations and Algebra and Algebraic Thinking when compared with 2021-2022.

The percentage of 2nd grades students scoring three grade levels below in Numbers and Operations decreased from 23%-16% when compared to 2021-2022.

The percentage of 3rd-grade students scoring mid/above grade level Algebra and Algebraic Thinking increased from 17%-27% when compared to 2021-2022.

Growth Results

The median progress toward the typical growth goals for students one - two grade levels below is close to the expected end-of-year target (88% and 83% respectively).

Initial Initiative Inventory and Analysis: Initiatives:

Articulation of math priority standards and the use of discourse and math progressions toward Algebra

Review and update of curriculum and resources to be bias-free and reflect our student population.

Training and implementation of direct instruction to strengthen foundational math knowledge and skills

Resource Commitment:

MTSS Process and Teachers, Purchase of Reading and Writing Instructional Resources Systems and Processes:

Problem-Solving Driver, MTSS Process, K-8 Curriculum, and Instruction, and data-driven decision-making

Mandates: MTSS

Gap Analysis: Current Reality: See Data Story and Initial Analysis for Gaps

Desired State: To accelerate learning and develop proficient mathematicians who have a strong understanding of numeracy and foundational math skills so they can engage in inquiry, solve complex problems, and apply reasoning.

2023-2024 Short-Term Goal

to improve foundational math and problem-solving skills in order to increase the percentage of K-5 students scoring mid/above grade level by 3% from Spring 2023 to Spring 2024, with a minimum of 36% at Tier 1, and increase the percentage of 6-8 students scoring mid/above grade level by 3%, with a minimum of 20% at Tier 1.

District Data Story Summary: Although Hazel Park School District has a standards-aligned reading curriculum in grades K-8, guided by the Vision of Highly Ambitious Math and the K-8 Math Instructional Framework, along with MTSS interventions and other supports, all students, including various student groups, are not demonstrating growth or achievement in math. Math proficiency is significantly lower than reading proficiency. During the 2022-23 school year, our MTSS teachers primarily focused on reading. This was a positive decision for reading but it did impact math proficiency among students in grade 3-8.

The 2022-2023 i-Ready math data indicates increased proficiency among kindergarten students. For all other grades, the percentage of students scoring mid/above grade level did not increase or decrease. The percentage of students in grades 4-8 scoring three or more and two grade levels below (Tier 3) decreased as follows: grades 4-5 decrease: 60% to 44% and grades 6-8 decrease: 72% - 65%. The most significant decrease is among 5th-grade students (65%-43%) who are also one of the few grade levels on target to meet their typical growth goal by the end of the year. In most grades K-5, there was a 3-4% increase in the percent of students mid/above grade level and a 3-4% decrease in the percent of students scoring three or more grade levels below in Numbers and Operations and Algebra and Algebraic Thinking when compared with 2021-2022.

The percentage of 2nd grades students scoring three grade levels below in Numbers and Operations decreased from 23%-16% when compared to 2021-2022.

The percentage of 3rd-grade students scoring mid/above grade level Algebra and Algebraic Thinking increased from 17%-27% when compared to 2021-2022.

In general, Math proficiency is a significant area of need for the majority of students in grades K-8. As a result of an in-depth analysis of the data, the following areas have been

identified as opportunities for growth:

Foundational math and problem-solving skills with an emphasis on Numbers and Operations and Algebra and Algebraic Thinking

Equitable opportunities and outcomes for students of color and students receiving special education support

Chronically absent students (15% or more)

40% (108) of students in grades 1-8 (129) scored three or more grade levels below compared to 18% three or more grade levels below for students who are not chronically absent; 67% of chronically absent 7th and 8th graders are three or more grade levels below as compared to 51% who are not chronically absent.

Analysis of the data, year after year, shows that students who attend Hazel Park School District for multiple years in a row, perform better on average, than students who are first-time students or those who have re-entered after gaps in their yearly attendance. Therefore, we need to institute strong practices to assess newly enrolled students and provide proactive support, if needed, as soon as they join our district.

