MICIP Portfolio Report

Waterford School District

Goals Included

Active
- Improve English Language Arts
- Improve Graduation Rate
- Improve Mathematics

Buildings Included

Open-Active
- Beaumont Elementary School
- Children's Village School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
- Houghton Elementary School
- Kingsley Montgomery School
- Knudsen Elementary School
- Mason Middle School
- Pierce Middle School
- Riverside Elementary School
- Schoolcraft Elementary School
- Waterford Durant High School
- Waterford Kettering High School
- Waterford Mott High School

Plan Components Included

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

Improve Mathematics

Status: ACTIVE

Statement: Our goal is to improve scores in mathematics by 5% on performance/proficiency assessments by June 2024, including NWEA Benchmark Assessment for Grades K-8 as required by PA 144.

Created Date: 06/09/2021   *Target Completion Date:* 06/12/2024

Data Story Name: Mathematics

Initial Data Analysis: The data is showing that we have seen a decreasing trend in all grades 3-8 based on M-Step and PSAT data from 2018-2019 data. We have also seen a decreasing trend in the 11th grade data on the SAT.

Initial Initiative Inventory and Analysis: Since 2018-2019, we have implemented new math materials and augmented curriculum.

Gap Analysis: We have not had state assessment data to define the success or challenges of our new materials given the cancellation of testing due to COVID-19. Our desired state is to see an increasing trend in our performance and proficiency scores. We are concerned that only one grade level is demonstrating an increase.

District Data Story Summary: We will continue to monitor the implementation of our math program and adjust the curriculum and pacing guide to target the specific units of instruction/topics to increase scores.

Strategies:

(1/8): CPM (College Preparatory Mathematics) Curriculum

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

Summary: CPM is a student-centered, problem-based curriculum aligned to Michigan standards. The research-based principles that guide the course are Cooperative Learning, Problem-Based Learning, and Mixed-Spaced Practice. The curriculum balances procedural fluency, deep conceptual understanding, problem solving, and adaptive reasoning. CPM Educational Program provides professional learning to build the capacity of all teachers to have confidence in the mathematical content, plan lessons purposefully, assess understanding and give feedback to students. Professional learning events may include workshops, webinars, bimonthly newsletters, implementation mentoring with classroom visits, coaching, small group cohorts, conferences, institutes and academies.

Buildings
- Children's Village School
- Mason Middle School
- Pierce Middle School
- Waterford Durant High School
- Waterford Kettering High School
- Waterford Mott High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide professional learning and update pacing guides; review data per unit plan	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/8): Guaranteed and Viable Curriculum

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementing new materials and update pacing guides and curricular templates in middle and high schools	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Children's Village School • Mason Middle School • Pierce Middle School • Waterford Durant High School • Waterford Kettering High School • Waterford Mott High School				
Review data on progress, performance and proficiency in schools using EnVision	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Beaumont Elementary School • Children's Village School • Cooley Elementary School • Donelson Hills Elementary School				

Activity	Owner	Start Date	Due Date	Status
• Grayson Elementary • Haviland Elementary School • Houghton Elementary School • Kingsley Montgomery School • Knudsen Elementary School • Riverside Elementary School • Schoolcraft Elementary School				

(3/8): Teaming Structures

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

Summary: "Teaming structures support the ongoing process of performance management and provide the mechanism for communicating successes and areas for improvement at each level. There are three levels of teams -- district-level, building-level, and teacher-level. Part of performance management is maintaining clear feedback loops between these teams; the district will need to determine how action plans and identified barriers feed up to the next level for monitoring and support. Developing intentional teaming logistical structures, such as meeting & action plan templates, team representation guidance, frequency of meetings, can support teams with performance management. The purpose of each team and the type of data which is typically monitored, used to make decisions, and/or problem-solve is listed below.

District Team - Part of the district team's role is to remove systemic barriers that impede improvement in student, teacher, and leader performance. The district team will review, problem-solve, and action plan around process data monthly to ensure that district systems and building routines have been installed at scale. Through district-level performance management conversations, the district team also removes building-level barriers and allocates resources (time, money, people) based on student outcome data.

