

# MICIP Portfolio Report

## Ypsilanti Community Schools

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### Goals Included

#### Active

- Improve Literacy Achievement as Measured by State ...
  - Improve Math Achievement as Measured by State and ...
  - Reducing Time out of Class by Addressing the Execu...
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### Buildings Included

#### Open-Active

- ACCE
  - ACTech High School
  - Beatty Early Learning Center
  - Erickson Elementary
  - Estabrook Elementary
  - Ford Early Learning Center
  - Holmes Elementary
  - Perry Early Learning Center
  - STEMM Middle College
  - Washtenaw International Middle Academy
  - YPSI Connected Community School
  - Ypsilanti Community Middle School
  - Ypsilanti International Elementary School
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### Plan Components Included

Goal Summary

Data

    Data Set

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Ypsilanti Community Schools

### Improve Literacy Achievement as Measured by State ...

*Status:* ACTIVE

*Statement:* Student academic achievement for all groups (Black, EL, and Special Education students) in grades 3-11 in the area of literacy (reading and writing) will increase by 2% as a result of 100% of ELA teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 2024.

*Created Date:* 06/21/2021

*Target Completion Date:* 06/27/2025

*Data Set Name:* YCS ELA

Name	Data Source
2018 Elementary ELA M-STEP	Other
2019 ELA M-STEP Avg. Scaled Scores for Black and White Students	Eidex
2019 Fall NWEA Reading	NWEA
Fall to Fall Data from F18-F20	NWEA
2020 Cohort PSAT-SAT Increase	Other
M-STEP Proficiency Analysis	MiSchoolData
NWEA ELA Data Analysis	NWEA
Breakdown of Student Behavior 2018-2020	Student Information System (SIS)
Attendance Data 2018-2020	Student Information System (SIS)
Teacher Collaborative Routines	District Determined
20-21 ELA Data Discovery Planning	District Determined
Instructional Leadership	District

Name	Data Source
Routines	Determined
20-21 Spring NWEA	NWEA
Vision for Ambitious Literacy Teaching ELA	District Determined
State and Local Assessment Aggregate Data Over Time	District Determined
Professional Learning Calendar 20-21	District Determined
YCS ELA Instructional Framework for Reading PK-5	District Determined
YCS Literacy Implementation Guide	District Determined
2021-22 NWEA Data Results	NWEA
YCS Teacher Collaborative Routines Strategy Implementation and Monitoring Tool	District Determined
Culturally Responsive Teaching Strategy Implementation Monitoring Tool	District Determined
YCS Balanced Literacy Lesson Delivery and Instructional Pacing Strategy Implementation Monitoring Plan	District Determined
Instructional Leadership Routines Strategy Implementation Monitoring Tool	District Determined
2021-2022 NWEA Reading for MICIP	NWEA
2021-2022 NWEA Local Norms for YCS	NWEA
2022-23 Professional Development Plan	District Determined

Name	Data Source
2023-24 ACCE MICIP Plan	District Determined
2023-24 Culture and Climate SEL Strategy Implementation Guide Template	District Determined
2023-24 Erickson MICIP Plan	District Determined
2023-24 Estabrook MICIP Snapshot	District Determined
2023-24 Ford ELC MICIP Plan	District Determined
2023-24 Holmes MICIP Plan	District Determined
2023-24 Literacy Strategy Implementation Guide Template	District Determined
2023-24 Math Strategy Implementation Guide Template	District Determined
2023-24 Perry ELC MICIP Plan	District Determined
2023-24 WIMA MICIP Plan	District Determined
2023-24 YC2S MICIP Plan	District Determined
2023-24 YCHS -ACTech MICIP Plan	District Determined
2023-24 YCHS -STEMM MICIP Plan	District Determined
2023-24 YCMS MICIP Plan	District Determined
2023-24 YCS Discover Data ELA	District Determined
2023-24 YCS Discover Data MATH	District Determined
2023-24 YCS Discover Data_Culture and Climate SEL	District Determined

Name	Data Source
2023-24 YIES MICIP Plan	District Determined
Elementary Building Level MICIP Plans - Example	District Determined
MTSS definitions	Other
Secondary Building Level MICIP Plans - Example	District Determined
YCS 2021-2022 NWEA and MDE Baseline	Other
YCS Ambitious Teaching Framework	District Determined
YCS DILTS MICIP Monitoring and Evaluation Tool	District Determined
YCS NWEA 2022-2023 Data (MDE still under embargo)	NWEA
YCS NWEA Math Below Grade 3 for 2022-2023	NWEA
YCS NWEA Reading Below Grade 3 for 2022-2023	NWEA
20230612 Sec. 98b Goal Progress Report	District Determined
20230612 YCS Sec. 98b Goal Progress Report	District Determined
Culturally Responsive Teaching MONITOR STRATEGY 2021-22	District Determined
Culturally Responsive Teaching Strategy Implementation Monitoring Plan Template Final	District Determined
End of Year June 2023 YCS MICIP Strategy Monitoring Toolkit	District Determined
HMH Tier 1 - Ambitious Teaching Lesson Delivery & Instructional Pacing MONITOR STRATEGY 2021-22	District Determined

Name	Data Source
Instructional Leadership Routines Strategy Implementation Monitoring Plan Template Final.docx (1)	District Determined
Instructional Leadership Routines Strategy Implementation Monitoring Plan Template Final.docx (1)	District Determined
Instructional Leadership Routines MONITOR STRATEGY 2021-22	District Determined
Intense Student Support Network (ISSN) MONITOR STRATEGY 2021-22	District Determined
Intense Student Support Network Strategy Implementation Monitoring Plan Template Final	District Determined
MATH Tier 1 - Lesson Delivery and Instructional Pacing Strategy Implementation Monitoring Plan Template Final.docx (1)	District Determined
Math Tier 1 - Ambitious Teaching Lesson Delivery & Instructional Pacing MONITOR STRATEGY 2021-22	District Determined
MONITOR STRATEGY 2021-22	District Determined
Multitiered System of Support MONITOR STRATEGY 2021-22	District Determined
Multitiered System of Support MONITOR STRATEGY 2021-22	District Determined
Student Executive Function	District

Name	Data Source
Skills Implementation Monitoring Plan Template Final	Determined
Student Executive Function Skills MONITOR STRATEGY 2021-22	District Determined
Teacher Collaborative Routines MONITOR STRATEGY 2021-22	District Determined
Teacher Disposition-Strategy Implementation Monitoring Plan Template Final	District Determined
YCS Ambitious Teaching Literacy Lesson Delivery and Instructional Pacing E Strategy Implementation Monitoring Plan Template Final	District Determined
YCS MTSS - Student Support Network Strategy Implementation Monitoring Plan Template Final	District Determined
YCS Teacher Collaborative Routines Strategy Implementation Monitoring Plan Template Final	District Determined
ACCE 2021-2022 NWEA and MDE	District Determined
ACCE 2022-2023 NWEA	District Determined
Holmes 2021-2022 NWEA and MDE	District Determined
Holmes 2022-2023 NWEA	District Determined
YCMS 2021-2022 NWEA and MDE	District Determined
YCMS 2022-2023 NWEA	District Determined

Name	Data Source
YCS Graduation Rate Data Trend	District Determined
2023 Resource Allocation Review	District Determined

**Data Story Name:** YCS K-12 Literacy

**Initial Data Analysis:** In 2023, 449 out of 556 (80.8 %) of all YCS students in grade 3, are reading below a 3rd-grade reading level, according to Spring '23 NWEA MAP data. In 2023, 304 out of 503 (60.4%) of all YCS students in grade 4, are reading below a 3rd-grade reading level, according to Spring '23 NWEA MAP data. In 2023, 197 out of 408 (48.3%) of all YCS students in grade 5, are reading below a 3rd-grade reading level, according to Spring '23 NWEA MAP data. In 2023, 199 out of 338 (58.9 %) of all YCS students in grade 6, are reading below a 3rd-grade reading level, according to Spring '23 NWEA MAP data. In 2023, 132 out of 317 (41.6%) of all YCS students in grade 7, are reading below a 3rd-grade reading level, according to Spring '23 NWEA MAP data. In 2023, 122 out of 348 (35.1%) of all YCS students in grade 8, are reading below a 3rd-grade reading level, according to Spring '23 NWEA MAP data. In 2023, 92 out of 217 (33.9%) of all YCS students in grade 9, are reading below a 3rd grade reading level, according to Spring '23 NWEA MAP data. In 2023, 65 out of 246 (26.4 %) of all YCS students in grade 10, are reading below a 3rd grade reading level, according to Spring '23 NWEA MAP data. In 2023, 43 out of 199 (21.6 %) of all YCS students in grade 11, are reading below a 3rd grade reading level, according to Spring '23 NWEA MAP data. In 2022, 190 out of 260 (73.1%) of all YCS students in grade 3, are reading below a 3rd-grade reading level, according to Spring '22 NWEA MAP data. In 2022, 149 out of 224 (66.5%) of all YCS students in grade 4, are reading below a 3rd-grade reading level, according to Spring '22 NWEA MAP data. In 2022, 132 out of 249 (53.0%) of all YCS students in grade 5, are reading below a 3rd-grade reading level, according to Spring '22 NWEA MAP data. In 2022, 106 out of 250 (42.4%) of all YCS students in grade 6, are reading below a 3rd-grade reading level, according to Spring '22 NWEA MAP data. In 2022, 72 out of 242 (29.8%) of all YCS students in grade 7, are reading below a 3rd-grade reading level, according to Spring '22 NWEA MAP data. In 2022, 74 out of 242 (30.6%) of all YCS students in grade 8, are reading below a 3rd-grade reading level, according to Spring '22 NWEA MAP data. In 2022, 33 out of 137 (24.1%) of all YCS students in grade 9, are reading below a 3rd grade reading level, according to Spring '22 NWEA MAP data. In 2022, 29 out of 155 (18.7%) of all YCS students in grade 10, are reading below a 3rd grade reading level, according to Spring '22 NWEA MAP data. In 2022, 33 out of 105 (31.4%) of all YCS students in grade 11, are reading below a 3rd grade reading level, according to Spring '22 NWEA MAP data. Based upon our 2021-2022 M-STEP ELA data, approximately 20.2% of students in grades 3-7 were either proficient or advanced. We want to increase that number to at least 22.2%