Hazel Park School District is a data-driven school district. We have regular and ongoing opportunities to review system, process, achievement, and demographic data at the building and district levels. The district has solid data literacy practices in place with the following potentials for growth:

Developing a focused, comprehensive data dashboard
 Developing long-term academic goals
 Expanding our data practices to include stakeholder voices and experiences
 Examining practices to ensure they are equitable and respectful of all learners

Analysis:

Root Cause



Summary of Root Cause Analysis:

The root cause analysis revealed the following areas of need:

K-8 priority standards have not been communicated or utilized to drive strategy groups and other instructional decisions

No direct specific instructional strategies to improve foundational math skills

Limited time for ongoing, sustained professional development and instructional coaching

Teachers in grades 6-8 do not have a math instructional coach. Too much focus on remediation instead of acceleration

Need to teach more foundation skills in Tier 1 instruction

Students may lack the early numeracy and foundational math knowledge, skills, and understandings.

Non-Academic student needs may impact their ability to learn (safety, security, mental and nutritional health, attendance, etc.)
 Chronic absenteeism that results in missed opportunities for sustained learning
 All teachers may not have a comprehensive understanding of the K-8 Math Instructional Framework and related best practices

Supporting Documents

Document Name	Document Summary	Upload Date
PSD - K-8 Math Root Cause Analysis for 2023-24 Goals		07/03/2023

Challenge Statement: The district needs to allocate resources to provide high-quality professional learning, instructional coaching, and curricular materials to support math proficiency, with a specific focus on building numeracy and foundational math skills. The district needs to allocate resources to MTSS teachers to provide research-based interventions focused on explicit, direct instruction, and foundational math knowledge, skills, and understandings.

The district needs to dedicate time to the identification of long-term transfer goals, clearly articulated priority standards, and the use of formative assessment to drive instruction.

Strategies:

(1/5): Direct Instruction

Owner: Stephanie Dulmage

Start Date: 08/14/2023

Due Date: 06/04/2024

Summary: Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DISTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park Junior High School
- Hoover Elementary School
- Invest Roosevelt Alternative High School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$10,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Gather and analyze outcome data on students participating in the Connecting Math Concepts and Corrective Math interventions to monitor impact and fidelity of implementation.	Stephanie Dulmage	11/06/2023	05/31/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Advantage Alternative Program • Edison 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Hazel Park Junior High School Hoover Elementary School United Oaks Elementary School Webb Elementary School 				
Provide training in Connecting Math Concepts and Corrective Math for MTSS and special education teachers.	Stephanie Dulmage	08/14/2023	10/31/2023	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Advantage Alternative Program Edison Hazel Park Junior High School Hoover Elementary School United Oaks Elementary School Webb Elementary School 				
Utilize fidelity checks to monitor the implementation of Connecting Math Concepts and Corrective Math.	Stephanie Dulmage	11/06/2023	03/29/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Advantage Alternative Program Edison Hazel Park Junior High School Hoover Elementary School United Oaks Elementary School Webb Elementary School 				

(2/5): MTSS Framework (General)

Owner: Stephanie Dulmage

Start Date: 07/24/2023

Due Date: 06/04/2024

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

- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$800,000.00

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

Communication:

Method	Audience
<ul style="list-style-type: none"> • School Board Meeting • Presentations • District Website Update 	<ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Allocate resources to place multiple MTSS teachers in buildings serving K-8 students.	Stephanie Dulmage	08/28/2023	06/04/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop and utilize a targeted entry and exit plan, based on data, for students receiving Tier 2 and Tier 3	Stephanie Dulmage	07/24/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
interventions.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor the implementation of the MTSS and student problems solving process for fidelity and impact on students.	Stephanie Dulmage	09/05/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Improving Classroom Mathematical Discourse

Owner: Stephanie Dulmage

Start Date: 10/02/2023

Due Date: 05/31/2024

Summary: Effective mathematical discourse increases mathematical reasoning, improves equitable mathematical experiences, and leads to a positive mathematical identity. Teachers will engage in sustained professional learning focused on improving the mathematical discourse present in their classrooms. This learning will take the form of a set of discrete workshop events supported by job-embedded PL such as instructional coaching (choose the Instructional Coaching strategy to accompany this) or Professional Learning Community time dedicated to examining teaching practice. It is recommended that a district use a facilitator (either a district teacher-leader or outside consultant) to structure and implement the workshops.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Use priority standards/math progressions to design number talks that support the development of foundational math skills (numeracy, numbers and operations, problem solving) and progress toward algebra and algebraic thinking.	Stephanie Dulmage	10/02/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Use number talks to establish a discourse-rich mathematics learning community.	Stephanie Dulmage	10/02/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Select and implement a common set of talk moves to frame effective discourse.	Stephanie Dulmage	11/08/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide training through a book talk, professional learning, and instructional coaching support.	Stephanie Dulmage	10/02/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): Formative Assessment Process