Building Team - The building team assists the building leaders in data collection, data review, action planning, and action implementation (prior to the district-level meeting). In essence, this team is responsible for supporting the principal and the building in impacting instructional and non-instructional student achievement, teacher performance, and installation of systems and routines at the building level. The frequency of meetings is entirely dependent upon the degree to which the data is being impacted.

Teacher Collaborative Teams - Teacher Teams may include grade level, grade span, and/or department instructional staff. Teachers collect and analyze formative, interim, and summative data on student learning to modify and adjust instruction, and, when needed, use the problem-solving protocol to determine causal categories, identify potential root cause(s), and guide action plans."

Buildings
- Mason Middle School
- Pierce Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Academic teams as embedded structure, with progress monitoring, enrichment and interventions	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET

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

(4/8): Instructional Coaching/Consulting for Mathematics

Owner: Christine Cyporyn

Start Date: 06/29/2022   *Due Date:* 06/12/2024

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
JK-12 Learning Labs	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide ELD support through ELD Specialists	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Beaumont Elementary School • Cooley Elementary School • Donelson Hills Elementary School • Grayson Elementary • Haviland Elementary School • Houghton Elementary School • Knudsen Elementary School • Riverside Elementary School • Schoolcraft Elementary School				
Provide professional learning, including mentoring	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide professional learning with vendors	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Children's Village School • Mason Middle School				

Activity	Owner	Start Date	Due Date	Status
• Pierce Middle School • Waterford Durant High School • Waterford Kettering High School • Waterford Mott High School				

(5/8): DreamBox Learning

Owner: Christine Cyporyn

Start Date: 06/14/2023   *Due Date:* 06/12/2024

Summary: DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K−5 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum ihat match each student's level of comprehension and learning style.

Buildings
- Beaumont Elementary School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
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- Knudsen Elementary School
- Mason Middle School
- Pierce Middle School
- Riverside Elementary School
- Schoolcraft Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementation of curricular support software program to enhance instruction in mathematics and address achievement gaps	Christine Cyporyn	06/19/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Owner: Christine Cyporyn

Start Date: 06/29/2023   *Due Date:* 06/12/2024

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
Monitor Truancy and Attendance	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engage and connect with Parent Resource Liaisons (ELD)	Christine Cyporyn	07/10/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Parent/Family Engagement	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Beaumont Elementary School • Cooley Elementary School • Donelson Hills Elementary School • Grayson Elementary • Haviland Elementary School • Houghton Elementary School • Knudsen Elementary School • Riverside Elementary School • Schoolcraft Elementary School				
S.A.F.E. Team Implementation	Christine Cyporyn	07/10/2023	06/12/2024	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Beaumont Elementary School • Cooley Elementary School • Donelson Hills Elementary School • Grayson Elementary • Haviland Elementary School • Houghton Elementary School • Kingsley Montgomery School • Knudsen Elementary School • Mason Middle School • Pierce Middle School • Riverside Elementary School • Schoolcraft Elementary School • Waterford Durant High School • Waterford Kettering High School • Waterford Mott High School				

Owner: Yvonne Dixon

Start Date: 10/19/2023   *Due Date:* 06/12/2024

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

Buildings

- Beaumont Elementary School
- Cooley Elementary School
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- Grayson Elementary
- Haviland Elementary School
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- Knudsen Elementary School
- Mason Middle School
- Pierce Middle School
- Riverside Elementary School
- Schoolcraft Elementary School
- Waterford Durant High School
- Waterford Kettering High School
- Waterford Mott High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Afterschool extended learning through high-dosage tutoring by certificated teachers will accelerate students' success with grade-level content and prepare high school students for postsecondary education.	Yvonne Dixon	10/19/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Design and implement a summer extended learning program designed to	Christine Cyporyn	12/05/2023	06/12/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
accelerate learning for middle school students connected to math and literacy grade-level content as well as STEM/SEL learning. December 2023-August 2024: Summer program planning (ELA and math instructional priorities, STEM /SEL curriculum, progress-monitoring), staffing, logistics (transportation, food service details, etc.), planning program communications to families, identify/invite eligible students, implement program.				