by June 14, 2024, and to at least 23.2% by June 14, 2025.

Based on our 2021-22 school year baseline of (9%) the percentage of students scoring at least proficient on SAT evidence-based writing will increase by 2% (11%) district-wide by June 14, 2024, and by 3% (12%) district-wide by June 14, 2025.

Reduce the percentage of 3rd through 8th-grade students across all subgroups (Black, EL and Special Education students) that are reading below the 3rd-grade level, thus significantly decreasing the number of identified students from 49.3% to 46% by June 14, 2025, as measured by NWEA reading assessments.

Based on our 2021-22 school year baseline of (31.8%) the percentage of students scoring at least proficient on PSAT 8 evidence-based writing will increase by 2% (33.8%) district-wide by June 14, 2024, and by 3% (34.8%) district-wide by June 14, 2025.

ACCE: A resource inequity was found in staffing and teacher capacity. This will be addressed in the activities and funding for signing bonuses and retention stipends paid for by 21h funds.

Holmes: A resource inequity has been found in teacher knowledge and capacity to utilize adopted materials and culturally responsive practices. This will be addressed in the activities to support teacher professional learning and implementation of Culturally Responsive Tier 1 instruction.

*Initial Initiative Inventory and Analysis:* HMH Curriculum Resource: Currently moderate impact and moderate implementation. HMH was first introduced to our staff in 2019-2020. Implementation was interrupted by the pandemic of 2020. During the 2023-24 school year, we will continue to intentionally focus on the quality of first instruction by supporting a curriculum aligned to a set of essential standards, a yearlong pacing guide that includes well-crafted culturally relevant lessons designed to engage diverse learners through the use of student-engaged protocols, the use of formative and common assessments throughout the lesson, clarity in terms of teacher and student expectations and actions, job-embedded year-long professional development for all teachers for mastery, consistent support and practice, practice, practice, literacy equity coaching at the local level, and the implementation of a rigorous set of teacher dispositions that guards against labeling students, blaming students and families for conditions that they do not control.

Deep Equity Work in Excellence, Voice, and Access: Currently moderate impact and moderate implementation. The use of Deep Equity Work was introduced in the Fall of 2016. Implementation was interrupted by the pandemic of 2020. All YCS staff has received ongoing job-embedded professional development in the following areas: racial equity work, racial identity work, culturally responsive pedagogy, the negative impact of disproportionality, restorative practices, and trauma-informed and resilience training.

During the 2023-24 school year, every teacher will have a teacher disposition equity goal/target that they will work towards in an action research approach fashion that focuses on building strong relationships that incorporate explicit anti-racist discussions, practices, and take actions that drive equity, pedagogy, and school transformation so that literacy can thrive.

Formative Assessment: Currently moderate impact and moderate implementation. The roll out of Formative Assessment was first introduced to our Instructional Specialists during

the 2019-20 school year. Implementation was interrupted by the pandemic of 2020. As a result, Formative Assessments will be intentionally embedded into the lesson plans and pacing forward. They will be aligned to the Priority standards. During the 2023-24 school year, we will continue to focus on using formative and common assessments throughout the lesson. Explicit training will be offered to all literacy teachers on using formative assessments before, during and after learning instruction with ease.

SEL Reponse Practices - Restorative Practices - Trauma-Informed & Resilience / Conscious Discipline / PBIS: Currently moderate impact and moderate implementation. A small team of 10 Trainers received their certification in Trauma Informed and Resilience Practices during the 2019-20 school year. The rollout implementation was interrupted by the pandemic of 2020. All YCS instructional staff will receive 6 hours of professional development in Trauma Informed and Resilience Professional Development prior to June 1, 2021. This training will help all of our instructional staff to be prepared and have the necessary skills needed to be successful as we enter the 2023-24 school year. During the 2023-24 school year, every classroom will utilize circles, morning meetings, and/or other restorative practices strategies to create a sense of belonging where each student in the classroom is seen, heard, understood, valued, and respected for who they are and their genius.

Priority Standards: Currently moderate impact and moderate implementation. The use of Priority Standards was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. During the Summer of 2021, the ELA Curriculum Team revised the priority standards and will unwrap these standards and intentionally embed them throughout the yearly pacing with fidelity. Culture and Climate Coaches: Currently high impact and high implementation. The use of Culture and Climate Coaches was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. In order to create small class sizes and keep our students safe we had to place 75% of our Culture and Climate Coaches in the classrooms to teach. During the 2023-24 school year, we will reintroduce a team of Culture and Climate Coaches that are prepared to lead and meet the SEL needs of our students and staff.

MTSS: Currently moderate impact and moderate implementation. The YCS MTSS Process was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. During the 2023-24 school year, each building leader will be responsible for ensuring that their building's MTSS process is delivered with fidelity.

SEL (TRAILS): Currently high impact and high implementation. The use of teaching students the Trails SEL Lessons was introduced in the Fall of 2020. Implementation was interrupted by the pandemic of 2020 but staff have delivered these lessons with a high level of fidelity. During the 2023-24 school year, we will continue to expose our students to the TRAILS SEL lessons. Instructional Coaches: Currently high impact and high implementation. The use of Instructional Coaches was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. In order to create small class sizes due to the pandemic, we had to place 75% of our Instructional Coaches in the classrooms to teach. During the 2020-21 school year, all of our Instructional Coaches received job-embedded professional development in the area of Coaching for Equity. During the 2023-24 school year, all of our Instructional Coaches will be responsible for coaching, mentoring, modeling, and supporting all of our ELA with the components of an

effective HMH classroom literacy lesson from start to finish.

Learning Targets and Student Goal Setting: Currently moderate impact and moderate implementation. The use of Learning Targets and student Goal Setting was introduced in the Fall of 2018. Implementation was interrupted by the pandemic of 2020. For the 2023-24 school year, we will require all teachers to lead their lessons with highly crafted learning targets as well as they must teach students to set academic and non-academic goals on a weekly basis.

#### *Gap Analysis:*

In Ypsilanti Community Schools, less than 10% of students in grades 3-11 have consistently scored proficient or above on state assessments, as documented in the last three state assessment cycles.

Our #1 Top Priority Focus for the 2023-24 School Year is to substantially improve the quality of teaching and learning of both the teacher and the student, thereby significantly advancing the learning for all YCS students.

*District Data Story Summary:* We know that our students are not reaching proficiency on state and local assessments in literacy / ELA (reading and writing), as evidenced in state and local assessment results. Strengths: In 2019-2020, we launched the implementation of the Houghton Mifflin Harcourt (HMH) curriculum resources (Intro to Reading (K-5) and Into Literature (6-12)). The strengths have been that HMH offers consistent teaching and learning opportunities for teachers and students in effective literacy essentials like vocabulary development, comprehension, fluency, spelling, phonemics, phonics instruction, etc.

Growth edges: We must ensure that effective and explicit Tier 1 instruction is taking place in literacy/ELA (reading and writing) in every classroom, school, and daily. We must ensure that our HMH curriculum is guaranteed and viable. We must also ensure we utilize our curriculum resources (HMH) as designed and intended. We must monitor both teaching and learning and provide feedback - ensuring that we implement instructional leadership and teacher-collaborative routines to support us. To meet our growth targets, we focused work in developing a guaranteed and viable curriculum - starting with unpacking priority standards and pacing guides along with implementing a common literacy/ELA (reading and writing) curriculum resource (HMH). Additionally, we have partnered with WISD, Ghody Mohammed (5 Lesson Planning Pursuits), and Yolanda Seely-Ruiz to engage in deep learning work around Equity to support our literacy initiative.

