MICIP Portfolio Report

Troy School District

Goals Included

Active
- ELD Program Fidelity
- Expand workshop practices in 6-12 ELA
- High School Credit Recovery
- Improve Fountas and Pinnell benchmark scores for s...
- Improve Passing Rate
- Improve Science M-Step scores in Middle School
- Improve Science M-Step through curriculum and peda...
- Improve Writing Pathways
- Increase Graduation Rate
- K-8 Math MTSS
- Math Vision

Buildings Included

Open-Active
- Athens
- Baker
- Barnard
- Bemis
- Boulan Park
- Costello
- Hamilton
- Hill
- International Academy East
- Larson
- Leonard
- Martell
- Morse
- Pre K
- Schroeder
- Smith
- Troy College and Career
- Troy High
- Troy Union
- Wass
- Wattles

Plan Components Included

Goal Summary
Data
   Data Set
   Data Story
Analysis

MICIP Portfolio Report

Troy School District

Improve Writing Pathways

Status: ACTIVE

Statement: Our goal is to provide professional learning opportunities for teachers in writing instruction and responsive teaching by focusing on a progression of learning.

Created Date: 02/11/2022   *Target Completion Date:* 06/30/2025

Data Set Name: Digging into K-5 Reading

Name	Data Source
Elementary Literacy Data	District Determined
Fountas and Pinnell	District Determined
Kindergarten Literacy	District Determined
Writing Pathways	District Determined
Fall 23 K-5 Fountas and Pinnell Data	Illuminate DNA

Data Story Name: K-5 Literacy

Initial Data Analysis: Writing Pathways and Fountas and Pinnell are showing a fall comparison of Fall 2020 to Fall 2021 for students below, on, or above benchmark. It also shows cohorts of students from one grade level to the next and how their data changed. The Writing Pathways data shows a gain of students on and above grade level at fall entry from 2020-2021 for grades kindergarten, first, and third. It shows a drop in those on and above in grades second, fourth, and fifth. If focusing on cohorts of students and movement from one grade level to the next (20-21), kindergarten-second grade were most impacted by the pandemic and hybrid learning in writing.

Fountas and Pinnell data shows more students being on or above benchmark at fall entry for all grade level 2020-2021. When looking across cohorts of students from one grade level to the next (20-21), all grade levels had less students below benchmark. This speaks to strong Tier One and Tier II interventions that continued despite the pandemic and hybrid or virtual learning.

The Kindergarten Literacy assessment only shows Fall 2020 to Fall 2021 comparison in data for below, on, and above benchmark. The data is mostly comparative from 2020-2021 due to our preschool students not having as much interrupted or hybrid learning due to the pandemic.

The elementary literacy data shows our commitment to teacher participation in professional learning around responsive teaching in ELA. Our partnership with Teacher's College Reading and Writing Project gave teachers opportunity to learn how to be responsive to student learning through pandemic teaching.

Initial Initiative Inventory and Analysis: One area of our district strategic plan focuses on prioritizing the learning of our people through ongoing job embedded professional development. Our commitment to ongoing learning through our partnership with Teacher's College Reading and Writing department and full implementation of Reading Recovery in each elementary building guides our current work and sustains our comprehensive literacy system. All teachers are engaged in learning with staff developers from Teacher's College in the area of literacy, as well as, having highly trained literacy specialists in each building that provide Tier One coaching, intervention support, and professional learning. Our data shows that the focus on literacy and the ongoing support provided to teacher learning, greatly impacts student achievement.

Gap Analysis: Our data shows the need for continued support in the area of writing for our students due to the pandemic. Writing was a challenging area for instruction with virtual students. Our desired state would be to provide additional learning for our teachers in the area of writing through professional development.

District Data Story Summary: Our strengths in reading, writing, and early literacy skills are reflected in our district data. Writing has been identified as a growth area. Our strong Tier One instruction, support from Teacher's College staff developers, literacy specialists, and teaching and learning department, and service alignment targets needs. Students who fall below benchmark are receiving Tier II or III instruction in addition to string Tier One in the classroom.

Analysis:

Root Cause
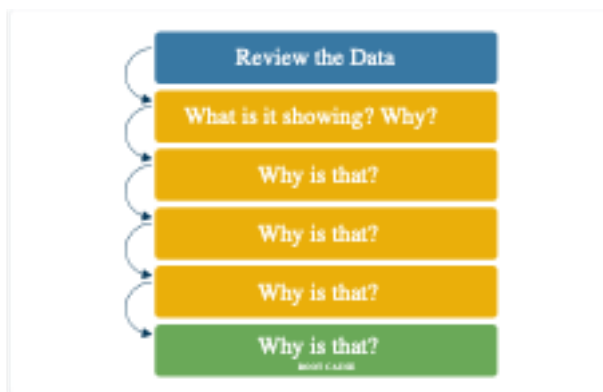
Five Whys
- Why: 123

Challenge Statement: The district needed to allocate resources for continued learning with Teacher's College in the area of writing through Homegrown Institutes, K-5 Conference Days, and Project School visits, in addition to, literacy specialists coaching and supporting students during Tier One, II, and III in the area of writing.

Strategies:

(1/1): Essential Coaching Practices for Elementary Literacy

Owner: Lisa McDonald

Start Date: 02/11/2022   *Due Date:* 09/01/2022

Summary: Increase Michigan's capacity to improve children' s literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learing and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings
- Barnard
- Bemis
- Costello
- Hamilton
- Hill
- Leonard
- Martell
- Morse
- Schroeder
- Troy Union
- Wass
- Wattles

Total Budget: $100,000.00
- General Fund (Other)

Communication:

Method
- Presentations

Audience
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Coaching in Writing	Lisa McDonald	02/11/2022	09/01/2022	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				

Expand workshop practices in 6-12 ELA

Status: ACTIVE

Statement: Our goal is to provide more opportunities for teachers to contintue to implement the workshop model focusing on small group and conferring so that 75% of teachers are fully implemented by 2025.
Our goal at Troy College and Career High School is to increase our graduation rate from 64%-73% by 2026.

Created Date: 02/10/2022   *Target Completion Date:* 09/30/2024

Data Set Name: Digging into 6-12 Reading

Name	Data Source
Troy Secondary Literacy Data	District Determined

Data Story Name: 6-12 Reading

Initial Data Analysis: The story demonstrates our commitment to best practice by offering continuous professional development to our teachers in partnership with the Teachers College Reading and Writing Project. It also shows our belief in responsive teaching and meeting students where they are.

Initial Initiative Inventory and Analysis: Our district mission statement is to ensure learning for all. By adhering to the units of study in ELA we are scopping students at all levels up as part of our tier one instruction (MTSS). The units also hlep to support the adjustment of our teaching based on student needs. All teachers, administration and our teching and learning curriculum instruction specialists are part of the implementation. At the 6-12 levels we have coaches that help to support the teaching of units, as well as coach into classrooms so support one-on-one, small group and intervention work.

Gap Analysis: Our desired state is to have reader's and writer's workshop fully implemented grades K-12 in our district. Currently we are fully implemented grades K-8, and beginning to do the work of curricular planning for grades 9-12.

District Data Story Summary: Teachers are attending learning around workshop model and responsive teaching in greater numbers, growing our collective capacity. High school teachers have attended more institutes than in past years, especially workshops that are targets for their level of students. This year high school administrators from each building have begun learning around workshop model in conjunction with their middle school counterparts.   The district is supporting the work of implementation and teacher support of responsive teaching with ELA coaches at all buildings, as well as professional learning time with teachers to proitize this work in ELA.
Troy College and Career High School students took the benchmark assessment based on our literature curriculum. Mastery levels were measured using a composite score of all competency lanes. 38% of students demonstrated a tier one mastery of the material. 33% of students demonstrated a tier 2 mastery, while 23% of students demonstrated a tier 3 mastery. 5% of students demonstrated a tier 4 mastery. Therefore, we will continue to implement instruction and supports with the MTSS model.

The Troy College and Career High School will increase their graduation rate from 64%-73% by 2026.

Troy College and Career High School has reviewed the resources that we allocated for graduation and found no inequities. Therfore, will maintain the resource allocation in its current form.

Analysis:

Root Cause
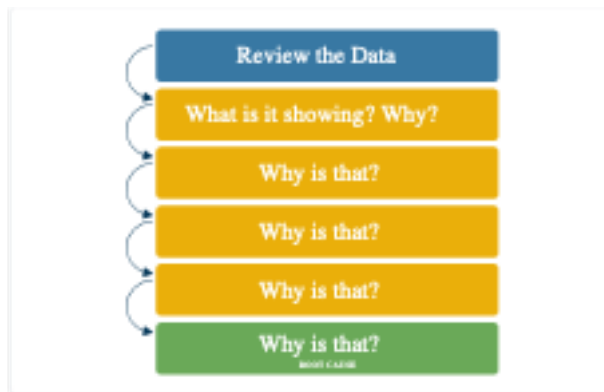
Five Whys

- Why: This data is showing an increase in participation because we have offered more opportunities for learning with choice at the request of teachers. The offerings were specific to levels. Teachers also asked for support in implementing so we added coaches at the high school as well as increased the FTE for our middle schools.