Owner: Stephanie Dulmage

Start Date: 06/29/2023

Due Date: 06/01/2024

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park Junior High School
- Hoover Elementary School
- United Oaks Elementary School
- Webb Elementary School

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training on effective formative assessment and using the results to drive Tier 1 and Tier 2 small group instruction.	Stephanie Dulmage	08/28/2023	02/23/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use math priority standards and learning progressions to guide the development of formative assessment.	Stephanie Dulmage	11/08/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Participate in the FAME (Formative Assessment for Michigan Educators) Michigan cohort.	Stephanie Dulmage	08/28/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Stephanie Dulmage

Start Date: 01/13/2024

Due Date: 06/04/2024

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

Buildings

- Hazel Park Junior High School

Total Budget: \$10,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Add a new position for an MTSS Teacher at Hazel Park Junior High starting on 8/30/2024 to provide research-based Tier 2 and 3 interventions.	Stephanie Dulmage	01/13/2024	06/04/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implementation of Direct Instruction Materials (Corrective Math and Connecting Math Concepts) as Tier 2 and Tier 3 reading interventions (start date 9/6/2024).	Stephanie Dulmage	01/13/2024	06/04/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Evidence-Based Reading and Writing Profici...

Status: ACTIVE

Statement: Hazel Park School District will provide opportunities for teachers to build capacity in research-based strategies to improve disciplinary literacy, academic vocabulary , and the implementation of a multi-tiered system of support to increase the percentage of students who have met EBRW PSAT and SAT benchmarks by 10% for all student populations by June 2024.

Created Date: 06/30/2023

Target Completion Date: 06/07/2024

Data Set Name: 22-23 Grades 9-12 EBRW Data

Name	Data Source
Spring 2023 - 9 - 12 EBRW Data	Other

Data Story Name: 22-23 Grades 9-12 EBRW

Initial Data Analysis: The percentage of students who met the benchmark in grade 9 increased by 5% (27% - 40%) from Spring 2022 to Spring 2023. In grade 10, there was a decrease of 2%, and in grade 11 an increase of 5%.

A significant percentage of students, across all grade levels, demonstrate the need to strengthen evidence-based reading and writing. The percentages range from 50% - 62%, depending on the grade level.

Subscore data indicates that students demonstrated low proficiency with words in context and expression of ideas.

Initial Initiative Inventory and Analysis: Existing and New Initiatives

MTSS

Disciplinary Literacy

PBIS

Explicit Vocabulary Instruction

Implementation of vocabulary program and IRLA Assessment/Tool Kits

Gap Analysis: During the Spring of 2023, a low percentage of students met the Evidence-Based Reading and Writing benchmark (9th 40%, 10th 29%, and 11th 30%). For the 2023-2024 school year, the goal is to increase the percentage of students meeting the benchmark by 10% or more on the PSAT 9, 10, and SAT.

District Data Story Summary: The district ELA curriculum and/or instruction is working better for a subset of students in grades 9-11. A very small number of 9th-11th graders are meeting benchmarks in reading and writing. Shifts in curriculum and instructional practices, driven by data, are critical to student progress and learning. For the past three years, 9th graders have shown a steady increase in the percentage of student meeting the PSAT 9 benchmarks. There's been an intentional focus on building literacy skills, resulting

in significant growth in reading skills. This past year, the district implemented reading resources in grades K-8 focused on building foundational reading skills, developing knowledge, reading high quality, engaging text, research through inquiry, and writing. This resulted in positive growth among our 7th and 8th-grade students, which will ultimately impact their performance at the high school level.

Based on the subscores for PSAT 9, PSAT 10, and SAT, the district has identified the following opportunities for growth: words in context, academic/content-based vocabulary instruction, disciplinary literacy, and writing.