We know that we haven't reached high impact and implementation with many of our literacy/ELA (reading and writing) related initiatives because the 2020 pandemic disrupted our first year of HMH implementation. Our greatest challenges have been the COVID 19 pandemic (huge disruption to student learning) and the racial and social injustices in our local community and nationally. Our Black student population, students identified by the MDE as low socio-economic status, and our special education students are not performing as well as their White, Non-SES and general education peers. We have been making improvements to our MTSS K-12 and will continue to strengthen this process along with staff and stakeholders input thus improving overall understanding of our multi-tiered systems of support.

Our data indicated that student access to consistent high quality lessons designed with

high rigor with high support are not being delivered with fidelity and consistency. There is no evidence that a 5th grader from one school to another or from one classroom to another are leaving the 5th grade with similar taught and mastered skills. There is evidence that the literacy/ELA (reading and writing) HMH curriculum is not being taught as required. A need for high student expectations are evident throughout the district and as a result we must prepare our students for rigor with the right level of support. Moving forward, we need to ensure that first instruction is delivered with intentionality, consistency and for mastery. Adults must work hard in suspending assumptions (remove labels and deficit thinking that gets in the way) about what students know and not know, use data to inform the next steps, lead with learning targets, set goals with students, teach with rigor, provide the right level of support, work in small groups to build student mastery for struggling learners, provide the right level of intervention, and use formative assessments prior, during, and after instruction to ensure mastery of the standards.

**Strategies:**

(1/8): **Teacher Collaborative Routines**

**Owner:** Carlos Lopez

**Start Date:** 06/21/2021

**Due Date:** 06/30/2024

**Summary:** Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Literacy Strategy Implementation Guide for Activities Relating to Teacher Collaborative Routines at YCS.	Carlos Lopez	07/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Actions (Student Engagement) (High Cognitive Demand Tasks)	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Actions (Student Engagement) (High Cognitive Demand Tasks)	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/8): Instructional Leadership Routines**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Implement and monitor Instructional Leadership Routines K-12 which includes: Monitor Instructional Practices and Curriculum Use, Guide Instructional System Decisions, and Provide Coaching and Feedback

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Strategy Implementation Guide for Instructional Leadership Routines at YCS	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Leaders will Engage in the Instructional Leader Actions Defined For YCS Leaders	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Into Reading at a Glance Grades K-5 and Into Literature at a Glance Tool for Principals to Inspect what they Expect	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitoring Instruction and Providing Relevant Feedback through Walkthroughs	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Participating and Leading Professional Learning in Tier 1 Instruction	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Setting the Expectations: Focus on First Instruction to Improve Student Achievement through HMH Lesson Delivery	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Observations				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engaged in Data Talk, Walk, and Walls	Carlos Lopez	06/03/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Lead our District's Culturally Responsive Teaching Work at the Building Level	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/8): MTSS Framework (General)**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Strategy Implementation Guide for MTSS at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 1 - High Quality First Instruction (High Cognitive Demand Tasks)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 and Tier 3 Literacy Interventions for Students with Significant Unfinished Academic Learning	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Executive Functions: Restorative Practices, Conscious Discipline, Trauma Informed and Resilience Schools, SEL, TRAILS Lessons, Leader In Me	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/8): Culturally Responsive-Sustaining Education**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Creates student-centered learning environments that affirm racial, linguistic, and cultural identities; prepares students for rigor and independent learning; develops students' ability to connect across lines of difference; elevates historically marginalized voices; and empowers students as agents of social change.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Strategy Implementation Guide for Culturally Responsive Teaching at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Using Street Data to Drive and Lead Equity, Pedagogy, and School Transformation	Carlos Lopez	08/28/2023	08/29/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Increasing Student Intellectual Capacity by Supporting Rigorous Cognitive Development that Engage Students in High Cognitive Demand Tasks through Culturally Responsive Instruction	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Gholdy Muhammad's, Yolanda Sealy-Ruiz's, Bettina Love's and Zaretta Hammond's Deep Equity Work - Growing your Racial Literacy	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Building Equitable Collaborations with Families and Communities - Creating Just Schools	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Gholdy Muhammad's, HRI Framework - Lesson Planning 5 Pursuits (Identity, Skill, Intellect, Criticality, and Joy)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/8): HMH Tier 1 - Balanced Literacy Lesson Delivery and Instructional Pacing**

**Owner:** Carlos Lopez

**Start Date:** 06/22/2021

**Due Date:** 06/30/2024

**Summary:** ELA Teachers will teach the HMH Tier 1 - Lessons Delivery and Instructional Pacing with fidelity thus increasing the intellectual capacity of students by Unpacking our Priority Standards, creating clear Learning Targets, and designing a tool for how to respond to Student Goal Setting.

YCS ELA Teachers will unpack and receive professional learning in all components of the ELA Instructional Framework - Into Reading K-5 and Into Literature 6-12 and Routines Aligned to the Literacy Essentials. They will be able to practice for mastery.

YCS ELA Teachers will ensure that our students are engaged in High Cognitive Demand Tasks that build their Intellectual Capacity using Student Engaged Assessment Protocols with fidelity.

YCS ELA Teachers will participate in a FAME Formative Assessments Cohort that will develop their skills on how to effectively use Student-Engaged Assessment Protocols and Formative Assessments to prepare learners for rigor.

All ELA Teachers will actively participate in quarterly HMH Professional Learning experiences and will implement the HMH ELA routines with a high level of fidelity as outlined on the Pacing Guides.

Increase the number of ELA Teachers actively utilizing our Instructional Coaches to support and stretch their teaching and learning practices in how to deliver high quality instructional tier 1 instruction.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Pacing Guides: Unpacking Priority Standards, Learning Targets, and Student Goal Setting	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ELA Instructional Framework - Into Reading K-5 and Into Literature 6-12	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engaging Students in High Cognitive Demand Tasks	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessments (Student-Engaged Assessment Protocols)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All ELA Teachers will actively participate in quarterly IB, High Scope, LLI Professional Learning experiences and will implement the ELA routines with a high level of fidelity as outlined on the Pacing Guides	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(6/8): 23g Tutoring**

**Owner:** Carlos Lopez

**Start Date:** 10/20/2023

**Due Date:** 06/27/2025

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings**

- Holmes Elementary
- Ypsilanti Community Middle School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Contract with FEV Tutor to provide High Dosage Tutoring to Holmes and Ypsilanti Community Middle School students. We will fund the cost for 20 one-on-one tutoring sessions per student for a two year period. The target is to address learning loss and help students to accelerate their academic skills.	Carlos Lopez	10/20/2023	06/27/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/8): 23g Career Pathways**

**Owner:** Carlos Lopez

**Start Date:** 10/20/2023

**Due Date:** 06/27/2025

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

**Buildings**

- ACCE
- ACTech High School
- STEMM Middle College
- Ypsilanti Community Middle School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
We will fund the D3C3 WCC Dual Enrollment Tuition Program, stackable credentialing opportunities, college and career pathways experiences, CTE offerings, and other post secondary experiences such as field trips to colleges and universities, mentoring, and college readiness coaching supports.	Carlos Lopez	10/20/2023	06/27/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(8/8): 23g Expanded Learning Time**

**Owner:** Carlos Lopez

**Start Date:** 10/20/2023

**Due Date:** 06/27/2025

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Grizzly Learning Camp - Summer School - We will fund Staff, Materials, Outings, and Transportation.	Carlos Lopez	06/11/2024	06/27/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

## Improve Math Achievement as Measured by State and ...

**Status:** ACTIVE

**Statement:** Student academic achievement for all groups (Black, EL and Special Education students) in grades 3-11 in the area of math will increase by 2% as a result of 100% of Math teachers having been fully trained in and having implemented the Math Tier 1 Ambitious Teaching Curriculum with fidelity as measured by state and local assessments by June 2024.

Student academic achievement for all groups (Black, EL and Special Education students) in grades 3-11 in the area of math will increase by 3% as a result of 100% of Math teachers having been fully trained in and having implemented the Math Tier 1 Ambitious Teaching Curriculum with fidelity as measured by state and local assessments by June 2025.

If our #1 Top Priority Focus for the 2023-24 School Year is to substantially improve the quality of teaching and learning of both the teacher and the student and thereby significantly advancing the learning for all YCS students then we must be intentional about ensuring that all Tier 1 Ambitious Teaching instruction is our main focus with our Tier 2 and Tier 3 interventions aligned to support our learners and improve student achievement. (If we establish a shared equitable mindset and a coordinated system process to address gaps and provide the right level of mathematics support, we can successfully establish a comprehensive system of support to ensure that all math teachers at YCS receive the appropriate level of mathematics curriculum training, coaching, and support needed for mastery - the most fundamental practices necessary for successful implementation of the mathematics Ambitious Teaching curriculum, thus improving learning conditions for all YCS students so that they can be successful and proficient to transition to the next level of their learning).