Challenge Statement: The district will continue to allocate resources that support our commitment to the workshop and responsive teaching. Feedback in the moment, Time to Practice and Choice.

Strategies:

(1/5): Curriculum Planning

Owner: Amanada Fisher

Start Date: 02/10/2022   *Due Date:* 09/29/2024

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
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $100,000.00
- General Fund (Other)

Communication:

Method
- Other
- School Board Meeting
- Presentations

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Grade level professional development	Amanada Fisher	02/10/2022	09/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Deep Learning

Owner: Natalie Haezebrouck

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Deep learning identifies six global competencies that describe the skills and attributes needed for learners to flourish as citizens of the world. Deep learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking.

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Troy College and Career
- Troy High
- Troy Union

Total Budget: $100,000.00
- General Fund (Other)

Communication:

Method
- Other

Audience
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement a workshop model	Natalie Haezebrouck	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Early Childhood to Career

Owner: Kristine Griffor

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Focus an students from when they enter the district (early childhood) until they leave it (ready for a career).

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $120,000.00
- General Fund (Other)

Communication:

Method
- Other
- School Board Meeting

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create a Supervisor of Career and Tech Education Position	Kristine Griffor	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Building Capacity

Owner: Natalie Haezebrouck

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Building capacity through staff and community professional learning and collaboration

Buildings
- Athens
- Baker
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $250,000.00
- Title II Part A (Federal Funds)

Communication:

Method
- School Board Meeting
- District Website Update

Audience
- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum and Instruction Speacialit	Natalie Haezebrouck	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): Equity and Well Being

Owner: Sarah Young

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Work with the entire school district community to ensure equity and focus on the well being of all

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $45,000.00
- General Fund (Other)

Communication:

Method
- Email Campaign

Audience
- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement staff well-being survey	Sarah Young	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

K-8 Math MTSS

Status: ACTIVE

Statement: Develop robust MTSS system in K-8 math that includes resources for Tier 1, 2, and 3 levels.

Created Date: 04/01/2022   *Target Completion Date:* 06/25/2025

Data Set Name: K-8 Math

Name	Data Source
Math Recovery Intervention K-5 trend 2020-2022	District Determined
District Math Benchmark Perfomance by Grade Level	District Determined

Data Story Name: K-8 Math

Initial Data Analysis: Elementary Math Benchmark assessments were developed by a leadership team of math teachers and given fall and spring starting in 2020-21 and continues for the fall and spring in 2021-22. We created the benchmarks with the purpose of determining what students know coming into the school year in key learning areas. We prioritized key learning topics from each grade-level and thought carefully about what pre-requisite learning (from the previous grade-level) would be important to help students be successful in these key areas. Benchmark assessments in kindergarten, first, and second grade are interview based and provided an opportunity for teachers to hear and see how students grapple with numeracy concepts. Third, fourth, and fifth grade assessment were assessed as digital assessment more like traditional tests.   The analysis of this benchmark data provides an opportunity for us to focus on concepts and instruction that may need revisiting.   The current data shows a story that potentially identifies systematic opportunites to imporve math learing across all areas of the school district. Implementation of current math resources and practices lead to fewer proficient students over time.

Initial Initiative Inventory and Analysis: This year we have added Math Specialists half-time in each elementary building and full time at our Title I schools. Our new math specialists are providing intervention with students and are supporting grade level teachers. As a math specialist team, we used the benchmark data and collaborate with the classroom and specialist teachers to identify students who may need intervention support specifically in first and second grades. We also considered how we might support teachers with model lessons and utilizing conceptually supportive settings (dot cards, number frames, bead racks, 10 frames, fraction strips) to enhance learning.
So math specialists are supporting students in great numbers at early grade levels, and have identified multiple instructional approaches that are not prioritized in the primary math resources.
Math Specialists have prioritized learning to deeply understand and learn to proviced targeted math instruction using Math Recovery models and approached in the area of numeracy.

Gap Analysis: Work continues in a PLC model. We have partnered with Oakland Schools Consultants in the field to create a preferred vision for our math instruction in the future. Changes being considered are enhancing a workshop model in math, delaying advanced grade placement until fourth and fifth grade, and the development of effective intervention strategies through our MTSS work and partnership with the Math Recovery Council. We continue to look for opportunities to enhance our classroom curriculum and small group instruction when possible. The use of math recovery games and number routines are shared using teacher Schoology resource pages that have been curated by teacher on the Math Leadership Team or Math Recovery training cohorts.

District Data Story Summary: Modeling Math MTSS structure after the Literacy MTSS process provides a familiar and logical systems to our teachers and schools. We have used the existing practices found in Reading Recovery, Tier 2 use of LLI, and lessoned learned through readers and writers workshop to consider enhancements to the Math MTSS systems. Continued learning of Math Recovery for Intervention Specialists and implementation of specialists at each building is needed to increase the number of targeted interventions provided to students. In addition, we plan to provide targeted support to teachers at early grades to strengthen Tier 1 instruction and provide guidance to attend to Tier 2 and 3 intervention.

Struggling students who are not progressing at grade-level need to be more quickly identified and connected to intervention strategies implemented by Math Specialists and classroom teachers. Teachers are attending learning around workshop model and responsive teaching in greater numbers, growing our collective capacity.

Self-selected elementary teachers have attended more optional math learning than in past years, especially workshops that are target new resource approaches. In addition, classroom teachers are piloting materials in elementary math that included professional learning around conceptual understanding and math pedagogy. The district is supporting the work of implementation and math specialists at all buildings and is prioritizing funding and space for teacher learning institutes in math.

Analysis:

Root Cause
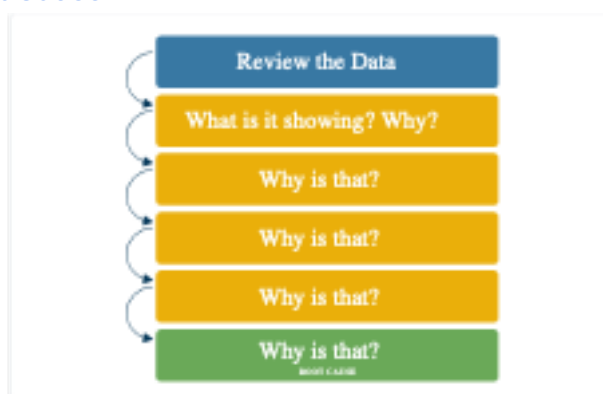
Five Whys

- Why: All students are not yet achieveing grade level benchmark standards in elementary math. More students achieve in kindergaren compared to fifth grade.

Challenge Statement: Develop and implement robust MTSS system in K-8 mathematics.

Strategies:

(1/2): Math Recovery

Owner: Julia Alder

Start Date: 04/01/2022   *Due Date:* 06/21/2025

Summary: US Math Recovery Council® professional learning courses increase teachers' knowledge and understanding of how children think about and learn mathematics. This empowers teachers to use dynamic diagnostic assessments and make data-driven instructional decisions using any mathematics curriculum. Teachers spend 24 hours spread over multiple sessions to complete each AVMR course.

Buildings: All Active Buildings

Total Budget: $600,000.00
- General Fund (Other)

Communication:

Method
- Presentations
- District Website Update

Audience
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MRSP1 Cohorts Math Recovery	Julia Alder	04/01/2022	06/21/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Owner: Julia Alder

Start Date: 01/21/2024   *Due Date:* 06/24/2025

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

Buildings
- Baker
- Barnard
- Bemis
- Boulan Park
- Costello
- Hamilton
- Hill
- Larson
- Leonard
- Martell
- Morse
- Pre K
- Schroeder
- Smith
- Troy Union
- Wass
- Wattles

Total Budget: $150,000.00
- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method
- Email Campaign
- District Website Update

Audience
- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math- 15 teachers delivering Tier III math recovery lessons one-on-one for three hours, four days a week, for 7 weeks, plus planning time. Paid at $30 an hour.	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Math- Student lesson materials/manipulatives for each student to work with during math champs (math recovery) instruction and practice at home. $120 per teacher, 15 teachers	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
$300 for each instructional module. 10 sets of each of 8 different modules.Math- Ready Set Math teaching modules for summer school Tier II and Tier III instruction $300 for each instructional module. 5 sets of each of 8 different modules.	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Math- Math Recovery Course Kits- professional learning materials required for Math Recovery teacher training. $1525.75 per kit, 4 kits needed.	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Math- Hourly rate for teachers participating in Tier II and Tier III Math Recovery professional learning. 8 hours per teacher. 15 teachers.	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Math-Math Champs one-on-one lessons provided live virtually from US Math Recovery Council. $80 a lesson, 4 lessons a week, for 4 weeks, 100 students.	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Data collection/reporting and strategy implementation coordinators for each summer/tutoring program (ELD Summer School, High School Credit Recovery, Elementary Building Summer Programs, Leveled Literacy Intervention, Littera, Reading Recovery, After School Tutoring, Middle School Summer School, High School Summer School, Math Champs)	Julia Alder	01/21/2024	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Math Vision

Status: ACTIVE

Statement: Our goal is to identify a curriculum that is robust and activity and student centered by the end of the 2023-24 school year in collaboration with a highly effective Math Specialist team. Troy College and Career High School will increase their Graduation rate from 64%-73% by the end of 2026.