Activity Buildings:
- Mason Middle School
- Pierce Middle School

Activity	Owner	Start Date	Due Date	Status
Implement a summer extended learning program designed to accelerate learning for K-5th grade students connected to math and literacy grade-level content as well as STEM and SEL learning (Camp WSD).	Christine Cyporyn	10/19/2023	06/12/2024	ONTARGET

Activity Buildings:
- Beaumont Elementary School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
- Houghton Elementary School
- Knudsen Elementary School
- Riverside Elementary School
- Schoolcraft Elementary School

(8/8): 23g Tutoring

Owner: Christine Cyporyn

Start Date: 10/30/2023   *Due Date:* 06/12/2024

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
- Beaumont Elementary School
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- Mason Middle School
- Pierce Middle School
- Riverside Elementary School
- Schoolcraft Elementary School
- Waterford Kettering High School
- Waterford Mott High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After school tutoring paraprofessional stipend	Yvonne Dixon	10/30/2023	06/12/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
After school tutoring teacher stipend	Yvonne Dixon	10/30/2023	06/12/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
After school tutoring transportation costs	Yvonne Dixon	10/30/2023	06/12/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Improve English Language Arts

Status: ACTIVE

Statement: Our goal is to improve scores in English Language Arts by 5% on performance/ proficiency assessments by June 2024, including NWEA Benchmark Assessment for Grades K-8 as required by PA 144.

Created Date: 06/28/2022   *Target Completion Date:* 06/12/2024

Data Story Name: English Language Arts

Initial Data Analysis: The data is telling us that our scores are trending down in the middle schools and high schools at all grade levels. Though we see growth in some grade levels in NWEA, our trend data is not improving. We did meet the state average (exceeded it in one building) on the SAT 2022 in the area of writing.

Initial Initiative Inventory and Analysis: The connection to our Strategic Plan is strong as a focus on teaching and learning with high achievement scores is a crucial expectation of our stakeholders.

We just completed year one of implementation of a new resource K-11, though we were methodical in our roll out. The resource is research-based and rooted in foundational skills and the science of reading.

We are aligning curriculum with the standards and providing professional development on effective teaching strategies at all grade levels. Teachers are being trained in Gradual Release of Responsibilities and Learing Target Theary of Action.

Job embedded professional learning is being implemented through Teacher Labs and the use of Teacher Leader job coaches who model and give feedback on classroom observations.

Professional learning is being provided in teaching reading in the content area. Teacher Leaders are being trained in Disciplinary Literacy Strategies and using the train-the-trainer model to improve the competency and confidence of content area teachers in teaching informational reading.

Diversity, Equity and Inclusion professional learnig is provided to all staff to address culture and environmental issues that may interfere with student access to programming and social emotional health within the schools.

Student emotional support is available by an team of facilitators who are part of our Student and Family Engagement (SAFE) team. Members are embedded in each building to provide group and individual coaching to students who have academic and/or behavior challenges.

Gap Analysis: Gaps in academic performance are evident in every grade and every building. Gaps in achievement exist between the all students and state/national norms. Within the district, achievement gaps exist for students in the traditionally underserved populations of economically disadvantaged, students with disabilities, African American and Latino ethnic

groups.

District Data Story Summary: We did see some improvements in pockets across the District and teacher survey results show that our staff are becoming more comfortable with the new materials. We need to continue to target achievement gaps and our special populations and sub-groups. We will be continuing to use Lexia and Power Up but are equally eager to implement AMIRA and WRITABLE using the one-to-one devices this fall. We are committed to the work to raise scores in an expeditious manner. We recognize that a comprehensive effort to provide a guaranteed and viable curriculum while improving tier one instruction. We continue to teach all staff to use progress monitoring effectively so that the data can inform instruction at all levels.

