MICIP Portfolio Report

Hope Academy of West Michigan

Goals Included

Active
- Improve school culture and climate
- Improving Literacy
- Improving math

Buildings Included

Open-Active
- Hope Academy of West Michigan

Plan Components Included

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Improve school culture and climate

Status: ACTIVE

Statement: Through an intentional focus on culturally responsive practices, Hope Academy of West Michigan will create a positive learning environment where 80% of students, families, staff, and community partners feel connected, respected, and included in the learning process as measured by the end of year survey.

Created Date: 05/27/2021   *Target Completion Date:* 06/01/2026

Data Set Name: School Culture and Climate

Name	Data Source
SWIS Data 2021	MiMTSS Data System
SSRS Student Data 2021	MiMTSS Data System
Student Engagement Survey Data 2021 Grades 6-8	Cognia Survey
Parent Survey on School Culture and Climate 2021	Cognia Survey
Elementary Student Engagement Survey Grades 3-5	Cognia Survey
Student Engagement Survey Lower Elementary Grades K-2 (custom)	Cognia Survey
Student Engagement High School 2021	Cognia Survey
Staff Survey on Restorative Practices	Other
Staff Survey on Restorative Practices Page 2	Other

Data Story Name: School Culture and Climate

Initial Data Analysis:

Behaviors increase around the testing times.

Data shows that disrespect and defiance are the highest documented behaviors suggesting needed support and interventions in classroom management and classroom PBIS.

Wondering about teachers getting into power struggles with students.
Many of the referrals are from a smaller group of students-largely our African American students.

▢ of all referrals are coming out of the same grade level (6th grade)

Wondering if we are using common language across the grade levels.
Is the MTSS system (Tier 2 and Tier 3) functioning and clear to all staff and stakeholders?
Lack of student voice and agency in how the school functions and operates.
Data may be skewed since secondary has been on hybrid models since the beginning of school year.
Are all staff trained in Trauma informed teaching?
Have not retaught the HAWK expectations after long absences from school.
No common recess or lunch has led to fewer referrals in elementary.
Retrain on the RTC process, de escalation of behaviors, processing with teachers.
Covid-19 mitigation strategies of checking temperatures at the door and answering health questions means that every student is greeted in the morning to access their emotional well-being at the time of entering school. We should continue this practice post Covid-19.
Need to raise the expectations for staff including timeliness and dress code. Need to see more modeling of how to handle frustrations and negative behaviors.

Initial Initiative Inventory and Analysis:
What is the connection to the district mission?

The mission and vision of the school addresses the goal of meeting the needs of the "whole child" including their physical and social-emotional well-being. Does our current discipline mode and MTSS/PBIS reflect this--the team believes that it does but that we need to work on implementing it with fidelity.

What personnel are involved in the implementation?

*Administration
*Teachers/Support Staff
*Responsible Thinking Advisors
*Student Advocate
*School Social Worker

*Parent Engagement Coordinator
*Office Staff/Personnel

What is the expected outcome?

*Decrease in number of referrals for disrespect and defiance
*Increase in trauma informed teaching
* Increase in Culturally Sensitive teaching
*Increase use of PBIS in the classroom
*Increase fidelity of MTSS implementation, especially Tier 2 and Tier 3 supports.
*Increase in student agency, voice, and engagement.

What evidence for outcomes are there thus far?

*Behavior data trending downward.
*SWIS data indicates most behaviors are occurring in only a few classrooms.
*MTSS fidelity survey indicates inconsistent implementation of Tier 2 and Tier 3 supports. This may be due to new staff in these roles.
* Evidence of disproportionality between referrals of African American students and Lation students.
*Lesson plans for teaching expectations and Behavior Matrix need to be revisited.
*Teaching staff requesting additional training and support in PBIS classroom management, culturally sensitive teaching, and Trauma Informed teaching based on survey data.

What is the financial commitment and source of funding?

*Financial commitment to PBIS, MTSS, and Teaching training in Culturally Sensitive teaching and Trauma Informed teaching through Title 1 Funding, ESSR funding, and 31 A Funding.

What fidelity measures exist?

*TFI
*Student and staff survey data
*Walk-through/observation data
*SWIS data

What professional development exists, including coaches and performance feedback?