Created Date: 02/11/2022   *Target Completion Date:* 09/30/2024

Data Set Name: 6-12 Math

Name	Data Source
Troy School District Math Benchmark Data	District Determined

Data Story Name: 6-12 Math

Initial Data Analysis: Middle School Math Benchmark assessments were developed by a leadership team of math teachers. We created the benchmarks with the pupose of determining what students know coming into the school year in key learning areas. We identified the most important learning in each grade-level and thought carefully about what pre-requisite learning (from the previous grade-level) would be important to help students be successful in these key areas. The analysis of this benchmark data provides an opportunity for us to think deeply about curriculum and instruction.
Troy College and Career High School will utilize this data to see where their students are at and where they need to be. This will help guide how we teach math to our students so they can build their competencies of math. This will help guide how we teach math to our students so they can build their compentencies of math. We reviewed the resources that we allocated for graduation and found no inequities. Therfore, will maintain the resource allocation in its current form.

Initial Initiative Inventory and Analysis: This year we have added Math Specialists in each 6-12 building. Our math specialists are providing intervention with students and working with teachers co-planning, co-teaching and reflecting. As a math specialist team, we used the benchmark data to identify students who may need support. We also considered how we might support teachers with model lessons and co-planning and co-teaching around the areas of key learning.
Work continues in a PLC model. We have partnered with a professional consultant in the field to create a prefered vision for our math instruction in the future. Changes being considered are de-tracking, more heterogenous classrooms, and the delvelopment of effective intervention strategies through our MTSS work and partnership with the Math Recovery Council.
Troy College and Career High School will utilize professional development to assess data and implement best practices in math to ensure with support of math specialist and professional development.

Gap Analysis: Through the use of data and the MTSS structure, we hope to more quickly

identify struggling students and work with teacher to strengthen Tier 1 while also attending to Tier 2 and 3 intervention.

Looking at the Troy College and Career High School math data for state assessments, we noticed we have a 14% proficiency rate. Therefore, we will utilize the MTSS structure to indentify how struggling students learn and how we can engage them in hands on learning by utilizing Amp on Algebra where student create microbusiness and utilize data to teach Algebra. After success in Amp on Algebra for Algebra 1 and Algebra 2, teachers will learn ways to increase hands on learning in Geometry that is realated to real life experience.

District Data Story Summary: Struggling students who are not progessing at grade-level need to be more quickly identified and connected to intervention strategies implemented by Math Specialists and classroom teachers.

Looking at the Troy College and Career High School math data for state assessments, we noticed we have a 14% proficiency rate. Troy College and Career High School will learn and implement best practices and strategies to relate math to the real world through hands on learning with help from the math specialist.

The Troy College and Career High School will increase their graduation rate from 64%-73% by 2026.

We reviewed the resources that we allocated for graduation and found no inequities. Therfore, will maintain the resource allocation in its current form.

Analysis:

Root Cause
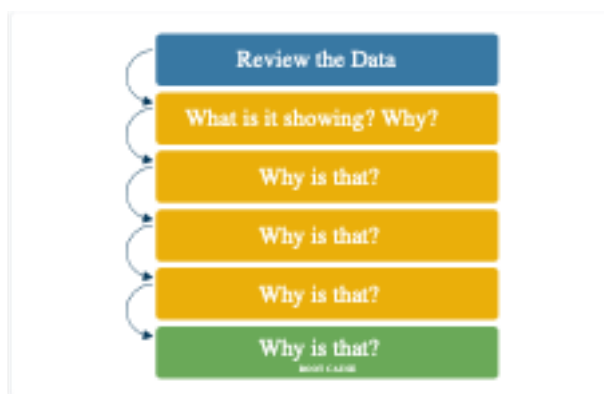
Five Whys

- Why: Challenges encountered by the Covid-19 pandemic, such as interrupted face-to-face learning and the health and mental capacity of both students and teachers has slowed the implementation of our identified district strategies.
- Why: Teacher capacity has been primarily concerned with meeting the social and emotional needs of students in varied instructional environments. Building the capacity of our Math Specialists (learning with the Math Recovery Council, with our consultant, and as a PLC team) takes time and at times has taken them away from work with teachers.
- Why: This work is part of a long-term system reform. It is essential that our Math Specialist team takes the time to learn together and to establish a clear vision and path together. They must also take the time to develop trust and relationships with teachers in thier buildings before they take on a coaching role.
- Why: Another challenge caused by the pandemic has been a lack of subs. We rely heavily

on the use of subs to advance our PLC work. Teachers have not had as many opportunities to meet and collaborate around student data.

- Why: Our model relies too heavily on subs. Our current work structure does not include consistent time to meet as PLCs.

Challenge Statement: The district needs to deepen the capacity of instructors in Tier 1 instruction to offer better idenitification and intervention. Our Tier 1 instruction needs to be more activity and student centered.

Strategies:

(1/5): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Kathleen Rainey

Start Date: 02/11/2022   *Due Date:* 09/29/2024

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $100,000.00
- General Fund (Other)

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
PLC work	Kathleen Rainey	02/11/2022	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Job-embedded Professional Learning	Kathleen Rainey	02/11/2022	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Competency Based Grading/Learning	Angela Milanov	02/11/2022	09/30/2024	ONTARGET
Activity Buildings: • Troy College and Career				
Amp Up Algebra Creating Micro Business with T-	Angela Milanov	02/11/2022	09/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
shirt making and Longboard Making				
Activity Buildings: • Troy College and Career				

(2/5): Building Capacity

Owner: Natalie Haezebrouck

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Building capacity through staff and community professional learning and collaboration

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $200,000.00
- Title II Part A (Federal Funds)

Communication:

Method	Audience
- Other - School Board Meeting	- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum and Instruction Specialists	Natalie Haezebrouck	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Early Childhood to Career

Owner: Kristine Griffor

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Focus an students from when they enter the district (early childhood) until they leave it (ready for a career).

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $120,000.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- District Website Update

Audience
- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create Supervisor of Career and Tech Education Position	Kristine Griffor	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
College Field Trips	Angela Milanov	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: • Troy College and Career				
Career Exploration Field Trips	Angela Milanov	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: • Troy College and Career				

(4/5): Deep Learning

Owner: Natalie Haezebrouck

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Deep learning identifies six global competencies that describe the skills and attributes needed for learners to flourish as citizens of the world. Deep learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking.

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $500,000.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Adoption of new instructional materials	Kathleen Rainey	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Amp on Algebra	Angela Milanov	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: • Troy College and Career				

(5/5): Equity and Well Being

Owner: Sarah Young

Start Date: 06/13/2023   *Due Date:* 09/29/2024

Summary: Work with the entire school district community to ensure equity and focus on the well being of all

Buildings
- Athens
- Baker
- Boulan Park
- Larson
- Smith
- Troy College and Career
- Troy High

Total Budget: $50,000.00
- Title II Part A (Federal Funds)
- Other Local Funds (Other)

Communication:

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

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Admininster staff wellness survey.	Sarah Young	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Diveristy and inclusion study with Hanover Reseearch.	Sarah Young	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
PBIS Field Trip	Angela Milanov	06/13/2023	09/30/2024	ONTARGET
Activity Buildings: • Troy College and Career				

Activity	Owner	Start Date	Due Date	Status
Outdoor PBIS spaces	Angela Milanov	06/13/2023	09/30/2024	ONTARGET

Activity Buildings:
- Troy College and Career

Improve Science M-Step through curriculum and peda...

Status: ACTIVE

Statement: Our goal is to make significant shifts in High School Science course sequences that provide a consistent foundational experience for all students with curriculum and pedagogy aligned to NGSS/MSS. All of these shifts should eventually include 3D Assessment. For Elementary and Middle School, the goal is to continue to support pedagogy aligned to NGSS/MSS to improve Science MSTEP scores in the 2023-2024 school year.
Troy College and Career High School will increase their graduation rate from 64%-73% by 2026.