Analysis:

Root Cause



Summary of Root Cause Analysis:

The Root Cause analysis revealed the following areas of focus:

Lack of resources to support explicit, direct instruction in foundational reading skills, including vocabulary

Common assessments need to be developed/revised, normed, and implemented as a common source of information about student performance and growth

Access to resources and opportunities for sustained professional development are limited.

No access to an Early Warning and a comprehensive MTSS system

Teachers may not be using formative assessment to assess understanding and drive Tier 1 and Tier 2 small group instruction.

9-12 teachers have not had the opportunity for sustained professional learning on reading in the content areas and disciplinary literacy.

Teachers may lack belief in students' ability to learn More in-depth ongoing data analysis needs to occur related to the PSAT/SAT Sub-scores, question types, and performance of all student populations to assess the fidelity of curriculum and instruction, student growth, and proficiency.

Building leadership's knowledge of Disciplinary Literacy

Opportunities to complete ongoing and regular visits to observe and provide feedback on instruction

Supporting Documents

Document Name	Document Summary	Upload Date
PSD- EBRW Root Cause Analysis fro 2023-24 Goasl		07/03/2023

Challenge Statement: The district needs to allocate resources for targeted professional learning and curricular/instructional materials in the Essentials for Disciplinary Literacy

(reading complex text, close and critical reading, vocabulary, and academic language development).

The district needs to allocate resources for MTSS teachers at Hazel Park High School to support the implementation of a comprehensive system of student support.

Strategies:

(1/6): MTSS Framework (General)

Owner: Stephanie Dulmage

Start Date: 06/30/2023

Due Date: 06/07/2024

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

- Advantage Alternative Program
- Hazel Park High School

Total Budget: \$240,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Allocate resources to place an ELA MTSS teacher at Hazel Park High School.	Stephanie Dulmage	08/28/2023	06/07/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Hazel Park High School 				
Design and implement Student Achievement Centers, staffed by general or special education teachers, to provide Tier 2 and Tier 3 supports for identified students.	Stephanie Dulmage	06/30/2023	06/07/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Hazel Park High School 				
Implementation of the IRLA (Independent Reading Level Assessment) and IRLA Tool Kits for Tier 2 direct instruction in reading.	Stephanie Dulmage	09/29/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Hazel Park High School 				
Selection of a research-based secondary diagnostic and progress monitoring tool such as STAR Reading and Math assessments by September 20, 2023.	Stephanie Dulmage	06/30/2023	06/07/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor the implementation of the MTSS and student problems solving process for fidelity and impact on students.	Stephanie Dulmage	09/05/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and utilize a targeted entry and exit plan, based on data, for students receiving Tier 2 and Tier 3 interventions.	Stephanie Dulmage	07/24/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/6): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Stephanie Dulmage

Start Date: 08/29/2023

Due Date: 06/07/2024

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training and instructional coaching support in strategies to support disciplinary literacy, with a focus on build vocabulary and conceptual knowledge, academic vocabulary, and discussion of increasingly complex text across multiple disciplines.	Stephanie Dulmage	08/29/2023	06/07/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Monitor implementation through classroom observations using the instructional framework and disciplinary "Look Fors" in identified areas.	Stephanie Dulmage	11/01/2023	03/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Advantage Alternative Program • Hazel Park High School 				

(3/6): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Stephanie Dulmage

Start Date: 08/21/2023

Due Date: 06/07/2024

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

- Advantage Alternative Program
- Edison
- Hazel Park High School
- Viking Virtual Academy

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Participate in the MDE-Sponsored training on Early Warning Systems.	Stephanie Dulmage	08/22/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Based on research about student success outcomes, select early warning indicators and thresholds.	Stephanie Dulmage	10/09/2023	11/17/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Review early warning data on a quarterly basis (at minimum) and monitor progress of academic interventions.	Stephanie Dulmage	11/20/2023	06/07/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Facilitation and oversight of the EWIMS related actions provided by Stephanie Dulmage, Assistant Superintendent of Teaching and Learning	Stephanie Dulmage	08/28/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Advantage Alternative Program • Hazel Park High School 				

(4/6): Direct Instruction

Owner: Stephanie Dulmage

Start Date: 06/30/2023

Due Date: 05/31/2024

Summary: Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DISTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School
- Invest Roosevelt Alternative High School
- Michigan Cyber Academy
- Viking Virtual Academy