Strategies:

(1/9): Essential Coaching Practices for Elementary Literacy

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

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

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- Children's Village School
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- Haviland Elementary School
- Houghton Elementary School
- Kingsley Montgomery School
- Knudsen Elementary School
- Riverside Elementary School
- Schoolcraft Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Facilitate learning labs with all teachers	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide professional learning, including mentoring	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Provide professional learning and coaching sessions in buildings, with teaching partners, and one-on-one sessions	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide ELD support through ELD Specialists	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Beaumont Elementary School • Cooley Elementary School • Donelson Hills Elementary School • Grayson Elementary • Haviland Elementary School • Houghton Elementary School • Knudsen Elementary School • Riverside Elementary School • Schoolcraft Elementary School				

(2/9): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

Summary: "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students' academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state's literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students' language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students' knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)"

Buildings

- Children's Village School
- Kingsley Montgomery School
- Mason Middle School
- Pierce Middle School
- Waterford Durant High School
- Waterford Kettering High School
- Waterford Mott High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement learning labs with all teachers	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide coaching sessions	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide professional learning, including mentoring	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Children's Village School • Kingsley Montgomery School • Mason Middle School • Waterford Durant High School • Waterford Kettering High School • Waterford Mott High School				

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Review and update curricular templates and pacing guides at all levels	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Review data on progress, performance and proficiency in PLC meetings in all buildings	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/9): Lexia Reading

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

Summary: Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

Buildings
- Beaumont Elementary School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
- Houghton Elementary School
- Kingsley Montgomery School
- Knudsen Elementary School
- Mason Middle School
- Pierce Middle School
- Riverside Elementary School
- Schoolcraft Elementary School
- Waterford Durant High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Incorporation of Lexia Core5/Lexia PowerUp in classrooms and intervention sessions to increase student literacy proficiency.	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/9): Teaming Structures

Owner: Christine Cyporyn

Start Date: 06/28/2022   *Due Date:* 06/12/2024

Summary: "Teaming structures support the ongoing process of performance management and provide the mechanism for communicating successes and areas for improvement at each level. There are three levels of teams -- district-level, building-level, and teacher-level. Part of performance management is maintaining clear feedback loops between these teams; the district will need to determine how action plans and identified barriers feed up to the next level for monitoring and support. Developing intentional teaming logistical structures, such as meeting & action plan templates, team representation guidance, frequency of meetings, can support teams with performance management. The purpose of each team and the type of data which is typically monitored, used to make decisions, and/or problem-solve is listed below.

District Team - Part of the district team's role is to remove systemic barriers that impede improvement in student, teacher, and leader performance. The district team will review, problem-solve, and action plan around process data monthly to ensure that district systems and building routines have been installed at scale. Through district-level performance management conversations, the district team also removes building-level barriers and allocates resources (time, money, people) based on student outcome data.

Building Team - The building team assists the building leaders in data collection, data review, action planning, and action implementation (prior to the district-level meeting). In essence, this team is responsible for supporting the principal and the building in impacting instructional and non-instructional student achievement, teacher performance, and installation of systems and routines at the building level. The frequency of meetings is entirely dependent upon the degree to which the data is being impacted.

Teacher Collaborative Teams - Teacher Teams may include grade level, grade span, and/or department instructional staff. Teachers collect and analyze formative, interim, and summative data on student learning to modify and adjust instruction, and, when needed, use the problem-solving protocol to determine causal categories, identify potential root cause(s), and guide action plans."

Buildings
- Mason Middle School
- Pierce Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Academic teams as embedded structure, with progress monitoring, enrichment and interventions	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET

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

Activity Buildings: All Buildings in Implementation Plan

(6/9): MTSS - Literacy (Reading)

Owner: Christine Cyporyn

Start Date: 06/29/2023   *Due Date:* 06/12/2024

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

Buildings

- Beaumont Elementary School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
- Houghton Elementary School
- Knudsen Elementary School
- Riverside Elementary School
- Schoolcraft Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionists will provide evidence-based reading instruction to students in need of additional literacy support as determined by district and building MTTS process	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Owner: Christine Cyporyn

Start Date: 06/29/2023   *Due Date:* 06/12/2024

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
Monitor Truancy and Attendance	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
S.A.F.E. Team Implementation	Christine Cyporyn	07/10/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engage and connect with Parent Resource Liaisons (ELD)	Christine Cyporyn	07/10/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Parent/Family Engagement	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: • Beaumont Elementary School • Cooley Elementary School • Donelson Hills Elementary School • Grayson Elementary • Haviland Elementary School • Houghton Elementary School • Knudsen Elementary School • Riverside Elementary School • Schoolcraft Elementary School				