Created Date: 02/11/2022   *Target Completion Date:* 06/22/2026

Data Set Name: K-12 Science

Name	Data Source
Grades 3-8 Assessments: Performance Level	MI School Data
High School Assessments: Performance Level	MI School Data
Evidence of Chemistry Team PD in High School	Acadience

Data Story Name: K-12 Science

Initial Data Analysis: The MSTEP for Science is the only data point we have at this moment. The MSTEP for Science was re-written to reflect 3D Assessment and teaching in alignment with NGSS. The test was in a practice form and not officially counted until the 2020-2021 school year. For that year the MSTEP was optional- therefore the data is not informative. We had an extremely low number of students take the assessment. The data from the 2021-2022 school year will be much more informative.
Elementary and Middle School Curriculum (Cereal City and SEPUP respectively) are both in their third year of implementation. These curriculum components are both aligned to NGSS and support 3D assessment. As teachers have more professional development and become more proficient in teaching in this new style- I anticipate MSTEP scores to improve and reflect this change.
Summer Learning Lab for student entering middle school or currently in middle school will utilize the Design Thinking Process to expand learning to promote critical thinking skills, defining a problem, hypothosize the problem, develop a plan, implement, and reasses the plan.
High School Curriculum is undergoing some changes to meet all NGSS standards. The new MSTEP assesses all three DCI categories (Life Science, Physical Science and Earth Science). To date, our district does not require all students to take courses in the Earth Science standards. With proposed changes, in the 2023-2024 school year, incoming freshmen will be required to take courses to meet all standards. Additionally, in order to support equity in the district, "tracked" courses such as Active Chem and Intro Physics will be phased out. These courses tend to disprotionally be taken by only certain

demographics and eliminate options for students.

In the future, we will have some district-wide assessments for more grade levels and courses. This work will take time and need to involve teams of teachers to develop. We will work to include these in new courses.

Two teams of teachers on the High School level are participating in Job-Embedded lab classroom PD this year as well. The Chemistry Team from both high schools have 4 full days of PD around new units with one of the developers of the units. They also have 4 1/2 days of Job-Embedded lab classroom days. The Physics team at THS has had one 1/2 day of lab classroom PD as well. The plan is for another day this Spring.

All K-2 Elementary teachers will recieve a lab-classroom science PD experience in the 2021-2022 school year. This will support teacher understanding of student sense-making and using a KLEWS board to display public understanding.

Initial Initiative Inventory and Analysis: Professional Development to support teacher proficiency in teaching 3 dimensionally in alignment with NGSS. Teachers will learn the Design Thinking Process to implement in the Summer Learning Lab for students entering middle school and currently in middle school.

Gap Analysis: Looking at numbers of students who have a direct pathway from introductory classes to AP classes in Science- current data suggests there is a major gap.
Looking at middle school m-step data and implementing the design thinking process to guide student learning through project based learning.

District Data Story Summary: The MSTEP for Science is the only data point we have at this moment. The MSTEP for Science was re-written to reflect 3D Assessment and teaching in alignment with NGSS. The test was in a practice form and not officially counted until the 2020-2021 school year. For that year the MSTEP was optional- therefore the data is not informative. We had an extremely low number of students take the assessment. The data from the 2021-2022 school year will be much more informative.

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All K-2 Elementary teachers will recieve a lab-classroom science PD experience in the 2021-2022 school year. This will support teacher understanding of student sense-making and using a KLEWS board to display public understanding.

In addition the Troy College and Career High School will implement a Human Impact on the Environment to create a more hands on real life application of learning.

Analysis:

Root Cause
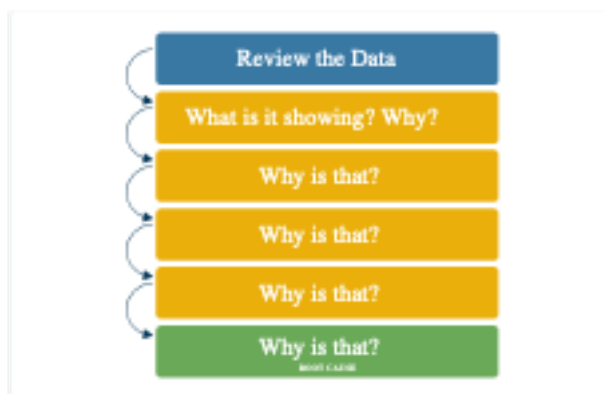
Five Whys

- Why: The Data Story shows a lack of consistent data for science K-12 and additionally, the data available is from the MSTEP. Data suggests that students are not performing high on the new 3Dimensional Assessments that align to NGSS standards.
- Why: Last year was the first year for the new MSTEP assessment to be reported in Science. In addition to this, the students could opt out of taking the test in the 2021-2022 school year due to the pandemic. Teachers and students are not yet familiar with 3D assessments/teaching and are not required to take courses in all of the NGSS/MSS science standards.
- Why: Michigan adopted the MSS/NGSS standards in 2017. Since then, many companies are "catching up" in alignment with these standards. In Troy, we adopted new science curriculum that is aligned for Elementary and Middle School 3 years ago. In High School we have NGSS aligned curriculum in Biology and are piloting in Chemistry. Additionally, the first three years of implementation of curriculum have been interrupted by the pandemic, hybrid teaching and more.
- Why: A big shift in standards and curriculum takes time to properly develop competencies in both teachers and students.
- Why: When making shifts in content and pedagogy, teachers need the support of continued professional development in not just the WHAT but the HOW. This takes time and resources. We have had a severe lack in resources this past year in terms of sub release time and structure to support PD.

- Why: Shifting requirements, structure, content and pedagogy are a long-term process.

Challenge Statement: Time and resources need to be allocated to building teacher and student competency in learning science that is aligned to NGSS/MSS standards and are taught with the best equitable pedagogical practices at the forefront. Student will be exposed to the Design Thinking Process through project based learning in the Summer Learning Lab.

After Troy College and Career High School has reviewed the resource allocation we will maintain the resource allocation in its current form.

Strategies:

(1/7): Cereal City Science

Owner: Marie Woodman

Start Date: 02/11/2022   *Due Date:* 02/18/2022

Summary: Cereal City Science offers a phenomenon-based Kindergarten through 8th grade science curriculum designed for the Next Generation Science Standards and the Common Core State Standards by integrating science, mathematics, technology and literacy through an interdisciplinary approach. We provide STEM curriculum, materials, and professional learning all designed to support district and classroom implementation of 3-Dimensional Learning and to build science leadership capacity within an organization. By challenging students to take on the roles of scientists and engineers, we help them to develop the creative, critical, and analytical thinking skills that will open a world of opportunity.

Buildings
- Athens
- Baker
- Barnard
- Bemis
- Boulan Park
- Costello
- Hamilton
- Hill
- Larson
- Leonard
- Martell
- Morse
- Pre K
- Schroeder
- Smith
- Troy College and Career
- Troy High
- Troy Union
- Wass
- Wattles

Total Budget: $120,000.00
- General Fund (Other)

Communication:

Method
- District Website Update

Audience
- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continue to use this curriculum with K-5 Science with support	Marie Woodman	02/11/2022	02/18/2022	COMPLETE

Activity Buildings:
- Barnard
- Bemis
- Costello
- Hamilton
- Hill
- Leonard
- Martell
- Morse
- Schroeder
- Troy Union
- Wass
- Wattles

Owner: Marie Woodman

Start Date: 02/11/2022   *Due Date:* 02/18/2022

Summary: Science professional development re-imagined for the next generation of science educators.

NGSX is designed as a professional learning system with the vision and capacity to support the multiple roles involved in implementing science education– teachers, principals, curriculum supervisors, instructional coaches, EL specialists who support science learning, preservice faculty and state science supervisors. Each role is critical to supporting teachers and students to make the shifts in teaching and learning advanced in NGSS and the Framework for K-12 Science Education.

Buildings: All Active Buildings

Total Budget: $2,000.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Offer attendance for teachers or adjust in-house PD to reflect	Marie Woodman	02/11/2022	02/18/2022	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(3/7): Guaranteed and Viable Curriculum

Owner: Marie Woodman

Start Date: 02/11/2022   *Due Date:* 02/18/2022

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings
- Athens
- Baker
- Barnard
- Bemis
- Boulan Park
- Costello
- Hamilton
- Hill
- Larson
- Leonard
- Martell
- Morse
- Pre K
- Schroeder
- Smith
- Troy College and Career
- Troy High
- Troy Union
- Wass
- Wattles

Total Budget: $40,000.00
- General Fund (Other)

Communication:

Method	Audience
- Other	- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop new HS course around Earth Science Standards and support for re-working other courses in the new requirements for HS. Middle School funding for consumables to support Lab-Aids Curriculum. Continue to support teacher competency in Cereal City Science for K-5.	Marie Woodman	02/11/2022	02/18/2022	COMPLETE

Activity Buildings:
- Athens
- Troy College and Career
- Troy High

(4/7): Deep Learning

Owner: Natalie Haezebrouck

Start Date: 06/13/2023   *Due Date:* 06/30/2025

Summary: Deep learning identifies six global competencies that describe the skills and attributes needed for learners to flourish as citizens of the world. Deep learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking.