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*Capturing Kids Hearts
*Trauma Informed
*Culturally Sensitive Teaching and Learning
*Classroom PBIS
*MTSS support through the KISD
*Restorative Practices
*Values and Compassionate teaching

Gap Analysis: Staff has a basic level of knowledge in MTSS, PBIS, Restorative Practices, Trauma, and Culturally Senstive Teaching. To continue to improve, this training needs to go more in depth and support teachers in applying the concepts in the teaching and learning process. This training should be imbedded throughout the school year, with a monitoring system in place to survey level of comfort teachers and staff members have in implementing these practices.

There will need to be a process in place that allows for training of new staff members, as staff turnover is often a struggle.

Another identifed gap is bridging the work on PBIS/MTSS from the school to the home, and increasing parent engagement in the learning process. The school will need to identify strategies that bring more parents (especially our African American families) into the building to participate in PBIS activites and school functions.

District Data Story Summary: Hope Academy of West Michigan has been successful at fully implementing an MTSS and PBIS system of supports across grades K-12. To enhance this work, the school needs to be more intentional of implementing best practices around SIOP, Trauma Sensitive Instruction, Culturally Sensitive Teaching, and Restorative Practices.

Each and student and family needs to feel a sense of belonging and be empowered to participate in the the teaching and learning that takes place at the school. Students, parents, and teachers need to feel safe to take risks, learn and grow, and have agency in their own learning.

Professional development for teachers and staff members needs to be more individualized, intentional, and provided at a deeper/embedded level. Staff needs to move from a general understanding of the concepts/practices to a full understanding of their implementation at the classroom level.

Analysis:

Root Cause

Five Whys

- Why:
  Although staff members have basic knowledge and training in the best practices surrounding social and emotional /behaviors and supports (MTSS, PBIS, Restorative Practices, Trauma Informed, and Culturally Sensitive Teaching) these have not been implemented fully into the culture at Hope Academy of West Michigan.

- Why: Staff turnover and staff buy-in to the best practices around MTSS, PBIS, Restorative Practices, Trauma Informed Teaching, and Culturally Sensitive Teaching are a problem. Professional development is provided only a basic level and not embedded throughout the year.
- Why: The balanced calendar makes it likely that teachers leave after the school year has already begun, and new staff who are hired do not receive the training that occurs in the beginning of the year. Buy-in is not happening because there is not a common language around the best practices.
- Why: The balanced calendar is what is best for students. We need to be able to retain staff at a higher percentage. A common language is needed. Professional development needs to not be a one time event, but rather embedded throughout the Teacher Collaborative Routines that occur weekly throughout the school year. All staff need to receive feedback in coaching on these best practices and the school needs to stabilize the reading and behavior coaches involved with MTSS so communication flows to all staff members.
- Why: Hope must retain 80% of its teachers and provide education to all new staff on best practices of MTSS, PBIS, Restorative Practices, Trauma Informed Teaching, and Culturally Sensitive Teaching even if they start after the beginning of the year. The school needs to create a common language around these best practices and ensure policies and procedures are aligned.

Challenge Statement: If we build staff buy in to the best practices of MTSS, PBIS, Restorative Practices, Trauma Informed Teaching and Culturally Sensitive teaching the the desired Hope Academy of West Michigan school culture will thrive.

Strategies:

(1/4): Restorative Practice/Restorative Justice

Owner: Kristen Petrick

Start Date: 07/29/2021   *Due Date:* 06/01/2026

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

Buildings: All Active Buildings

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

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

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Assess overall staff, student and parent perceptions of RP to guide next steps.	Kristen Petrick	07/30/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Evaluate implementation with the behavior/PBIS team for report out to	Kristen Petrick	09/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
school improvement team to guide next steps.				