Total Budget: \$15,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementation of the IRLA (Independent Reading Level Assessment) and IRLA Tool Kits for Tier 2 direct instruction in reading.	Stephanie Dulmage	09/25/2023	05/31/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Hazel Park High School 				
Utilize fidelity checks to monitor the implementation of Corrective Reading and Orton Gillingham.	Stephanie Dulmage	11/06/2023	03/29/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Advantage Alternative Program • Hazel Park High School 				
Provide training in	Stephanie	08/14/2023	10/31/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
Corrective Reading for MTSS and special education teachers.	Dulmage			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Advantage Alternative Program • Hazel Park High School • Viking Virtual Academy 				
Gather and analyze outcome data on students participating in Corrective Reading, Reading Mastery, or Orton Gillingham to monitor impact and fidelity of implementation.	Stephanie Dulmage	11/06/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Advantage Alternative Program • Edison • Hazel Park High School 				

(5/6): Formative Assessment Process

Owner: Stephanie Dulmage

Start Date: 07/03/2023

Due Date: 05/31/2024

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School
- Viking Virtual Academy

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training on effective formative assessment and use the results to drive Tier 1 and Tier 2 small group instruction.	Stephanie Dulmage	08/28/2023	02/23/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use ELA priority standards and learning progressions to guide the development of formative assessment.	Stephanie Dulmage	11/08/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Participate in the FAME	Stephanie	08/28/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
(Formative Assessment for Michigan Educators) Michigan cohort.	Dulmage			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(6/6): 23g Expanded Learning Time

Owner: Stephanie Dulmage

Start Date: 01/13/2024

Due Date: 06/05/2024

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

Buildings

- Hazel Park High School

Total Budget: \$265,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementation of the IRLA (Independent Reading Level Assessment), IRLA Tool Kits and Direct Instruction Materials (Corrective Reading Decoding and Comprehension) as Tier 2 and Tier 3 reading interventions (start date 9/6/2024).	Stephanie Dulmage	01/13/2024	06/05/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Add a new position for an MTSS Teacher at Hazel Park High School starting on 8/30/2024 to provide research-based Tier 2 and 3	Stephanie Dulmage	01/13/2024	06/05/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
interventions.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Add an instructional coach (start date 8/30/2024)to build capacity in teachers to implement research-based Tier 2 and Tier 3 interventions with fidelity.	Stephanie Dulmage	01/13/2024	06/05/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Math Proficiency 9-12 (2023-24)

Status: ACTIVE

Statement: Goal 1: Hazel Park School District will provide opportunities for teachers to build capacity in research-based strategies to improve foundational math and problem-solving skills, proficiency in algebra, and the implementation of a multi-tiered system of support to increase the percentage of students who have met the Math PSAT and SAT benchmarks by 10% for all student populations by June 2024.

Created Date: 06/30/2023

Target Completion Date: 06/07/2024

Data Set Name: 22-23 Grades 9-12 Math PSAT/SAT Data

Name	Data Source
PSAT/SAT Math Proficiency	Other

Data Story Name: 22-23 Grades 9-12 Math PSAT/SAT

Initial Data Analysis: The percentage of students who met the benchmark in grade 9 increased by 6% (8% - 14%) from Spring 2022 to Spring 2023. In grades 10 and 11, there was a decrease in the percentage of students who met the benchmark by 1% and 5% respectively.

Less than 10% of students in grades 9-12 met the math benchmarks on the Spring 2022 PSAT 9, PSAT 10, and SAT. 85%-87% of students in grades 9-12 need to strengthen math skills, especially in the area of Algebra.

A significant percentage of students, across all grade levels, demonstrate the need to strengthen algebra. The percentages range from 50% - 61%, depending on the grade level. Additionally, students are not demonstrating proficiency in their ability to apply mathematical knowledge and skills to problem-solve and analyze data. The percentage of students in the Need to Strengthen category ranges from 61%-75%.

Initial Initiative Inventory and Analysis: During the Spring of 2023, a low percentage of students met the PSAT/SAT math benchmark (9th 14%, 10th 6 %, and 11th 5%). For the 2023-2024 school year, the goal is to increase the percentage of students meeting the benchmark by 10% or more on the PSAT 9, 10, and SAT.