Buildings: All Active Buildings

Total Budget: $200,000.00
- General Fund (Other)

Communication:

Method
- District Website Update

Audience
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Course alignment with standards	Marie Woodman	06/13/2023	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Summer Learning Lab for students Grades 5-8	Angela Milanov	01/22/2024	06/29/2025	ONTARGET

Activity Buildings:
- Baker
- Bemis
- Boulan Park
- Costello
- Hamilton
- Hill
- Larson
- Leonard
- Martell
- Morse
- Schroeder
- Smith
- Troy Union
- Wass
- Wattles

(5/7): Early Childhood to Career

Owner: Kristine Griffor

Start Date: 06/13/2023   *Due Date:* 06/30/2025

Summary: Focus an students from when they enter the district (early childhood) until they leave it (ready for a career).

Buildings: All Active Buildings

Total Budget: $120,000.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- District Website Update

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create Supervisor of Career and Tech Ed position	Kristine Griffor	06/13/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/7): Building Capacity

Owner: Natalie Haezebrouck

Start Date: 06/13/2023   *Due Date:* 06/30/2025

Summary: Building capacity through staff and community professional learning and collaboration

Buildings: All Active Buildings

Total Budget: $250,000.00
- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- District Website Update

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum and Instruction Specialist	Natalie Haezebrouck	06/13/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(7/7): Equity and Well Being

Owner: Sarah Young

Start Date: 06/13/2023   *Due Date:* 06/30/2025

Summary: Work with the entire school district community to ensure equity and focus on the well being of all

Buildings: All Active Buildings

Total Budget: $47,000.00
- Title III Part A, English Learners (Federal Funds)

Communication:

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

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Diveristy and Inclusion district stufy with Hanover	Sarah Young	06/13/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Increase Graduation Rate

Status: ACTIVE

Statement: Our goal is to provide an opportunity for students to get support and caught up on credits so our graduation rate increases from 64% to 69% by 2026.

Created Date: 01/22/2024   *Target Completion Date:* 09/30/2024

Data Set Name: College and Career Ready

Name	Data Source
Dashboard & Accountability Scorecard: At Risk Student	MI School Data

Data Story Name: TCCHS Summer School with Support

Initial Data Analysis: 49.2% of students in 11th grade are College and Career ready at Troy College and Career High School. Graduation rate is 64% in four years.

Initial Initiative Inventory and Analysis: Student will have access to a Summer School option with support of their current teachers.

Gap Analysis: 49.2% of students in 11th grade are College and Career ready at Troy College and Career High School. Graduation rate is 64% in four years.
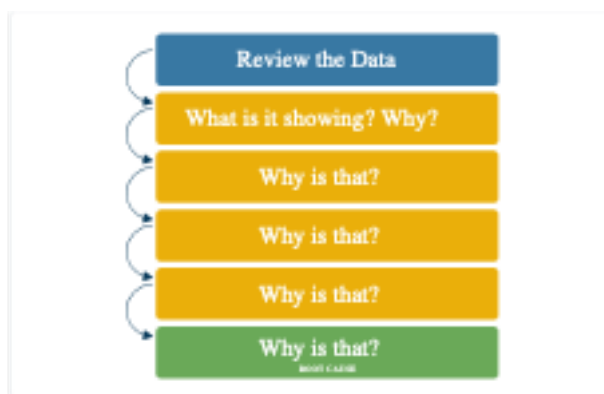
District Data Story Summary: Students come to the Troy College and Career High School for many reasons. The most common reasons are that they are credit deficient, suffer from anxiety, or need a smaller learning environment. We strive to support students to get back on track and to be be college and career ready when they graduate.

Analysis:

Root Cause

Five Whys

- Why: Students come to us that are credit difficient and need to be caught up. Many students suffer from severe stress, anxiety, and depression. They need a smaller environment that is not as stressful.

Challenge Statement: The district needs to allocate resources to support Summer School with support for our students to get back on track for graduation.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Angela Milanov

Start Date: 01/21/2024   *Due Date:* 09/29/2024

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

- Troy College and Career

Total Budget: $9,800.00

- General Fund (Other)

Communication:

Method	Audience
- District Website Update	- Staff
- Parent Newsletter	- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
TCCHS Summer School: TCC- $500 stipends for each of 7 staff members to collect/review/report student data, to schedule students, review strategy implementation, and make adjustments.	Angela Milanov	05/01/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
TCCHS Summer School: TCC- 7 teachers working 30 hours each to connect with, support, pre-teach and reteach content area topics to individual and small groups of high school students.	Angela Milanov	04/30/2024	09/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Data collection/reporting and strategy implementation coordinators for each summer/tutoring program (ELD Summer School, High School Credit Recovery, Elementary Building Summer Programs, Leveled Literacy Intervention, Littera, Reading Recovery, After School Tutoring, Middle School Summer School, High School Summer School, Math Champs)	Angela Milanov	01/21/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

ELD Program Fidelity

Status: ACTIVE

Statement: Our goal is to implement all required English Language Development Program requirements with fidelity, measured by the Title III Program Monitoring Indicators, by 2029.

Created Date: 10/31/2023   *Target Completion Date:* 06/29/2029

Data Set Name: 2023-2024 K-12 English Language Development

Name	Data Source
English Learner Data: English Learner Dashboard 21-22	MI School Data
English Learner Data: English Learner Dashboard 23-24	MI School Data
Student Counts: Student Count 22-23	MI School Data
Student Assessment: Student Growth 21-22	MI School Data
Grades 3 Assessments: Proficiency 22-23	MI School Data
Grade 4 Assessments: Proficiency	MI School Data
Grade 5 Assessments: Proficiency	MI School Data
Grade 6 Assessments: Proficiency	MI School Data
Grade 7 Assessments: Proficiency	MI School Data
Grade 8 Assessments: Proficiency	MI School Data
Student Assessment: College Readiness	MI School Data
Monitoring Indicators	Other

Data Story Name: 2023-2024 Foundational Supports for English Learners

Initial Data Analysis: The district's data tells a few different stories:
Achievement Data: As a group, students who are English learners in the Troy School District out perform the same demographic group in other school districts on state summative assessments. However, there is still a gap within the district between the performance of all students in the district and students who are English learners on these assessments. Staff Perception Data: Staff feel unprepared to meet the needs of English learners in their classroom. They are not yet confident is making all classroom content comprehensible for studnets who are English learners. Staff feel they need more professional learning opportunities that will support the instruction of English learners.

Initial Initiative Inventory and Analysis: The district mission is "The purpose of the Troy School District is to ensure learning for all members of the school community." English learners are "members of the school community."

The area of inquiry is foundational supports for students who are English learners.
So far, achievement data shows that students are moving forward in their language proficiency and learning content. However, with teachers feeling that they are unprepared, there is an opportunity to increase students who are EL's access to content.

All district members are involved in the implementation of our mission and in providing foundational supports for students who are English learners. In addition, Troy has ELD Specialists in all schools (except IAE and TCCHS), two ELD Curriculum and Instruction Specialists, and a Director of ELD.

During the 21-22 school year, all K-5 instruction and support staff engaged in SIOP professional learning modules to create a consistent level of understanding. ELD Curriculum and Instruction Specialists provided coaching to individual and small groups of teachers.

The expected outcome for students who are ELs is that they will continue to progress in their English proficiency, as well have access to their grade level curriculum.

Achievement data shows that students are moving forward in their language proficiency and learning content. However, with teachers feeling that they are unprepared, there is an opportunity to increase students who are EL's access to content.

Troy has shown a financial commitment to our English learners by funding the core ELD Program with general funds. Section 41 and Title III funds are braided to provide additional supports.

Although the district funds the basic core ELD program. Compared to other additional services provided to students, the ELD program is not provided with an equitable allocation of resources.

Section 41 requires a program evaluation. The updated process of embedding the monitoring indicators into the evaluation will allow for a review of implementation and impact. State summative assessments, and WIDA ACCESS scores with also support measuring impact of the supports provided.

The district has a ELD Handbook that is aligned with the monitoring indicators and addresses equitable implementation and impact of the ELD program. The district is beginning to review data as to student length of time in the ELD program to review equitable implementation from another angle. Historically, the district has addressed these challenges by adjusting the ELD program.

Currently, the district's ELD Program is the largest support in place to achieve equitable outcomes. However, consistent additional supports need to be provided to students.

Gap Analysis: Identified Gaps:
An identified gap is the gap that exists between all students and students who are English learners on state summative assessments.
An additional gap between our reality and desired state is teacher ability and perceptions of their ability to meet the academic needs of our English learner population in content areas.

District Data Story Summary: Troy has many strengths when it comes to providing foundational support to students who are English learners. Data has shown that Troy is meeting the academic needs of our students who are ELs better than other district in the county and state. However, we also know that additional instructional time, specifically additional English language development instruction would have a positive impact on

students' academic growth. Additionally, we know our teacher feel underprepared to make content comprehensible students who are ELs. Although students who are currently the least proficient in English or that are newcomers receive more support than other students who are ELs, we don't yet align our service minutes with those recommended by the Michigan Department of Education. Additional staff is needed if the district were to provide additional minutes of instruction.