Activity Buildings: All Buildings in Implementation Plan				
Review and analyze behavior data in regular intervals to identify areas of concern and establish next steps.	Kristen Petrick	10/01/2021	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
Involve families and students in restorative practices through training for all, as well as ongoing communication on plans and processes for those on a plan who have been engaged firsthand with its implementation.	Kristen Petrick	07/30/2021	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
Monitor staff members' growth with restorative practices and grow capacity through PD to make RP part of the natural fabric of the school.	Kristen Petrick	07/30/2021	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
Evaluate the use of peace circles, as well as other strategies supported by RP (greetings, etc.), building wide to determine areas of growth.	Kristen Petrick	08/06/2021	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan				
Utilize Responsible Thinking Advisor/PBIS coach to monitor and track behavior, conduct restorative circles, and implement all components of PBIS.	Kristen Petrick	08/04/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Utilize parent engagement coordinator to disseminate information on RP to engage families with our processes for supporting the whole child.	Kristen Petrick	07/29/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement extracurricular activities that provide students with ways to build and honor skills outside of academics.	Kristen Petrick	08/04/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Utilize student advocate and to ensure equity and access to educational programs, as well as support student whole child growth.	Kristen Petrick	08/04/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Utilize Whole Child Director as a means to support plan and professional development surrounding RP.	Kristen Petrick	07/29/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Increase student engagement leading to credit accrual and HS diploma completion through job skill building and career awareness through courses provided by the Jobs for Michigan Graduates teacher.	Joshua Barnhart	07/29/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide Early MIddle	Art Garner	07/29/2021	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
College and/or dual enrollment courses and the materials such as textbooks, technology, course fees, and other related fees to offer these courses.				
Activity Buildings: All Buildings in Implementation Plan				

Owner: Kristen Petrick

Start Date: 07/29/2021   *Due Date:* 06/30/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $1.00
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

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

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
School will update visuals, including posters on Behavior Matrix and HAWKS acronym for Honesty, Accountability, Workmanship, Kindness, and Safety.	Kristen Petrick	08/04/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Evaluate PBIS implementation through staff, student, and parent perception surveys to guide next steps.	Kristen Petrick	07/30/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Implement and evaluate for effectiveness the HAWK tickets/store at both the	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
elementary and secondary levels to encourage positive behaviors.				
Activity Buildings: All Buildings in Implementation Plan				
Behavior Coaches will participate in KISD MTSS ongoing training.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
School will update visuals, including posters on Behavior Matrix and HAWKS acronym for Honesty, Accountability, Workmanship, Kindness, and Safety.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Evaluate PBIS implementation at the class level through walkthroughs and incorporate PD on PBIS based on observations	Kristen Petrick	07/29/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Student Support Network

Owner: Kristen Petrick

Start Date: 06/09/2021   *Due Date:* 06/01/2026

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

Total Budget: $1.00
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Evaluate our progress of implementation of trauma informed practices through walkthroughs, staff perception data, and the analysis of behavior log data.	Kristen Petrick	06/10/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
All staff members will engage in new learning on trauma informed teaching, taking one step further, through PD embedded throughout the school year.	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
A new hire training plan will encompass learning on trauma informed practices for those who are	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
onboarded.				
Activity Buildings: All Buildings in Implementation Plan				
Utilize Whole Child Director to develop plan of PD and program evaluation in regards to trauma informed practices.	Kristen Petrick	06/09/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Career Pathways

Owner: Art Garner

Start Date: 10/19/2023   *Due Date:* 06/01/2026

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: All Active Buildings

Total Budget: $15,000.00
- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

Communication:

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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate the program, along with the EMC Director, and review data on student academic progress and make adjustments to program elements as needed to ensure student success in obtaining dual HS/college credits to increase their access to post-secondary college and career opportunities.	Art Garner	10/19/2023	06/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer school tutoring for students identified as	Heidi Cate	10/19/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
behind grade level on standardized tests including NWEA MAP to be provided by 3 highly qualified teachers, 4 days/week, 3 hours/day for a period of 6 weeks at a rate of $30/hr plus benefits.				
Activity Buildings: All Buildings in Implementation Plan				
Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks-3 hours/day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.	Heidi Cate	10/19/2023	06/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 80% for Parent Survey on School Culture and Climate 2021		06/30/2023	OVERDUE

Impact Notes

Date	Note	Author
08/26/2022	We are successful the the area of student support services. Adequate progress is being made in MTSS/PBIS. We have a lot of work to do in the area of restorative practices, we have hire a whole child leader to assist in this process.	Kristine Stewart