Historically, our students have demonstrated low proficiency in math. As a district, we need to commit to improving instructional practices, assess and build foundational math skills (numeracy, numbers and operations, and problem-solving and reasoning) and utilize the math progressions tool to scaffold and differentiate instruction to meet the needs of our students. A minimum of a 10% increase in the percentage of students meeting the math benchmark is expected by Spring 2024.

Gap Analysis: During the Spring of 2023, a low percentage of students met the PSAT/SAT math benchmark (9th 14%, 10th 6 %, and 11th 5%). For the 2023-2024 school year, the goal is to increase the percentage of students meeting the benchmark by 10% or more on the PSAT 9, 10, and SAT. Historically, our students have demonstrated low proficiency in math. As a district, we need to commit to improving instructional practices, assess and build

foundational math skills (numeracy, numbers and operations, and problem-solving and reasoning) and utilize the math progressions tool to scaffold and differentiate instruction to meet the needs of our students. A minimum of a 10% increase in the percentage of students meeting the math benchmark is expected by Spring 2024.

District Data Story Summary: The district math curriculum and/or instruction is working better for a subset of students in grades 9-11. A very small number of 9th-11th graders are meeting benchmarks in math. Shifts in curriculum and instructional practices, driven by data, are critical to student progress and learning.

Student data in all grade levels, K-12, indicates that foundational math skills within Numbers and Operations and Algebra, are areas of need for our students. Despite a high-quality curriculum and research-based instructional framework, our students are not achieving in math.

For the past three years, 9th graders have shown small, but incremental increases in the percentage of students meeting the PSAT 9 benchmarks. However, this trend has not continued into grades 10 and 11.

Based on the subscores for PSAT 9, PSAT 10, and SAT, the district has identified the following opportunities for growth: foundational math skills (numeracy, numbers and operations, problem-solving and reasoning) and algebra.

Analysis:

Root Cause



Summary of Root Cause Analysis:

The root Cause Analysis revealed the following areas of focus:

9-12 priority and supporting standards may not be aligned and vertically articulated.

Common assessments need to be developed/revised, normed, and implemented as a common source of information about student performance and growth.

No access to an Early Warning and a comprehensive MTSS system.

Teachers may not be using formative assessment to assess understanding and drive Tier 1 and Tier 2 small group instruction.

Direct instruction, formative assessment, and small group instruction are not consistent instructional practices in all math classes.

More in-depth ongoing data analysis needs to occur related to the PSAT/SAT Sub-scores (Heart of Algebra, Problem Solving, and Data Analysis), question types, and performance of all student populations to assess fidelity of curriculum and instruction, student growth, and proficiency.

Building leadership's knowledge of the math progressions toward algebra and priority standards.

Students are not proficient in the foundational knowledge, skills, and understandings in the area of mathematics as they enter grades 9-12.

Non-Academic student needs may impact their ability to learn (safety, security, mental and nutritional health, etc.).

9-12 teachers have not had the opportunity for sustained professional learning on effective secondary math instruction and the math progressions toward algebra.

Teachers may lack belief in students' ability to learn.

In-depth ongoing data analysis needs to occur related to the PSAT/SAT Sub-scores, question types, and performance of all student populations to assess fidelity of curriculum and instruction, student growth and proficiency.

Supporting Documents

Document Name	Document Summary	Upload Date
Problem Solving Driver MICIP Root Cause Analysis - 2022-23 PSAT_SAT Math Data		06/30/2023

Challenge Statement: The district needs to allocate resources for targeted professional learning, with supporting curricular/instructional materials, in the use of the math priority standards and math progressions toward algebra to Tier 1 and Tier 2 small group classroom instruction.

The district needs to allocate resources for MTSS teachers at Hazel Park High School for the implementation of a comprehensive system of student support and explicit direct instruction to increase math proficiency.