We do not have duplication of services. Our ELD program addresses English proficiency and language acquisition, and our MTSS system addresses deficit areas. However, some ELs are identified as having deficit areas, especially is reading, when the root cause is potentially English acquisition. Research shows that students not yet proficient in English benefit most from English language development instruction. So much so, the US Department of Education has laws that require students to be provided with ELD instruction.

The district braids general funds Title II, Title III, and Section 41 funds to support students who are English learners.

The district collects data on the ELD program through the monitoring indicators, perception data and students' achievement data.

Analysis:

Root Cause
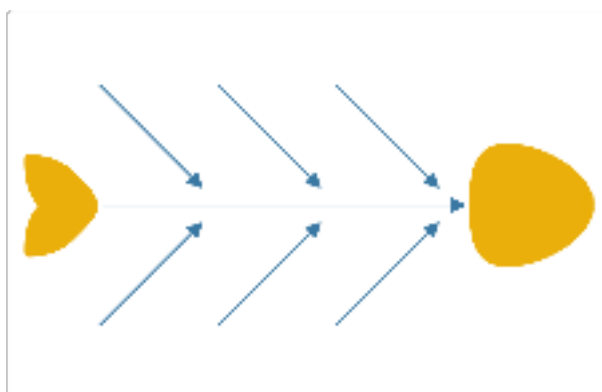
Summary of Fishbone discovery:
The fishbone exercise revealed the following:
Big Ribs- Identification/Placement/Exit, Family Engagement, Instruction and Assessment, Staffing, Qualifications and Professional Learning, Evaluation, Administration of Program
Instruction and Assessment: additional instructional time for English language development, challenge without students missing Tiler I, space available for larger groups, materials available, scope and sequence
Qualifications and Professional Learning: SIOP modules, pay to participate in optional professional learning, endorsements at no cost to teachers, incentives for attending required training, coaching

Supporting Documents
No Documents Included

Challenge Statement: If we implement the EL program requirements with fidelity, our EL

students will have structures in place to support their learning.

Strategies:

(1/5): 23g Expanded Learning Time

Owner: Christin Silagy

Start Date: 06/17/2024   *Due Date:* 06/28/2029

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: $175,000.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method
- Email Campaign
- Brochure
- Parent Newsletter

Audience
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
ELD Summer School- Summer school teachers: 20 teachers to provide additional English language development instruction to K-12 students during the summer of 2024 @$30 an hour. Elementary and middle school students will attend T-TH from 9-12 for 6 weeks. High school students will attend 8:30-12:30 M-F.	Christin Silagy	06/17/2024	06/28/2029	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
ELD Summer School - Transportation to and from the program	Christin Silagy	06/17/2024	06/28/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
ELD Summer School - Highly qualified assistants to work alongside certified teachers	Christin Silagy	06/17/2024	06/28/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
ELD Summer School- Instructional materials for summer school. Leveled readers, folders, note books, pencils, markers, chart paper, book club books, snacks, glue, and similar materials.	Christin Silagy	06/17/2024	06/28/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
ELD Summer School - Field trips that support content learning and give students real life experiences (Ordering at a restaurant, checking books out at the local public library, etc.)	Christin Silagy	06/17/2024	06/28/2029	ONTARGET
Activity Buildings: - Athens - Baker - Boulan Park - Larson - Smith - Troy College and Career - Troy High				
ELD Summer School -	Christin	06/17/2024	06/28/2029	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Additional stipends to incentivize the program for the most highly qualified teachers	Silagy			
Activity Buildings: All Buildings in Implementation Plan				
Data collection/reporting and strategy implementation coordinators for each summer/tutoring program (ELD Summer School, High School Credit Recovery, Elementary Building Summer Programs, Leveled Literacy Intervention, Littera, Reading Recovery, After School Tutoring, Middle School Summer School, High School Summer School, Math Champs)	Christin Silagy	06/17/2024	06/28/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Deep Learning

Owner: Christin Silagy

Start Date: 01/01/2025   *Due Date:* 06/28/2029

Summary: Deep learning identifies six global competencies that describe the skills and attributes needed for learners to flourish as citizens of the world. Deep learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking.

Buildings: All Active Buildings

Total Budget: $50,000.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement scope and sequence (Board adopted curriculum algined to the WIDA ELD Standards Framework, 2020 Edition)	Christin Silagy	01/01/2025	06/29/2029	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Building Capacity

Owner: Christin Silagy

Start Date: 10/31/2023   *Due Date:* 06/28/2029

Summary: Building capacity through staff and community professional learning and collaboration

Buildings: All Active Buildings

Total Budget: $450,000.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations
- Brochure

Audience
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
SIOP - Trainer training for curriculum and instruction specialists	Christin Silagy	12/01/2023	06/29/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Curriculum and Instruction Specialists	Christin Silagy	10/31/2023	06/29/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
SIOP- Module Registration	Christin Silagy	12/01/2023	06/29/2029	ONTARGET
Activity Buildings: • Barnard • Bemis • Costello • Hamilton • Hill • Leonard • Martell • Morse • Schroeder • Troy Union				

Activity	Owner	Start Date	Due Date	Status
• Wass • Wattles				
SIOP - Teacher pay to engage in modules and/or in person professional learning	Christin Silagy	12/01/2023	06/29/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
SIOP - Materials for professional learning (books, chart paper, sticky notes, markers, etc.)	Christin Silagy	12/01/2023	06/29/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Early Childhood to Career

Owner: Christin Silagy

Start Date: 01/01/2024   *Due Date:* 06/28/2029

Summary: Focus an students from when they enter the district (early childhood) until they leave it (ready for a career).

Buildings
- Athens
- International Academy East
- Pre K
- Troy College and Career
- Troy High

Total Budget: $10,000.00
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Participation - Monitor participation of students who are ELs in preschool, and CTE programs	Christin Silagy	01/01/2024	06/29/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): Equity and Well Being

Owner: Christin Silagy

Start Date: 01/01/2024   *Due Date:* 06/28/2029

Summary: Work with the entire school district community to ensure equity and focus on the well being of all

Buildings: All Active Buildings

Total Budget: $50,000.00
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
NEP - Partnership with National Equity Project	Christin Silagy	01/01/2024	06/29/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

High School Credit Recovery

Status: ACTIVE

Statement: The goal is to provide opportunities for all (100%) students who have failed 1 or more courses to recover credits to ensure timely graduation using an online, ayschronous model during summer months when school is not in session.

Created Date: 01/22/2024   *Target Completion Date:* 08/29/2028

Data Set Name: District Credit Recovery For High School Students

Name	Data Source
Low Grade Report (Athens HS)	Other
Low Grade Report District	Other

Data Story Name: District Credit Recovery For High School Students

Initial Data Analysis: This semester low grade report indicates students who have either failed or are in danger of failing their coursework. This data includes core classes which are essential to acquiring credits in order to graduate on time.

Initial Initiative Inventory and Analysis: The issue being addressed is ensuring students have failed to secure credit have a timely opportunity to earn the required credits in order to graduate on time. So far, the evidence indicates that the continued use of the summer school credit recovery program is essential in supporting students.
Summer school is facilitated through the coordination of district administration, which ensure access to an online platform for the remediation of credits. Students are supervised by highly qualified instructional staff who support students throughout the process of navigating asynchronous content and assessment that leads to credit recovery.

Gap Analysis: In our preferred reality, struggling students' need for summer school and credit recovery would be effectively mitigated through effective implementation of our MTSS program. This applies to all student groups, regardless of identity markers and demographic bearing.

District Data Story Summary: Student data demonstrates the continued need to run this program as we have in the past. The credit recovery that it facilitates ensure that students have a chance to graduate on time (or accelerate course completion to alleviate scheduling issues). This program is "braided" as one strand of a larger secondary goal of building a robust and effective MTSS program.

Analysis:

Root Cause

Five Whys

- Why: The data indicates a need for students across our demographic to have access to a program that allows them to recover credit they failed to secure, regardless of the reason for the academic difficulty.

  Why are a significant number of students failing to secure necessary academic credits during the regular school year?

  This could be due to a variety of factors including academic challenges, personal or family issues, lack of engagement with the curriculum, or insufficient support systems in place during the regular school year.

  Why are students facing academic challenges or personal issues that affect their school performance?

  Potential reasons could include socio-economic factors, mental health issues, learning disabilities, language barriers for ESL students, or an education system that may not cater effectively to the diverse needs of all students.

  Why might the current education system not effectively cater to the diverse needs of all students?The system might lack personalized learning approaches, have insufficient resources for special education or ESL programs, face large class sizes that impede individualized attention, or have a curriculum that does not engage all learners effectively.

  Why hasn't the system adapted to address these diverse needs effectively?

  This could be due to limited funding, resistance to change in educational approaches, lack of professional development for teachers in handling diverse learning needs, or a focus on traditional metrics of academic success that overlook the individual challenges faced by students.