(8/9): 23g Tutoring

Owner: Yvonne Dixon

Start Date: 10/27/2023   *Due Date:* 06/12/2024

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
- Beaumont Elementary School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
- Houghton Elementary School
- Knudsen Elementary School
- Mason Middle School
- Pierce Middle School
- Riverside Elementary School
- Schoolcraft Elementary School
- Waterford Kettering High School
- Waterford Mott High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After school tutoring teacher stipend	Yvonne Dixon	10/27/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After school tutoring transportation costs	Yvonne Dixon	10/27/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After school tutoring paraprofessional stipend	Yvonne Dixon	10/27/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(9/9): 23g Expanded Learning Time

Owner: Yvonne Dixon

Start Date: 10/30/2023　　　　　　　　*Due Date:* 06/12/2024

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Afterschool extended learning through high-dosage tutoring by certificated teachers will accelerate students' success with grade-level content and prepare high school students for postsecondary education.	Christine Cyporyn	10/30/2023	06/12/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Design and implement a summer extended learning program designed to accelerate learning for middle school students connected to math and literacy grade-level content as well as STEM/SEL learning. December 2023-August 2024: Summer program planning (ELA and math instructional priorities, STEM /SEL curriculum, progress-monitoring), staffing, logistics (transportation, food service details, etc.),	Christine Cyporyn	12/05/2023	06/12/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
planning program communications to families, identify/invite eligible students, implement program.				

Activity Buildings:
- Mason Middle School
- Pierce Middle School

Activity	Owner	Start Date	Due Date	Status
Implement a summer extended learning program designed to accelerate learning for K-5th grade students connected to math and literacy grade-level content as well as STEM and SEL learning (Camp WSD).	Christine Cyporyn	01/09/2024	06/12/2024	UPCOMING

Activity Buildings:
- Beaumont Elementary School
- Cooley Elementary School
- Donelson Hills Elementary School
- Grayson Elementary
- Haviland Elementary School
- Houghton Elementary School
- Knudsen Elementary School
- Riverside Elementary School
- Schoolcraft Elementary School

Improve Graduation Rate

Status: ACTIVE

Statement: Our goal is to increase graduation rate above the state threshold by June 2024.

Created Date: 06/14/2023   *Target Completion Date:* 06/12/2024

Data Story Name: Graduation Rates

Initial Data Analysis: Specific to Durant High School, the graduation rate falls below the state threshold.

Initial Initiative Inventory and Analysis: Durant High School is an alternative educational institution, specific to credit recovery and social and emotional supports.

Gap Analysis: The gap that we identify is that the rate of graduation is lower than desired.

District Data Story Summary: As part of the Resource Allocation Review, Waterford Durant High School reviewed the allocation of the following resources related to the reason for identification: student academic supports including time and personnel resources. We found that Durant High School will benefit from credit recovery intervention including, but not limited to, additional time within the building to learn through our Edgenuity/Imagine Learning (Credit Recovery Program), additional time to complete course assignments, and providing opportunities for peer collaboration on class projects. The aforementioned interventions will be implemented with academic support from staff members in all subject areas. Accompanying core content area teachers will also be a Special Education Teacher and English Language Development Paraprofessional. Credit recovery intervention during the school day, coupled with the same personnel support being proposed after school, will ensure that students receive the scaffolding and guidance required to meet and exceed graduation requirements. Further, they will have acquired and strengthened the skills necessary to experience success in all their future endeavors.

Strategies:

(1/2): Lexia Reading

Owner: Christine Cyporyn

Start Date: 08/28/2023   *Due Date:* 06/12/2024

Summary: Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

Buildings
- Waterford Durant High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Learning	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Edgenuity Courseware for Credit Recovery

Owner: Christine Cyporyn

Start Date: 08/28/2023   *Due Date:* 06/12/2024

Summary: Edgenuity Courseware for Credit Recovery allows students to recover course credit for classes that they previously failed.   These credits can be earned through in-school and/or online resources.   Instruction is provided during off-hours for traditional settings and can include online resources and in-person support. The main purpose is to avoid high school drop-out students by recovering lost credits and to promote on-time graduation.

Buildings
- Waterford Durant High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Learning	Christine Cyporyn	08/28/2023	06/12/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				