Strategies:

(1/6): Direct Instruction

Owner: Stephanie Dulmage

Start Date: 08/14/2023

Due Date: 06/07/2024

Summary: Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DISTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School

Total Budget: \$15,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training in Connecting Math Concepts and Corrective Math for MTSS and special education teachers.	Stephanie Dulmage	08/14/2023	10/31/2023	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				
Gather and analyze outcome data on students participating in the Connecting Math Concepts and/or Corrective Math interventions to monitor impact and fidelity of implementation.	Stephanie Dulmage	11/06/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Utilize fidelity checks to	Stephanie	11/06/2023	03/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
monitor the implementation of Connecting Math Concepts and/or Corrective Math.	Dulmage			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/6): Improving Classroom Mathematical Discourse

Owner: Stephanie Dulmage

Start Date: 10/02/2023

Due Date: 05/31/2024

Summary: Effective mathematical discourse increases mathematical reasoning, improves equitable mathematical experiences, and leads to a positive mathematical identity. Teachers will engage in sustained professional learning focused on improving the mathematical discourse present in their classrooms. This learning will take the form of a set of discrete workshop events supported by job-embedded PL such as instructional coaching (choose the Instructional Coaching strategy to accompany this) or Professional Learning Community time dedicated to examining teaching practice. It is recommended that a district use a facilitator (either a district teacher-leader or outside consultant) to structure and implement the workshops.

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School

Total Budget: \$10,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training through a book talk, professional learning, and instructional coaching support.	Stephanie Dulmage	10/02/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Select and implement a common set of talk moves to frame effective discourse.	Stephanie Dulmage	11/08/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use number talks to establish a discourse-rich mathematics learning	Stephanie Dulmage	10/02/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
community.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use math priority standards/math progressions to design number talks that support the development of foundational math skills (numeracy, numbers and operations, problem solving, reasoning) and progress toward algebra and algebraic thinking.	Stephanie Dulmage	10/02/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/6): MTSS Framework (General)

Owner: Stephanie Dulmage

Start Date: 07/24/2023

Due Date: 06/07/2024

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

- Advantage Alternative Program
- Edison
- Hazel Park High School

Total Budget: \$150,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Allocate resources to place a Math MTSS teachers at Hazel Park High School.	Stephanie Dulmage	08/28/2023	06/07/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Hazel Park High School 				
Develop and utilize a targeted entry and exit plan, based on data, for students receiving Tier 2 and Tier 3 interventions.	Stephanie Dulmage	07/24/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor the implementation of the MTSS and student problems solving process for fidelity and impact on students.	Stephanie Dulmage	09/05/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/6): Formative Assessment Process

Owner: Stephanie Dulmage

Start Date: 08/28/2023

Due Date: 05/31/2024

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings

- Advantage Alternative Program
- Edison
- Hazel Park High School

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide training on effective formative assessment and use the results to drive Tier 1 and Tier 2 small group instruction.	Stephanie Dulmage	08/28/2023	02/23/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Use math priority standards and learning progressions to guide the development of formative assessment.	Stephanie Dulmage	11/08/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Participate in the FAME (Formative Assessment for	Stephanie Dulmage	08/28/2023	05/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Michigan Educators) Michigan cohort.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/6): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Stephanie Dulmage

Start Date: 07/03/2023

Due Date: 06/07/2024

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

- Advantage Alternative Program
- Edison
- Hazel Park High School
- Viking Virtual Academy

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Participate in the MDE-Sponsored training on Early Warning Systems.	Stephanie Dulmage	08/28/2023	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Based on research about student success outcomes, select early warning indicators and thresholds.	Stephanie Dulmage	10/09/2023	11/17/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Review early warning data on a quarterly basis (at minimum) and monitor progress of academic interventions.	Stephanie Dulmage	11/20/2023	06/07/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Facilitation and oversight of the EWIMS related actions provided by Stephanie Dulmage, Assistant Superintendent of Teaching and Learning.	Stephanie Dulmage	08/29/2023	05/31/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Advantage Alternative Program • Hazel Park High School 				

(6/6): 23g Expanded Learning Time

Owner: Stephanie Dulmage

Start Date: 01/13/2024

Due Date: 06/05/2024

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

Buildings

- Hazel Park High School

Total Budget: \$15,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Add an instructional coach (start date 8/30/2024) to build capacity in teachers to implement research-based Tier 2 and Tier 3 interventions with fidelity.	Stephanie Dulmage	01/13/2024	06/05/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implementation of Direct Instruction Materials (Corrective Math and Connecting Math Concepts) as Tier 2 and Tier 3 reading interventions (start date 9/6/2024)..	Stephanie Dulmage	01/13/2024	06/05/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				