Adjust Notes

Date	Note	Author
10/18/2023	Elementary and secondary Behavior: Inconsistency amongst various stakeholders interpretation and implementation of behavioral and school-wide expectations, both within the classroom and within the general school community. Arthur Garner will create a walkthrough tool of what we want to see teachers doing with PBIS matrix/expectations. He will share this with school leaders, Heidi, Kristen, Allie, Elisa, and Hannah to collect data. There will be at least 3 observations between monthly leaders review of data processes in the building. Standard Operating Procedures Training in process, review of school and class expectations, data collection needed to confirm individual classroom implementation. Data collection placed in a common location and reflected upon by the team during monthly review sessions (3rd Monday of the month). Observe each teacher 3/times a month for data collection. By Jan 2024, 100% of staff will implement SOPs based on coaching feedback and walk through evidence.	Heidi Cate
08/26/2022	While we are on track with are interim/end targers that is not because they are to agressive or unrealistic, rather do to changing in staffing, specifically leadership. We are working to reastablish a stronger leadership, as well as to empower are staff to lead some of these goals. The end targets are still realistic, the interim dates may need to be reevaluated.	Kristine Stewart

Activity Status:

Restorative Practice/Restorative Justice Activities

Activity	Owner	Start Date	Due Date	Status
Assess overall staff, student and parent perceptions of RP to guide next steps.	Kristen Petrick	07/30/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Evaluate implementation with the behavior/PBIS team for report out to school improvement team to guide next steps.	Kristen Petrick	09/01/2021	06/30/2024	ONTARGET
Review and analyze behavior data in regular intervals to identify areas of concern and establish next steps.	Kristen Petrick	10/01/2021	06/30/2024	ONTARGET
Involve families and students in restorative practices through training for all, as well as ongoing communication on plans and processes for those on a plan who have been engaged firsthand with its implementation.	Kristen Petrick	07/30/2021	06/30/2024	ONTARGET
Monitor staff members' growth with restorative practices and grow capacity through PD to make RP part of the natural fabric of the school.	Kristen Petrick	07/30/2021	06/30/2024	ONTARGET
Evaluate the use of peace circles, as well as other strategies supported by RP (greetings, etc.), building wide to determine areas of growth.	Kristen Petrick	08/06/2021	06/30/2024	ONTARGET
Utilize Responsible Thinking Advisor/PBIS coach to monitor and track behavior, conduct restorative circles, and implement all components of PBIS.	Kristen Petrick	08/04/2021	06/30/2024	ONTARGET
Utilize parent engagement coordinator to disseminate information on RP to engage families with our processes for supporting	Kristen Petrick	07/29/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
the whole child.				
Implement extracurricular activities that provide students with ways to build and honor skills outside of academics.	Kristen Petrick	08/04/2021	06/30/2024	ONTARGET
Utilize student advocate and to ensure equity and access to educational programs, as well as support student whole child growth.	Kristen Petrick	08/04/2021	06/30/2024	ONTARGET
Utilize Whole Child Director as a means to support plan and professional development surrounding RP.	Kristen Petrick	07/29/2021	06/30/2024	ONTARGET
Increase student engagement leading to credit accrual and HS diploma completion through job skill building and career awareness through courses provided by the Jobs for Michigan Graduates teacher.	Joshua Barnhart	07/29/2021	06/30/2024	ONTARGET
Provide Early MIddle College and/or dual enrollment courses and the materials such as textbooks, technology, course fees, and other related fees to offer these courses.	Art Garner	07/29/2021	06/01/2026	ONTARGET

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
School will update visuals, including posters on Behavior Matrix and HAWKS acronym for Honesty, Accountability, Workmanship, Kindness, and Safety.	Kristen Petrick	08/04/2021	06/30/2024	COMPLETE
Evaluate PBIS implementation through staff, student, and parent perception surveys to guide next steps.	Kristen Petrick	07/30/2021	06/30/2024	COMPLETE
Implement and evaluate for effectiveness the HAWK tickets/store at both the elementary and secondary levels to encourage positive behaviors.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
Behavior Coaches will participate in KISD MTSS ongoing training.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
School will update visuals, including posters on Behavior Matrix and HAWKS acronym for Honesty, Accountability, Workmanship, Kindness, and Safety.	Kristen Petrick	07/29/2021	06/30/2024	COMPLETE
Evaluate PBIS implementation at the class level through walkthroughs and incorporate PD on PBIS based on observations	Kristen Petrick	07/29/2021	06/30/2024	ONTARGET