**Created Date:** 06/21/2021

**Target Completion Date:** 06/27/2025

**Data Set Name:** YCS K-12 Math

Name	Data Source
Math Implementation Guide for YCS	District Determined
Student Attendance Data	Student Information System (SIS)
MSTEP Analysis and Breakdown	MiSchoolData
YCS Vision for Ambitious Mathematics Teaching at a Glance	District Determined
YCS Teacher Collaborative Routines	District Determined
Instructional Leadership Routines	District Determined
YCS 20-21 Spring NWEA	NWEA

Name	Data Source
Student Growth Summary	
YCS 20-21 Math Data Discovery Plan	District Determined
YCS Student Attendance Data	Student Information System (SIS)
YCS Student Behavior Data	Student Information System (SIS)
Aggregated M-STEP Trend Data	MiSchoolData
YCS 20-21 Fall NWEA Student Growth Summary	NWEA
SAT Overview of 2020 Cohort Scores	MiSchoolData
YCS State and Local Assessments Combined Data Set	District Determined
20-2021 YCS Professional Learning Plan	District Determined
2021-22 NWEA Data Results	NWEA
2022-23 YCS PD Plan	District Determined
Culturally Responsive Teaching Strategy Implementation Monitoring Tool	District Determined
Instructional Leadership Routines Strategy Implementation Monitoring Tool	District Determined
YCS Teacher Collaborative Routines Strategy Implementation Monitoring Tool	District Determined
YCS Balanced Literacy Lesson Delivery and Instructional Pacing E	District Determined

Name	Data Source
Strategy Implementation Monitoring Tool	
MATH Tier 1 - Lesson Delivery and Instructional Pacing Strategy Implementation Monitoring Tool	District Determined
YCS MTSS - Student Support Network Strategy Implementation Monitoring Tool	District Determined
2021-2022 NWEA Math for MICIP	NWEA
2021-2022 NWEA Local Norms for YCS	NWEA
2022-23 Professional Development Plan	District Determined
YCS 2021-2022 NWEA and MDE Baseline	Other
YCS NWEA 2022-2023 Data (MDE still under embargo)	NWEA
2023-24 ACCE MICIP Plan	District Determined
2023-24 Culture and Climate SEL Strategy Implementation Guide Template	District Determined
2023-24 Erickson MICIP Plan	Acadience
2023-24 Estabrook MICIP Snapshot	District Determined
2023-24 Ford ELC MICIP Plan	District Determined
2023-24 Holmes MICIP Plan	Acadience
2023-24 Literacy Strategy Implementation Guide Template	District Determined
2023-24 Math Strategy	Acadience

Name	Data Source
Implementation Guide Template	
2023-24 Perry ELC MICIP Plan	District Determined
2023-24 WIMA MICIP Plan	District Determined
2023-24 YC2S MICIP Plan	District Determined
2023-24 YCHS -ACTech MICIP Plan	District Determined
2023-24 YCHS -STEMM MICIP Plan	District Determined
2023-24 YCMS MICIP Plan	District Determined
2023-24 YCS Discover Data ELA	District Determined
2023-24 YCS Discover Data MATH	District Determined
2023-24 YCS Discover Data_Culture and Climate SEL	District Determined
2023-24 YIES MICIP Plan	District Determined
Elementary Building Level MICIP Plans - Example	District Determined
MTSS definitions	Other
Secondary Building Level MICIP Plans - Example	District Determined
YCS Ambitious Teaching Framework	District Determined
YCS DILTS MICIP Monitoring and Evaluation Tool	District Determined
YCS NWEA Math Below Grade 3 for 2022-2023	NWEA
YCS NWEA Reading Below Grade 3 for 2022-2023	NWEA
20230612 Sec. 98b Goal	District

Name	Data Source
Progress Report	Determined
20230612 YCS Sec. 98b Goal Progress Report	District Determined
Culturally Responsive Teaching MONITOR STRATEGY 2021-22	District Determined
Culturally Responsive Teaching Strategy Implementation Monitoring Plan Template Final	District Determined
End of Year June 2023 YCS MICIP Strategy Monitoring Toolkit	District Determined
HMH Tier 1 - Ambitious Teaching Lesson Delivery & Instructional Pacing MONITOR STRATEGY 2021-22	District Determined
Instructional Leadership Routines Strategy Implementation Monitoring Plan Template Final.docx (1)	District Determined
Instructional Leadership Routines MONITOR STRATEGY 2021-22	District Determined
Intense Student Support Network (ISSN) MONITOR STRATEGY 2021-22	District Determined
Intense Student Support Network Strategy Implementation Monitoring Plan Template Final	District Determined
MATH Tier 1 - Lesson Delivery and Instructional Pacing Strategy Implementation Monitoring Plan Template Final.docx (1)	District Determined
Math Tier 1 - Ambitious	District

Name	Data Source
Teaching Lesson Delivery & Instructional Pacing MONITOR STRATEGY 2021-22	Determined
MONITOR STRATEGY 2021-22	District Determined
Multitiered System of Support MONITOR STRATEGY 2021-22	District Determined
Student Executive Function Skills Implementation Monitoring Plan Template Final	District Determined
Student Executive Function Skills MONITOR STRATEGY 2021-22	District Determined
Teacher Collaborative Routines MONITOR STRATEGY 2021-22	District Determined
Teacher Disposition-Strategy Implementation Monitoring Plan Template Final	District Determined
YCS MTSS - Student Support Network Strategy Implementation Monitoring Plan Template Final	District Determined
YCS Ambitious Teaching Literacy Lesson Delivery and Instructional Pacing E Strategy Implementation Monitoring Plan Template Final	District Determined
YCS Teacher Collaborative Routines Strategy Implementation Monitoring Plan Template Final	District Determined
ACCE 2021-2022 NWEA and MDE	District Determined
ACCE 2022-2023 NWEA	District

Name	Data Source
	Determined
Holmes 2021-2022 NWEA and MDE	District Determined
Holmes 2022-2023 NWEA	District Determined
YCMS 2021-2022 NWEA and MDE	District Determined
YCMS 2022-2023 NWEA	District Determined
YCS Graduation Data	District Determined
2023 YCS Resource Allocation Review	Acadience

**Data Story Name:** YCS K-12 Math

**Initial Data Analysis:** In 2023, 475 out of 556 (85.4%) of all YCS students, in grade 3, are below a 3rd-grade math level according to Spring '23 NWEA MAP data.

In 2023, 333 out of 503 (66.2%) of all YCS students, in grade 4, are below a 3rd-grade math level according to Spring '23 NWEA MAP data.

In 2023, 225 out of 408 (55.1%) of all YCS students, in grade 5, are below a 3rd-grade math level according to Spring '23 NWEA MAP data.

In 2023, 239 out of 338 (70.7%) of all YCS students, in grade 6, are below a 3rd-grade math level according to Spring '23 NWEA MAP data.

In 2023, 166 out of 317 (52.4%) of all YCS students, in grade 7, are below a 3rd-grade math level according to Spring '23 NWEA MAP data.

In 2023, 142 out of 348 (40.8%) of all YCS students, in grade 8, are below a 3rd-grade math level according to Spring '23 NWEA MAP data.

In 2023, 112 out of 271 (41.3%) of all YCS students, in grade 9, are below a 9th-grade math level according to Spring '23 NWEA MAP data.

In 2023, 77 out of 246 (31.3%) of all YCS students, in grade 10, are below a 10th-grade math level according to Spring '23 NWEA MAP data.

In 2023, 54 out of 199 (27.1%) of all YCS students, in grade 11, are below an 11th-grade math level according to Spring '23 NWEA MAP data.

In 2022, 211 out of 260 (81.2%) of all YCS students, in grade 3, are below a 3rd-grade math level according to Spring '22 NWEA MAP data.

In 2022, 162 out of 224 (72.3%) of all YCS students, in grade 4, are below a 3rd-grade math level according to Spring '22 NWEA MAP data.

In 2022, 154 out of 254 (60.6%) of all YCS students, in grade 5, are below a 3rd-grade math level according to Spring '22 NWEA MAP data.

In 2022, 120 out of 239 (50.2%) of all YCS students, in grade 6, are below a 3rd-grade math level according to Spring '22 NWEA MAP data.

In 2022, 83 out of 240 (34.6%) of all YCS students, in grade 7, are below a 3rd-grade math

level according to Spring '22 NWEA MAP data.

In 2022, 70 out of 234 (29.9%) of all YCS students, in grade 8, are below a 3rd-grade math level according to Spring '22 NWEA MAP data.