Challenge Statement: The districxt needs to allocate resources to ensure that struggling students have opportunities for learning experiences that allow them to recover credits to maintain a timely exit from the 9-12 system.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Christine DiPilato

Start Date: 01/21/2024   *Due Date:* 08/29/2028

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
- Athens
- Troy College and Career
- Troy High

Total Budget: $35,000.00
- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

Audience
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
HS CR- 100 licenses at $100 each for access to the Edgenuity learning platform for students that were unsuccessful in their first attempt at the course. Edgenuity will provide Tier II instruction through contracted teaching support, the district will provide Tier III instruction through certified teacher mentors.	Christine DiPilato	01/21/2024	08/29/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
HS CR- TSD employed certified teachers to act as mentors, and support students in-person with online learning and courses throughout the summer. $6000 stipend each	Christine DiPilato	01/22/2024	08/28/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
HS CR- Edustaff employed certified teacher to act as mentor, and support students in-person with online learning and courses throughout the summer. $6000 stipend	Evan Rokicki	01/22/2024	08/28/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Data collection/reporting and strategy implementation coordinators for each summer/tutoring program (ELD Summer School, High School Credit Recovery, Elementary Building Summer Programs, Leveled Literacy Intervention, Littera, Reading Recovery, After School Tutoring, Middle School Summer School, High School Summer School, Math Champs)	Christin Silagy	01/21/2024	08/29/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
HS CR- Contracted	Christin	01/21/2024	08/29/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teaching support from Edgenuity to provide Tier II instruction to students enrolled in online summer classes with Edgenuity . $240 a class, 20 classes.	Silagy			
Activity Buildings: All Buildings in Implementation Plan				

Improve Fountas and Pinnell benchmark scores for s...

Status: ACTIVE

Statement: Our goals is to provide opportunities for students to receive additonal Tier 2 support in the area of literacy and lower our percentage of K-5 students who fall below benchmark across the district by 2028.

Created Date: 01/22/2024   *Target Completion Date:* 09/30/2024

Data Set Name: K-5 Literacy 23-24

Name	Data Source
Fountas and Pinnell Fall 23	Illuminate DNA

Data Story Name: K-5 Literacy 23-24

Initial Data Analysis: The fall 2023 Fountas and Pinnell data set shows the need for intervention provided throughout the school year and summer support for students below benchmark on reading. 22.6% of first graders, 16.3% of second grade, 13.9% of third grade, 14.1% of fourth grade, and 12% of fifth grade are reading below grade level in the fall of 2023. Through out district MTSS system, we provide ongoing intervention for students to make accelerated growth and attain benchmark measures.

Initial Initiative Inventory and Analysis: The need being addressed is supporting all K-5 students below benchmark in reading with ongoing Tier 2 intervention and summer support. The evidence in previous year data shows that Tier 2 intervention and summer school support show a positive impact and the lowering of data on students below benchmark. Our Troy School District teachers and specialists are involved in the implementation of Tier 2 intervention and summer school support. Ongoing professional development exists in Tier 2 intevention instruction and practices, including coaching from literacy specialists and curriculum and instruction specialists. We will be using general funds in addition to state grant funding to cover the financial commitment in providing both Tier 2 intervention and summer school support. For implementation, all students who need Tier 2 intervention, are provided this addtional support and the impact is measured through continuous progress monitoring and data review. The intervention planning and program reviews help to achieve equitable outcomes for all.

Gap Analysis: The Fountas and Pinnell data shows there is a gap between students who are on grade level and those who are falling below benchmark in reading. Our desired state is for our percentage of students below benchmark to lower as the impact of ongoing Tier 2 intervention support and summer school support.

District Data Story Summary: The data shows that we have large numbers of students K-5 who read on and above grade level. Our opportunity for growth is ensuring all students are reaching benchmark goals. We have identified those students needing additonal Tier 2 support including those at great risk. Our MTSS system is alligned in services so we are supporting all students and are alligned to district initiatives. Funding is both general funds and state grant funds, with the majority being used towards Tier 2 intervention to support students with the greatest needs. The district collects ongoing progress monitoring data

for those impacted by Tier 2 intervention and it shows that with additional support, all students make progress.

Analysis:

Root Cause
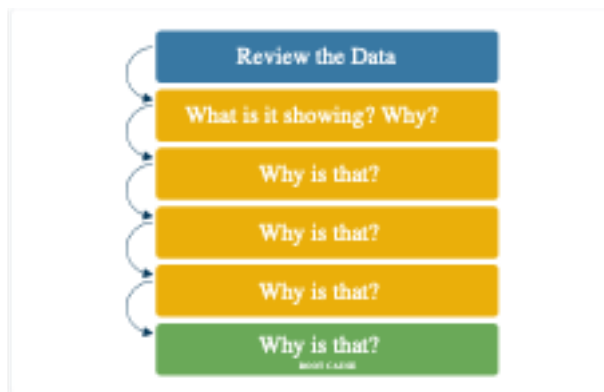
Five Whys

- Why: The data story shows that in the fall, the percentage of students K-5 who fall below benchmark in reading is higher than the winter and spring. This is due to the impact on accelerated learning through Tier 2 intervention. The data is showing that we have a need for support to continue throughout the summer for students who are at greater risk and below benchmark at the end of the school year.

Challenge Statement: The district needs to allocate resources through general and state grant funds to provide intervention for students who are at greater risk and below reading benchmark.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Lisa McDonald

Start Date: 01/24/2024   *Due Date:* 09/29/2024

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
- Barnard
- Bemis
- Costello
- Hamilton
- Hill
- Leonard
- Martell
- Morse
- Schroeder
- Troy Union
- Wass
- Wattles

Total Budget: $500,000.00
- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method
- Email Campaign
- Brochure

Audience
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary Building Summer School- El Building - 150 hours of instruction and planning for each of 12 buildings to provide Tier II and Tier III literacy instruction (small groups and one-on-one) throughout the summer at $30 an hour. With a 250 stipend for any teacher that works more than 30 hours.	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Elementary Building Summer School- El Building- Instructional materials including but not limited to sticky notes, notebooks, chart paper, pencils, markers) $1,250 for each of 12 schools	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Elementary Building Summer School- El Building- Leveled readers for Tier II and Tier III (small group and one-on-one) reading instruction in summer school. $500 for each of 12 elementary schools	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Leveled Literacy Intervention- LLI- Leveled Literacy Intervention digital access. $99 for 1 teacher/30 students at a grade level. 17 teachers	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
across grades K-6 and 12 elementary schools.				

Activity Buildings: All Buildings in Implementation Plan				
Leveled Literacy Intervention- LLI- 72 Teachers providing Tier II and Tier III (small groups and individual) digital LLI instruction for 30 minutes three days a week. 81 paid instructional and planning ours per teacher.	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
LLI- Hourly rate for teachers 27 teachers participating in Tier II and Tier III Delivering High Quality Leveled Literacy Intervention with digital materials professional learning. 3 hours per teacher.	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
RR- Certified, endorsed, highly trained Literacy Specialists to deliver Tier III one-on-one reading recovery lessons to students for 30 minutes a day, every school day.	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
Wattles Elementary After School Support- Tutoring- Certified staff to provide Tier III after school, one-on-one, in person tutoring.	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
3 days a week for 16 week.				

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
El Building/LLI/Littera/ Tutoring- Fountas and Pinnell Benchmark used to: identify students for Tier II and Tier III interventions, inform instruction for individual students, used progress monitor growth during interventions	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Data collection/reporting and strategy implementation coordinators for each summer/tutoring program (ELD Summer School, High School Credit Recovery, Elementary Building Summer Programs, Leveled Literacy Intervention, Littera, Reading Recovery, After School Tutoring, Middle School Summer School, High School Summer School, Math Champs)	Lisa McDonald	01/24/2024	09/29/2024	ONTARGET

Activity Buildings:
- Barnard
- Bemis
- Costello
- Hill
- Leonard
- Martell
- Morse

Activity	Owner	Start Date	Due Date	Status
• Schroeder • Troy Union • Wass • Wattles				

Improve Science M-Step scores in Middle School

Status: ACTIVE

Statement: Our goal is to provide opportunities for students to explore learning through collaboration, guidance, and exploration to improve Science M-Step scores by 5% in 2026.

Created Date: 01/23/2024   *Target Completion Date:* 09/30/2024

Data Set Name: Science in Middle Schools

Name	Data Source
Grades 3-8 Assessments: Performance Level	MI School Data

Data Story Name: Science in Middle Schools

Initial Data Analysis: When looking at the science data set the amount of students that were advanced decreases in from 5th grade to 8th grade. The amount of students that are proficient increase, however, the number of students partial proficient decreases as well. and those students not proficient increase in 8th grade.

Initial Initiative Inventory and Analysis: Summer Learning Lab for student entering middle school or currently in middle school will utilize the Design Thinking Process to expand learning to promote critical thinking skills, defining a problem, hypothosize the problem, develop a plan, implement, and reassess the plan.