In 2022, 37 out of 128 (28.9%) of all YCS students, in grade 9, are below a 9th-grade math level according to Spring '22 NWEA MAP data.

In 2022, 29 out of 136 (21.3%) of all YCS students, in grade 10, are below a 10th-grade math level according to Spring '22 NWEA MAP data.

In 2022, 17 out of 88 (19.3%) of all YCS students, in grade 11, are below an 11th-grade math level according to Spring '22 NWEA MAP data.

Based upon our 2021-2022 M-STEP Math data, approximately 9.5% of students in grades 3-7 were either proficient or advanced. We want to increase that number to at least 11.5% by June 14, 2024, and to at least 12.5% by June 14, 2025.

Based on our 2021-22 school year baseline of (3.3%) the percentage of students scoring at least proficient on SAT math will increase by 2% (5.3%) district-wide by June 14, 2024, and by 3% (6.3%) district-wide by June 14, 2025.

Reduce the percentage of 3rd through 8th grade students across all subgroups (Black, EL and Special Education students) that are doing math below the 3rd grade level, thus significantly decreasing the number of identified students from 55.1% to 53% by June 14, 2024, and to 52% by June 14, 2025 as measured by NWEA math assessments.

Based on our 2021-22 school year baseline of (12.9%) the percentage of students scoring at least proficient on PSAT 8 math will increase by 2% (14.9%) district-wide by June 14, 2024, and by 3% (15.9%) district-wide by June 14, 2025.

ACCE: A resource inequity was found in staffing and teacher capacity. This will be addressed in the activities and funding for signing bonuses and retention stipends paid for by 21h funds.

Holmes: A resource inequity has been found in teacher knowledge and capacity to utilize adopted materials and culturally responsive practices. This will be addressed in the activities to support teacher professional learning and implementation of Culturally Responsive Tier 1 instruction.

YCMS: An inequity was found in regards to the offering of advanced courses for middle school students. In order to address this during the 23-24 school year we would be investigating opportunities to offer Algebra for students through online sources, or partnering with the high school.

*Initial Initiative Inventory and Analysis:* EDM (K-5) and Big Ideas Math (Grades 6-12): Currently moderate impact and moderate implementation for both programs. EDM was first introduced to our staff in 2014-15 and Big Ideas Math was introduced to staff in 2018-2019. Implementation and delivery of both programs have been inconsistent and not supported. During the 2023-24 school year, we will continue to intentionally focus on the quality of first instruction by supporting an ambitious teaching curriculum aligned to a set of essential standards, a yearlong pacing guide that includes well crafted culturally relevant lessons designed to engage diverse learners through the use of student-engaged protocols, the use of formative and common assessments throughout the lesson, clarity in terms of teacher and student expectations and actions, job-embedded year-long

professional development for all teachers for mastery, consistent support and practice, practice, practice, literacy equity coaching at the local level, and the implementation of a rigorous set of teacher dispositions that guards against labeling students, blaming students and families for conditions that they do not control.

Deep Equity Work in Excellence, Voice, and Access: Currently moderate impact and moderate implementation. The use of Deep Equity Work was introduced in the Fall of 2016. Implementation was interrupted by the pandemic of 2020. All YCS staff has received ongoing job-embedded professional development in the following areas: racial equity work, racial identity work, culturally responsive pedagogy, the negative impact of disproportionality, restorative practices, and trauma-informed and resilience training. During the 2023-24 school year, every teacher will have a teacher disposition equity goal/target that they will work towards in an action research approach fashion that focuses on building strong relationships that incorporate explicit anti-racist discussions, and practices, and taking actions that drive equity, pedagogy, and school transformation so that mathematics literacy can thrive.

Formative Assessment: Currently moderate impact and moderate implementation. The rollout of Formative Assessment was first introduced to our Instructional Specialists during the 2019-20 school year. Implementation was interrupted by the pandemic of 2020. As a result, Formative Assessments will be intentionally embedded into the lesson plans and pacing forward. They will be aligned to the Priority standards. During the 2023-24 school year, we will continue to focus on the use of formative and common assessments throughout the lesson. Explicit training will be offered to all literacy teachers on the use of formative assessments before, during, and after learning instruction with ease.

SEL Response Practices - Restorative Practices - Trauma-Informed & Resilience / Conscious Discipline / PBIS: Currently moderate impact and moderate implementation. A small team of 10 Trainers received their certification in Trauma-Informed and Resilience Practices during the 2019-20 school year. The rollout implementation was interrupted by the pandemic of 2020. All YCS instructional staff will receive 6 hours of professional development in Trauma-Informed and Resilience Professional Development prior to June 1, 2021. This training will help all of our instructional staff to be prepared and have the necessary skills needed to be successful as we enter the 2023-24 school year. During the 2022-23 school year, every classroom will utilize circles, morning meetings, and/or other restorative practices strategies to create a sense of belonging where each student in the classroom is seen, heard, understood, valued, and respected for who they are and their genius.

Priority Standards: Currently moderate impact and moderate implementation. The use of Priority Standards was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. During the Summer of 2021, the ELA Curriculum Team revised the priority standards and will unwrap these standards and intentionally embed them throughout the yearly pacing with fidelity.

Culture and Climate Coaches: Currently moderate impact and moderate implementation. The use of Culture and Climate Coaches was introduced in the Fall of 2019.

Implementation was interrupted by the pandemic of 2020. In order to create small class sizes and keep our students safe, we had to place 75% of our Culture and Climate Coaches in the classrooms to teach. During the 2023-24 school year, we will reintroduce a team of

Culture and Climate Coaches that are prepared to lead and meet the SEL needs of our students and staff.

MTSS: Currently moderate impact and moderate implementation. The YCS MTSS Process was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. During the 2023-24 school year, each building leader will be responsible for ensuring that their building's MTSS process is delivered with fidelity.

SEL (Trails): Currently high impact and high implementation. The use of teaching students the Trails SEL Lessons was introduced in the Fall of 2020. Implementation was interrupted by the pandemic of 2020 but the staff has delivered these lessons with a high level of fidelity. During the 2023-24 school year, we will continue to expose our students to the TRAILS SEL lessons.

Instructional Coaches: Currently high impact and high implementation. The use of Instructional Coaches was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. In order to create small class sizes due to the pandemic, we had to place 75% of our Instructional Coaches in the classrooms to teach. During the 2022-23 school year, all of our Instructional Coaches received job-embedded professional development in the area of Coaching for Equity. During the 2023-24 school year, all of our Instructional Coaches will be responsible for coaching, mentoring, modeling, and supporting all of our ELA with the components of an effective HMH classroom literacy lesson from start to finish.

Learning Targets and Student Goal Setting: Currently moderate impact and moderate implementation. The use of Learning Targets and student Goal Setting was introduced in the Fall of 2018. Implementation was interrupted by the pandemic of 2020. For the 2023-24 school year, we will require all teachers to lead their lessons with highly crafted learning targets as well as they must teach students to set academic and non-academic goals on a weekly basis.

*Gap Analysis:* In Ypsilanti Community Schools less than 10% of students in grades 3-11 have consistently scored proficient or above on state assessments as documented in the last three state assessment cycles in mathematics.

Our #1 Top Priority Focus for the 2023-24 School Year is to substantially improve the quality of teaching and learning of both the teacher and the student and thereby significantly advancing the learning for all YCS students.

*District Data Story Summary:* We know that our students are not meeting proficiency on state and local assessments in the area of mathematics as evidenced in state and local assessment results. We must ensure that effective and explicit Tier 1 instruction is taking place in mathematics in every classroom, in every school, everyday. We must ensure that our mathematics curriculum is guaranteed and viable. We must also ensure that we are utilizing our curriculum resources as designed and intended. We must monitor both teaching and learning and provide feedback - ensuring that we are implementing both instructional leadership and teacher collaborative routines to support us in doing so. To meet our growth targets we will focus on developing a guaranteed and viable curriculum - starting with unpacking priority standards and pacing guides along with implementing a standardized mathematics curriculum. Additionally, we have partnered with WISD, Gholdy Mohammed's HRL Framework (5 Lesson Planning Pursuits), Yolanda Seely-Ruiz to engage in deep learning work around Equity to support our mathematics initiative.

We know that we haven't reached high impact and implementation with many of our mathematics related initiatives because the 2020 pandemic disrupted our implementation. Our greatest challenges have been the COVID 19 pandemic (huge disruption to student learning) and the racial and social injustices in our local community and nationally. Our Black student population, students identified by the MDE as low socio-economic status, and our special education students are not performing as well as their White, Non-SES and general education peers. We have been making improvements to our MTSS K-12 and will continue to strengthen this process along with staff and stakeholders input thus improving overall understanding of our multi-tiered systems of support.

Our data indicated that student access to consistent high quality lessons designed with high rigor with high support are not being delivered with fidelity and consistency. There is no evidence that a 5th grader from one school to another or from one classroom to another are leaving the 5th grade with similar taught and mastered skills. There is evidence that the lessons in EDM or Big Ideas are not enough for our students and need to be supplemented with more high cognitive demand tasks. A need for high student expectations are evident throughout the district and as a result we must prepare our students for rigor with the right level of support. Moving forward, we need to ensure that first instruction is delivered with intentionality, consistency and for mastery. Adults must work hard in suspending assumptions (remove labels and deficit thinking that gets in the way) about what students know and not know, use data to inform the next steps, lead with learning targets, set goals with students, teach with rigor, provide the right level of support, work in small groups to build student mastery for struggling learners, provide the right level of intervention, and use formative assessments prior, during, and after instruction to ensure mastery of the standards.

**Strategies:**

(1/6): **Teacher Collaborative Routines**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Math Strategy Implementation Guide for Teacher Collaborative Routines at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Actions (Student Engagement) (High Cognitive Demand Tasks)	Carlos Lopez	08/29/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Actions (Student Engagement) (High Cognitive Demand Tasks)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/6): **Everyday Mathematics®**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Everyday Mathematics® is a core curriculum for students in prekindergarten through grade 6. At each grade level, the Everyday Mathematics® curriculum provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Mathematics® are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Math Strategy Implementation Guide for Balanced Literacy Lesson Delivery and Instructional Pacing at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Pacing Guides: Unpacking Priority Standards, Learning Targets, and Student Goal Setting	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Framework - EDM K-5 and Big Ideas 6-12	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engaging Students in High Cognitive Demand Tasks	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessments (Student-Engaged Assessment Protocols)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/6): Houghton Mifflin Mathematics**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Houghton Mifflin Mathematics is a core mathematics curriculum for students at all ability levels in kindergarten through grade 6. At each grade level, the program focuses on basic skills development, problem solving, and vocabulary expansion to help students master key math concepts. Students practice daily math lessons through instructional software, enrichment worksheets, manipulatives, and workbooks, in addition to student textbooks. The program incorporates assessments—including lesson-level interventions to meet the needs of all learners—to monitor students’ progress.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Math Strategy Implementation Guide for Balanced Math Lesson Delivery and Instructional Pacing at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engaging Students in High Cognitive Demand Tasks	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessments (Student-Engaged Assessment Protocols)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Pacing Guides: Unpacking Priority Standards, Learning Targets, and Student Goal Setting	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Framework - EDM K-5 and Big Ideas 6-12	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET

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

**(4/6): MTSS Framework (General)**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Math Strategy Implementation Guide for Student Support Network at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 1 - High Quality First Instruction (High Cognitive Demand Tasks)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 and Tier 3 Literacy Interventions for Students with Significant Unfinished Academic Learning	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Executive Functions: Restorative Practices, Conscious Discipline, Trauma Informed and Resilience Schools, SEL, TRAILS Lessons, Leader In Me	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/6): Instructional Leadership Routines**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Implement and monitor Instructional Leadership Routines K-12 which includes: Monitor Instructional Practices and Curriculum Use, Guide Instructional System Decisions, and Provide Coaching and Feedback

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Math Strategy Implementation Guide for Instructional Leadership Routines at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Leaders will Engage in the Instructional Leader Actions Defined For YCS Leaders	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
EDM K-5 and Big Ideas (6-12) at a Glance Tool for Principals to Inspect what they Expect	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitoring Instruction and Providing Relevant Feedback through Walkthroughs	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Participating and Leading Professional Learning in Tier 1 Instruction	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Setting the Expectations: Focus on First Instruction to Improve Student Achievement through Math Lesson Delivery Observations	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engaged in Data Talk, Walk, and Walls	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Lead our District's Culturally Responsive Teaching Work at the Building Level	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(6/6): Culturally Responsive-Sustaining Education**

**Owner:** Carlos Lopez

**Start Date:** 08/23/2021

**Due Date:** 06/28/2024

**Summary:** Creates student-centered learning environments that affirm racial, linguistic, and cultural identities; prepares students for rigor and independent learning; develops students' ability to connect across lines of difference; elevates historically marginalized voices; and empowers students as agents of social change.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Refer to Math Strategy Implementation Guide for Culturally Responsive Teaching at YCS	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Increasing Student Intellective Capacity by Supporting Rigorous Cognitive Development that Engage Students in High Cognitive Demand Tasks through Culturally Responsive Instruction	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Gholdy Muhammad's, Yolanda Sealy-Ruiz's, Bettina Love's and Zaretta Hammond's Deep Equity Work - Growing your Racial Literacy	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Gholdy Muhammad's, HRI Framework - Lesson Planning 5 Pursuits (Identity, Skill, Intellect, Criticality, and Joy)	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Building Equitable Collaborations with	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Families and Communities - Creating Just Schools				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Using Street Data to Drive and Lead Equity, Pedagogy, and School Transformation	Carlos Lopez	08/28/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Reducing Time out of Class by Addressing the Execu...

*Status:* ACTIVE

*Statement:*

Office disciplinary referrals and suspensions will be reduced by 50% by June 14, 2024 as a result of 100% of YCS teachers having been trained on how to teach students the Self-Control Executive Function skills Competencies they need to succeed and learn and be ready for rigor. They will use practices from PBIS, Trauma-Informed and Resilient Practices, Restorative Practices, Conscious Discipline, SEL TRAILS Modules, etc.

*Created Date:* 06/21/2021

*Target Completion Date:* 06/27/2025

*Data Set Name:* Culture and Climate

Name	Data Source
YCS 20-21 Spring NWEA Student Growth Summary	NWEA
Pastoral Care Measurement Tool	District Determined
Michigan Profile for Healthy Youth 2019	MiPHY
YCHS Needs Assessment	Other
Evidence of Practice for Student Support Network	District Determined
Whole Child Tenets Survey	Other
2020-2021 YCS Professional Learning Calendar	District Determined
Attendance Data Summary	Student Information System (SIS)
Student Behavior Data Summary	Student Information System (SIS)
YCS Definition of Whole Child	District Determined
YCS Culture and Climate	District

Name	Data Source
SEL Strategy Implementation Guide	Determined
20-21 YCS Culture and Climate SEL Overview	District Determined
2021-2022 NWEA for MICIP	NWEA
2022-23 YCS PD Plan	District Determined
2021-22 NWEA Data Results	NWEA
Culturally Responsive Teaching Strategy Implementation Monitoring Tool	District Determined
YCS MTSS - Student Support Network Strategy Implementation Monitoring Tool	District Determined
Teacher Disposition- Strategy Implementation Monitoring Tool	District Determined
Intense Student Support Network Strategy Implementation Monitoring Tool	District Determined
Student Executive Function Skills Implementation Monitoring Tool	District Determined
2021-2022 AdvancED Survey Likert Scale Summaries	Cognia Survey
2021-2022 Cognia Final Review -- Ypsilanti Community Schools 67364 AER Report	Cognia Survey
2023-24 ACCE MICIP Plan	District Determined
2023-24 Culture and Climate SEL Strategy Implementation Guide	District Determined

Name	Data Source
Template	
2023-24 Erickson MICIP Plan	District Determined
2023-24 Estabrook MICIP Snapshot	District Determined
2023-24 Ford ELC MICIP Plan	District Determined
2023-24 Holmes MICIP Plan	District Determined
2023-24 Literacy Strategy Implementation Guide Template	District Determined
2023-24 Math Strategy Implementation Guide Template	District Determined
2023-24 Perry ELC MICIP Plan	District Determined
2023-24 WIMA MICIP Plan	District Determined
2023-24 YC2S MICIP Plan	District Determined
2023-24 YCHS -ACTech MICIP Plan	District Determined
2023-24 YCHS -STEMM MICIP Plan	District Determined
2023-24 YCMS MICIP Plan	District Determined
2023-24 YCS Discover Data ELA	District Determined
2023-24 YCS Discover Data MATH	District Determined
2023-24 YCS Discover Data_Culture and Climate SEL	District Determined
2023-24 YIES MICIP Plan	District Determined
Elementary Building Level MICIP Plans - Example	District Determined

Name	Data Source
MTSS definitions	Other
Secondary Building Level MICIP Plans - Example	District Determined
YCS 2021-2022 NWEA and MDE Baseline	Other
YCS Ambitious Teaching Framework	District Determined
YCS DILTS MICIP Monitoring and Evaluation Tool	District Determined
YCS NWEA 2022-2023 Data (MDE still under embargo)	NWEA
YCS NWEA Math Below Grade 3 for 2022-2023	NWEA
YCS NWEA Reading Below Grade 3 for 2022-2023	NWEA
2023-24 YCS Discover Data_Culture and Climate SEL Updated 6_9_2023	District Determined
20230612 Sec. 98b Goal Progress Report	District Determined
20230612 YCS Sec. 98b Goal Progress Report	District Determined
Culturally Responsive Teaching MONITOR STRATEGY 2021-22	District Determined
Culturally Responsive Teaching Strategy Implementation Monitoring Plan Template Final	District Determined
End of Year June 2023 YCS MICIP Strategy Monitoring Toolkit	District Determined
HMH Tier 1 - Ambitious Teaching Lesson Delivery & Instructional Pacing MONITOR STRATEGY 2021-22	District Determined
Instructional Leadership	District