Gap Analysis: We would like to see our overall profiency in science be consistent throughout time or increasing overall throughout the middle school years.

District Data Story Summary: Students science proficiency and advanced proficiency show consitency throughout time.

Analysis:

Root Cause
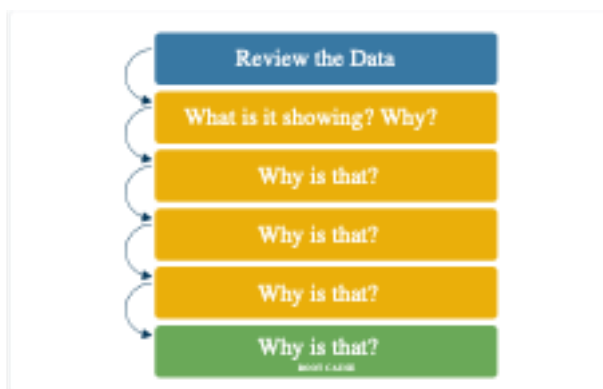
Five Whys

- Why: Students need to engage and explore more in the design thinking process in order to develop higher thinking level skills.

Challenge Statement: The district needs to allocate resources to develop a program for students to explore through the Design Thinking Process by implementing a Summer

Learning Lab for middle school students.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Angela Milanov

Start Date: 01/24/2024   *Due Date:* 09/29/2024

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
- Baker
- Barnard
- Bemis
- Boulan Park
- Costello
- Hamilton
- Hill
- Larson
- Leonard
- Martell
- Morse
- Schroeder
- Smith
- Troy Union
- Wass
- Wattles

Total Budget: $169,126.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MS- Buses to transport students to and from middle school summer school. 3 buses, 4 days a week, for 5 weeks, at $282.90 each run.	Angela Milanov	01/24/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
MS- Materials for student project. These may include, but are not limited to: paper, displays boards, team challenge supplies, stem materials, manipulatives, building materials	Angela Milanov	01/24/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
MS- 21 teachers providing Tier II and Tier III (small group and one-on-one) instruction to students for 127 hours over 6 weeks, plus planning hours at $30 an hour.	Angela Milanov	01/24/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
MS- Field trips to the Michigan Science Center and Henry Ford Museum that provide additional learning about inventions and scientific discoveries for students that need additional exposures to fully understand the idea/concept. Transportation to and from field trips at $65.34 and hour	Angela Milanov	01/24/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
MS- Water and snacks for middle school program. District/building does not qualify for any summer food options through food services. Snack will be purchased that meet nutritional guidelines.	Angela Milanov	01/24/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
MS- Field trips to the Michigan Science Center and Henry Ford Museum that provide additional learning about inventions and scientific discoveries for students that need additional exposures to fully understand the idea/concept. Admission for staff and students. $31.50 for Henry Ford Museum, $18 for Michigan Science Center. 60 students and staff	Angela Milanov	01/24/2024	09/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Data collection/reporting and strategy implementation coordinators for each summer/tutoring program (ELD Summer School, High School Credit Recovery, Elementary Building Summer Programs, Leveled Literacy Intervention, Littera, Reading Recovery, After School Tutoring, Middle School Summer School, High School	Angela Milanov	01/24/2024	09/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Summer School, Math Champs)				
Activity Buildings: All Buildings in Implementation Plan				

Improve Passing Rate

Status: ACTIVE

Statement: Our goal is to provide a culture of belonging through social emotional and academic engagement in Math, Science, and English, in order to increase our passing rate by 6% by 2027.

Created Date: 07/09/2024   *Target Completion Date:* 06/30/2028

Data Set Name: Troy College and Career High School

Name	Data Source
School Index: School Index Growth	MI School Data
Grades from 22-23 and 23-24	Acadience

Data Story Name: Troy College and Career High School

Initial Data Analysis: When reflecting on our data we need to improve our attendance for our inseat students. We also need to improve our student success in producing credits in English, Math, Science and online classes along with attendance for our students suffering from anxiety, depression, and lack of participation in online learning and in seat instruction.

Initial Initiative Inventory and Analysis: Restortive Practice, PBIS, Trauma Based Therapy, MTSS System, Competency Based Learning, Alternative Discipline Policies, Creating a Culture of Calming and Belonging, and building Community Partnerships.

Gap Analysis: Students are struglling with success particularly in Algebra 1, English Classes, and Biology. Student struggle with modivation for in person and online classes along with chronic absenteeism.

District Data Story Summary: When reflecting on our data we need to improve our attendance for our inseat students. We also need to improve our student success in producing credits in English, Math, Science and online classes along with attendance for our students suffering from anxiety, depression, and lack of participation in online learning and in seat instruction.

Analysis:

Root Cause
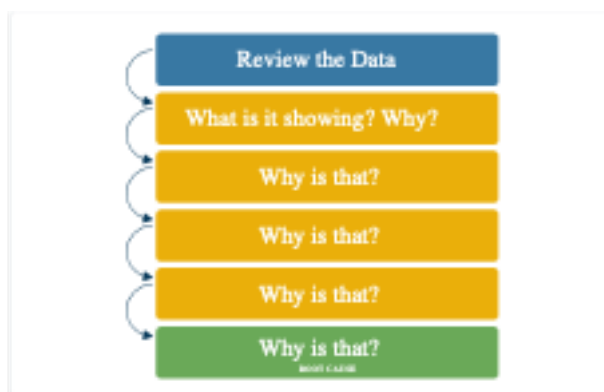
Five Whys

- Why: Students have not had a sense of belonging which affect attendance and

classroom success.

- Why: Students have had prior failures in prior school.
- Why: Students are suffering from anxiety, depression, and confidence.

- Why: This affects attendance and engagement in coursework.
- Why: Due to anxiety, depression, and confidence students do not come to school and do not engage in the learning environment.
- Why: When students do not engage in the learning environment or come to school, it is because they do not feel a sense of belonging. Therefore, they do not feel confidence in themselves and lose motivation to engage in the learning environment and struggle to come to school.

Challenge Statement: Troy College and Career High School needs to allocated resources to continue to implement a PBIS and MTSS system to create a sense of belonging which will continue to build on our Algebra, Biology, and English classes to engage students to be successful.

Strategies:

(1/4): MTSS Framework (General)

Owner: Angela Milanov

Start Date: 07/10/2024   *Due Date:* 06/30/2028

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
- Troy College and Career

Total Budget: $40,000.00
- General Fund (Other)
- ISD Reimbursement (Other)
- Other State Funds (State Funds)

Communication:

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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Amp on Algebra and Construction in Geometry	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
English Classes to be engaging with hands on materials	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Science Classes to be	Angela	07/10/2024	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
hands on to promote engagement	Milanov			
Activity Buildings: All Buildings in Implementation Plan				

(2/4): Positive Behavioral Intervention and Support (PBIS)

Owner: Angela Milanov

Start Date: 07/10/2024   *Due Date:* 06/30/2028

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes.   Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes.   Student support is provided according to three tiers based on student needs.   It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings
- Troy College and Career

Total Budget: $40,000.00
- General Fund (Other)
- ISD Reimbursement (Other)
- Other State Funds (State Funds)

Communication:

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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Restorative Practices	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create a PBIS System with Rewards	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Competency: Instruction - High-Quality Classroom Instruction

Owner: Angela Milanov

Start Date: 07/10/2024   *Due Date:* 06/30/2028

Summary: Define and adopt a rigorous standard of high quality instruction that is implemented by all teaching staff.

Buildings
- Troy College and Career

Total Budget: $40,000.00
- General Fund (Other)
- ISD Reimbursement (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
- School Board Meeting	- Educators
- Presentations	- Staff
- District Website Update	- School Board
- Parent Newsletter	- Parents
- Social Media	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Creating all Classes to be Competency Based Learning	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Develop	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): Mindfulness Based Social and Emotional Learning, MBSEL

Owner: Angela Milanov

Start Date: 07/10/2024   *Due Date:* 06/30/2028

Summary: Mindfulness Based Social and Emotional Learning, MBSEL, is the missing piece in education. It ensures that we educate the whole child. MBSEL is as important as any other subject taught in school, in fact it is foundational and will help children to be successful students. It teaches skills to improve stress management, emotional regulation, improve attention, focus and concentration, as well as foster emotional well-being and a more positive outlook. Preliminary research indicates that cultivating these inner skills can improve interpersonal relationships, develop empathy, increase awareness of assumptions and biases, and help to nurture global stewardship. The intended purpose of providing mindfulness education in schools is to enhance inner resilience, self-awareness and self-regulation in students and staff, while creating safer, kinder, healthier, more supportive and productive schools and communities. MBSEL helps children to become critical thinkers and helps them to reach their full potential.

Buildings
- Troy College and Career

Total Budget: $40,000.00
- General Fund (Other)
- ISD Reimbursement (Other)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Team Building as a Building	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Creating an Engaging Environment to promote student success	Angela Milanov	07/10/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				