Name	Data Source
Routines Strategy Implementation Monitoring Plan Template Final.docx (1)	Determined
Instructional Leadership Routines MONITOR STRATEGY 2021-22	District Determined
Intense Student Support Network (ISSN) MONITOR STRATEGY 2021-22	District Determined
Intense Student Support Network Strategy Implementation Monitoring Plan Template Final	District Determined
MATH Tier 1 - Lesson Delivery and Instructional Pacing Strategy Implementation Monitoring Plan Template Final.docx (1)	District Determined
Math Tier 1 - Ambitious Teaching Lesson Delivery & Instructional Pacing MONITOR STRATEGY 2021-22	District Determined
MONITOR STRATEGY 2021-22	District Determined
Multitiered System of Support MONITOR STRATEGY 2021-22	District Determined
Multitiered System of Support MONITOR STRATEGY 2021-22	District Determined
Student Executive Function Skills Implementation Monitoring Plan Template Final	District Determined
Student Executive Function Skills MONITOR STRATEGY 2021-22	District Determined

Name	Data Source
Teacher Collaborative Routines MONITOR STRATEGY 2021-22	District Determined
Teacher Disposition-Strategy Implementation Monitoring Plan Template Final	District Determined
YCS Ambitious Teaching Literacy Lesson Delivery and Instructional Pacing E Strategy Implementation Monitoring Plan Template Final	District Determined
YCS MTSS - Student Support Network Strategy Implementation Monitoring Plan Template Final	District Determined
YCS Teacher Collaborative Routines Strategy Implementation Monitoring Plan Template Final	District Determined
ACCE 2021-2022 NWEA and MDE	District Determined
ACCE 2022-2023 NWEA	District Determined
Holmes 2021-2022 NWEA and MDE	District Determined
Holmes 2022-2023 NWEA	District Determined
YCMS 2021-2022 NWEA and MDE	District Determined
YCMS 2022-2023 NWEA	District Determined

*Data Story Name:* Culture and Climate

*Initial Data Analysis:*

☒ 91.4% (85/95) of students have witnessed students get pushed, hit, punched one or more times during the past 12 months.

☒ 40.7% (37/95) of students have been bullied on school property in the past 12 months; and 11.1% (10/95) of students have been electronically bullied in the past 12 months.

☒ 90.4% (85/95) of students have heard students get called mean names or get “put down” or more times during the past 12 months.

☒ 89.4% (84/95) of students have heard rumors or lies being spread about other students one or more times during the past 12 months.

In summary, Student behavior referrals and suspensions are prevalent at YCMS. Suspension rates are more than 50% higher than any other grade throughout the district. Office referrals are primarily identified as defiant, insubordination, physical aggression and disrupting class.

Bullying continues to be a major problem that contributes to the disruption witnessed in our classrooms as witnessed by our MIPHY.

### *Initial Initiative Inventory and Analysis:*

MTSS: Currently moderate impact and moderate implementation. The YCS MTSS Process was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. During the 2023-24 school year, each building leader will be responsible for ensuring that their building's MTSS process is delivered with fidelity.

SEL Reponse Practices - Restorative Practices - Trauma Informed & Resilience / Conscious Discipline / PBIS: Currently moderate impact and moderate implementation. A small team of 10 Trainers received their certification in Trauma Informed and Resilience Practices during the 2019-20 school year. The rollout implementation was interrupted by the pandemic of 2020. All YCS instructional staff will receive 6 hours of professional development in Trauma Informed and Resilience Professional Development prior to June 1, 2021. This training will help all of our instructional staff to be prepared and have the necessary skills needed to be successful as we enter the 2023-24 school year. During the 2023-24 school year, every classroom will utilize circles, morning meetings, and/or other restorative practices strategies to create a sense of belonging where each student in the classroom is seen, heard, understood, valued, and respected for who they are and their genius.

SEL (TRAILS): Currently high impact and high implementation. The use of teaching students the Trails SEL Lessons was introduced in the Fall of 2020. Implementation was interrupted by the pandemic of 2020 but staff have delivered these lessons with a high level of fidelity. During the 2023-24 school year, we will continue to expose our students to the TRAILS SEL lessons.

Culture and Climate Coaches: Currently moderate impact and moderate implementation. The use of Culture and Climate Coaches was introduced in the Fall of 2019. Implementation was interrupted by the pandemic of 2020. In order to create small class sizes and keep our students safe we had to place 75% of our Culture and Climate Coaches in the classrooms to teach. During the 2023-24 school year, we will reintroduce a team of Culture and Climate Coaches that are prepared to lead and meet the SEL needs of our students and staff.

Learning Targets and Student Goal Setting: Currently moderate impact and moderate implementation. The use of Learning Targets and student Goal Setting was introduced in the Fall of 2018. Implementation was interrupted by the pandemic of 2020. For the 2023-24 school year, we will require all teachers to lead their lessons with highly crafted learning targets as well as they must teach students to set academic and non-academic goals on a weekly basis.

Deep Equity Work in Excellence, Voice, and Access: Currently moderate impact and moderate implementation. The use of Deep Equity Work was introduced in the Fall of 2016. Implementation was interrupted by the pandemic of 2020. All YCS staff has received ongoing job-embedded professional development in the following areas: racial equity work, racial identity work, culturally responsive pedagogy, the negative impact of

disproportionality, restorative practices, and trauma informed and resilience training. During the 2023-24 school year, every teacher will have a teacher disposition equity goal / target that they will work towards in an action research approach fashion that focuses on building strong relationships that incorporates explicit anti-racist discussions, practices, and take actions that drive equity, pedagogy, and school transformation so that literacy can thrive.

Early Warning System (attendance, behavior, and grades) Data: Currently high impact and high implementation. The use of the Early Warning System has helped us to support students throughout the last few years and it came handy during the global pandemic of 2020 - 21. During the 2023-24 school year, teachers and building leaders will continue to implement, monitor, and evaluate the Early Warning Systems with fidelity.

Culturally Responsive Teaching: (School Culture that Fosters Positive Identity, Belonging, Student Agency, and Purpose Aligned with Explicit Anti-Racist Discussions, Practices and Action). Currently moderate impact and moderate implementation. Our focus on Culturally Responsive Teaching has been an investment to our students, staff, and families. YCS staff have continued to grow their racial identity, racial literacy, and to better understand that we must create anti-racist classroom environment tht are responsive to our Blavk and Brown students. The global pandemic brought to light the many disparities that exist and continue to challenge the education of our Black and Brown students in the United States. During the 2023-24 school year, every teacher will have to take actions and serve as co-conspirators for change.

Intense Student Support Network: (Focus on the 4 Pastorate Care: Care, Support, Membership, and Safety). Currently high impact and high implementation. Our focus on the

four ISSN - Pastoral Care has served us well for the last few years. The global pandemic created the opportunity for us to respond to the non-academic needs of our students, families and staff. During the 2023-24 school year, teachers and building leaders will continue to implement, monitor, and evaluate the ISSN pastoral care implementation with fidelity.

Student Executive Function Skills (All students will learn self-regulatory and self-control skills in a safe, healthy, and nurturing learning environment). Currently low impact and low implementation. The use of direct instruction of the Student Executive Function Skills was met with a bit of resistance due to time constraints. During the 2023-24 school year, every 31A SSW, Culture and Climate Coach, and Support Staff must teach students the Executive Function Skills they need.

*Gap Analysis:* At YCS we have:

- We currently average about 150 to 180 suspensions at YCMS in any given year.- We want to reduce this amount by 50% (less than 75-90) during the 2023-24 school year.- We also want to reduce the number of the District's Disproportionality figures from 4.1 to 0 during the 2023-24 school year.

*District Data Story Summary:*

Student behavior referrals and suspensions are prevalent at a much higher frequency in the classroom than outside the classroom at every grade in the district. Our staff have been trained in Trauma Informed Practices, SEL TRAILS Lessons, Culturally Responsive Practices, and in a number of interventions like Early warning Signs (attendance, behavior, grades) Data. Despite these efforts, our students are still being referred to the office at an alarming rate. These interruptions and undesirable incidents contribute to students being removed from their classrooms and/or suspended and thus result in daily instructional loss causing achievement and significant learning gaps. As a result of our MICIP SEL work, as a District, we will work toward establishing a sense of belonging in every classroom and throughout the school by focusing on teaching students how to Build Relationships, and Self-Control so they can Self-Regulate their thoughts, emotions, and behaviors. We will also focus on Teacher Disposition because it matters to our students.



**Strategies:**

**(1/5): Teacher Disposition (Removing Labels and Deficit Thinking and Focusing on Asset Thinking and Shifting our Mindsets for Success)**

**Owner:** Carlos Lopez

**Start Date:** 06/23/2021

**Due Date:** 06/28/2024

**Summary:** According to Hattie (2020), Teacher Estimates of Student Achievement (teacher informed judgments about a student’s performance drawn from regular progress monitoring and adjusting instruction to accelerate learning forward) has a significant effect size of 1.44 on student overall learning and their academic success.

According to Hattie (2020), Not Labeling Students (When teachers expect certain behaviors of students, they are likely to act in ways that make the expected behavior more likely to occur) have a notable positive influence on learning with an effect size of 0.61 on student overall learning and their academic success.

According to Hattie (2020), Being Disliked by Teachers or Peers (When a teacher dislikes a student it has a significant negative impact on the overall learning. In fact, this action has the power to reverse learning) has a significant negative effect size of -0.13 on student overall learning and their academic success.

Getting Students Ready for Rigor by Unapologetically Advancing their Excellence is one of the most powerful Culturally Responsive Practices that a teacher can provide to our students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Building Relationships with Students by Getting to Know Them and their Unique Identities - (Seeing, Listening, Valuing, Respecting, and Loving our Students for Who They Are)	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Growing Community by Focusing on Compassion before Compliance	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Focusing on High Expectations with High Support by Intentionally Suspending Labels that Hurt Students, Maintaining our Composure,	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Compassion, and Patience				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Preparing Students for High Levels of Rigorous Grade Level Work	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Creating a Classroom and School Culture of Belonging	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/5): Student Executive Function Skills (All students will learn self-regulatory and self-control skills in a safe, healthy, and nurturing learning environment through a Whole Child Approach)**

**Owner:** Carlos Lopez

**Start Date:** 06/23/2021

**Due Date:** 06/28/2024

**Summary:** Staff creates a culturally responsive and productive culture in every classroom that addressed the right type of support that meets the student’s EF#1: Working Memory Skill creating the opportunity for students to be ready for rigor.

Staff creates a culturally responsive and productive culture in every classroom that addressed the right type of support that meets the student’s EF#2: Prioritizing, Organizing, Sequencing, Managing Time, and Planning Skill creating the opportunity for students to be ready for rigor.

Staff creates a culturally responsive and productive culture in every classroom that addressed the right type of support that meets the student’s EF#3: Attending, Initiating, and Focusing Skill creating the opportunity for students to be ready for rigor.

Staff creates a culturally responsive and productive culture in every classroom that addressed the right type of support that meets the student’s EF#4: Social/Emotional and Inhibiting Skill creating the opportunity for students to be ready for rigor.

Staff creates a culturally responsive and productive culture in every classroom that addressed the right type of support that meets the student’s ER#5: Communicating, Cognitive Flexibility/ Shifting Skill creating the opportunity for students to be ready for rigor.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Each School will Provide Professional Learning for Staff on Evidenced-Based Approaches to Promote Self-Control Executive Function Skills Competencies, Including Social-Emotional Learning Objectives, Skills, Strategies, and Learning Conditions	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Each Building Teacher Teams will Meet to Develop a Self-Control Executive Function Skills Competencies Common Calendar that Identifies How they Plan to Intentionally Teach Self-	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Control Skills to their Students				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom Implementation of the Self-Control Executive Function Skills Competency Lessons and the Monitoring of the Self-Control Executive Function Skills Competencies as Evident in our Students.	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor Office Disciplinary Referrals and Suspensions Rates	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/5): MI Blueprint for Comprehensive Student Recovery Focus on Wellness (Addressing the Non-Academic Needs of Each Student through a Whole Child Approach)**

**Owner:** Carlos Lopez

**Start Date:** 06/23/2021

**Due Date:** 06/28/2024

**Summary:** The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses the mental health needs of our students, staff and families. The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses access to a school nurse to reduce any missed opportunities by monitoring or managing illnesses, particularly for children with chronic conditions. The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses any unmitigated student mental health challenges, including symptoms of depression, anxiety, traumatic stress, racial trauma, and grief that students might bring to school as a result of the pandemic. The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses the diminished wellness visits and missing immunizations among children. The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses the decrease in physical activity as a result of the pandemic. The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses the uneven distribution of work across school staff and caseload volumes that make delivery of timely, effective mental health and wellness services impossible. The District Leadership Team has developed a Comprehensive Student Recovery Wellness Plan that addresses the educator burnout, low job satisfaction, and high staff turnover as a result of the pandemic.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implementation of a District Wide Comprehensive Recovery Plan to Address Teacher Burnout, Low Job Satisfaction, and High Staff Turnover by Putting In Place Early Warning Signs to Support our Staff	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Implementation of a District Wide Comprehensive Recovery Plan that Addresses Access to School Nurses at YCS	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of a District Wide Comprehensive Recovery Plan that Focuses on Physical Activity for Students and Staff at YCS	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of a District Wide Comprehensive Recovery Plan to Address Any Unmitigated Student Mental Health Challenges (Depression, Anxiety, Traumatic Stress, Racial Trauma, and Grief)	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of a District Wide Comprehensive Recovery Wellness Plan that Addresses Wellness (Immunizations), Mental Health, and Case Management Support for Students, Staff and Families	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/5): Culturally Responsive Teaching (A Culture Fostering Positive Identity, Belonging, Agency, and Purpose Aligned with Explicit Anti-Racist Discussions, Practices and Action through a Whole Child Approach**

**Owner:** Carlos Lopez

**Start Date:** 06/23/2021

**Due Date:** 06/28/2024

**Summary:** Building Leaders will grow their Culturally Responsive School Leadership skills by engaging students, staff, and families in equitable power-sharing relationship building experiences where their voices are heard and help to positively impact change for the better for All.

Teachers will increase student intellectual capacity by supporting rigorous cognitive development that engage students in high cognitive demand tasks through culturally responsive instruction.

All YCS Staff will grow their racial identity and literacy by being engaged in Gholdy Muhammad’s, Yolanda Sealy-Ruiz’s, Bettina Love’s and Zaretta Hammond’s Deep Equity Work. All YCS Teachers incorporate Gholdy Muhammad’s HRI Framework - 5 Pursuits (Identity, Skill Development, Criticality, Intellectualism, and Joy) within every HMH Tier 1 - Lesson Delivery and Instructional Pacing. (September 21)

All YCS Staff will engage in establishing a school culture that fosters positive identities, belonging, student agency, voice, choice, and purpose.

All YCS Staff will continue to hold explicit anti-racist discussions, practices, and take actions that respects and values the genius in every child.

All YCS Staff will be intentional with Building Equitable Collaborations with Families and Communities - Creating Just Schools that is responsive to fostering equitable collaborations so that literacy can thrive.

All YCS Staff will Use Street Data to Drive and Lead Equity, Pedagogy, and School Transformation throughout the district so that literacy can thrive.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Increasing Student Intellectual Capacity by Supporting Rigorous Cognitive Development that Engage Students in High Cognitive Demand Tasks through Culturally Responsive Instruction	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Gholdy Muhammad’s, Yolanda Sealy-Ruiz’s,	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Bettina Love's and Zaretta Hammond's Deep Equity Work - Growing your Racial Literacy				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Gholdy Muhammad's, HRI Framework - Lesson Planning 5 Pursuits (Identity, Skill, Intellect, Criticality, and Joy)	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Building Equitable Collaborations with Families and Communities - Creating Just Schools	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Using Street Data to Drive and Lead Equity, Pedagogy, and School Transformation	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/5): Student Support Network**

**Owner:** Carlos Lopez

**Start Date:** 06/24/2021

**Due Date:** 06/28/2024

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Addressing the Social Emotional Learning and Wellness Needs of Students by Being Responsive	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Attending and Being Responsive to the Pastoral Care Needs (Care, Support, Membership, and Safety) of Our Students, Families and Staff	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ISSN Building Level Leadership Team Meetings will Meet Quarterly to Collect, Monitor, and Review Student Data for Impact in the Areas of Chronic Absenteeism, SEL, Wellness, Achievement, Wellness, and Other Need.	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ISSN Building Level Leadership Team Meetings will Meet Quarterly to Collect, Monitor, and Review Student Disciplinary Data (Office Referrals, Suspensions, Expulsions, Disproportionality, and the Use of Restorative Circles	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and Practices.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Being Intentional in Eliminating the Disproportionality that Exists at YCS Pertaining to our Black and Brown Students by Being Restorative in our Actions, Thinking, and Leading	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
For additional details please see the Culture and Climate SEL Implementation guide	Carlos Lopez	08/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				