Student Support Network Activities

Activity	Owner	Start Date	Due Date	Status
Evaluate our progress of implementation of trauma informed practices through walkthroughs, staff perception data, and the analysis of behavior log data.	Kristen Petrick	06/10/2021	06/30/2024	COMPLETE
All staff members will engage in new learning on trauma informed teaching, taking one step further, through PD embedded throughout the school year.	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE
A new hire training plan will encompass learning on trauma informed practices for those who are onboarded.	Kristen Petrick	06/09/2021	06/30/2024	COMPLETE
Utilize Whole Child Director to develop plan of PD and program evaluation in regards to trauma informed practices.	Kristen Petrick	06/09/2021	06/30/2024	ONTARGET

23g Career Pathways Activities

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate the program, along with the EMC Director, and review data on student academic progress and make adjustments to program elements as needed to ensure student success in obtaining dual HS/college credits to increase their access to post-secondary college and career opportunities.	Art Garner	10/19/2023	06/01/2026	ONTARGET
Summer school tutoring for students identified as	Heidi Cate	10/19/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
behind grade level on standardized tests including NWEA MAP to be provided by 3 highly qualified teachers, 4 days/week, 3 hours/day for a period of 6 weeks at a rate of $30/hr plus benefits.				
Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks-3 hours/day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.	Heidi Cate	10/19/2023	06/01/2026	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Career Pathways

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS - PBIS (Behavior)

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

Date	Note	Author
08/26/2022	We have made progress in the area of the store and are engaging in it on a regular and sustainable basis at all grade levels. Our behavior coaches participated in MTSS data reviews. We are planning to a PBIS training in February of 2023.	Kristine Stewart

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

Date	Note	Author
08/26/2022	The interim goals that we have met are strategies that allow to work with all students.	Kristine Stewart

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

Date	Note	Author
08/26/2022	Administration adjusted resources based on student behavioral needs and hired a 3rd RTA. Resources for PBIS celebration and store have met the needs of the population.	Kristine Stewart

Monitoring Notes: Restorative Practice/Restorative Justice

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

Date	Note	Author
08/25/2022	We did not make a lot of progress in this area due some changes in staffing and administration. We did do some informal surveying of staff in regards to use of restorative practices and mindsets about them. We have some growth to do with our staff in knowledge and understanding of restorative practices.	Kristine Stewart

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

Date	Note	Author
08/25/2022	We did not make progress in this area due to staffing changes. Though we do know that we need to provide education so we have a better understanding of the African American culture.	Kristine Stewart

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

Date	Note	Author
08/25/2022	We need to allocate time and resources to more training and resources in this area. We will focus on this in the 22-23 year with new leadership.	Kristine Stewart

Monitoring Notes: Student Support Network

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

Date	Note	Author
08/25/2022	All staff participated in 30 hours of trauma training. This training involved periodic quizzes and test to assess learning. We also had small groups with staff to discuss the learning.	Kristine Stewart

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
All staff members at Hope Academy of West Michigan will be able to define restorative practices and identify the purpose for implementing restorative practices to improve school culture. for Staff Survey on Restorative Practices	06/30/2023	OVERDUE

Evaluate Goal: Impact Questions and Responses

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

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

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

Impact - How did student outcomes improve?
No Data Available

Improving Literacy

Status: ACTIVE

Statement: By June of 2025, 70% of Hope 2nd-8th graders will show significant growth from Fall 2023 to Spring 2024 in NWEA and Acadience in the area of Reading.

Created Date: 06/09/2021   *Target Completion Date:* 06/20/2025

Data Set Name: Reading

Name	Data Source
NWEA School Summary 2021 Reading	NWEA
Student Assessment: Student Growth	MI School Data
First Grade Acadience Data Spring, 2021	Acadience
Second Grade Acadience Data, Spring 2021	Acadience
Third Grade Acadience Data, Spring 2021	Acadience
Fourth Grade Acadience Data, Spring 2021	Acadience
Fifth Grade Acadience Data, Spring 2021	Acadience
Sixth Grade Acadience Data, Spring 2021	Acadience
Kindergarten Acadience Data, Spring 2021	Acadience
Multi-year SAT data comparison and Fall 2023 PSAT8 data	MiSchoolData

Data Story Name: Reading

Initial Data Analysis:

Acadience reading scores are trending down due to Covid K-2
NWEA shows minimal to no growth
Tier 2 is disappearing within the whole school
Retell is improving for upper elementary
Heggerty and Really Great reading interventions are working in the elementary level
Kindergarten up in the composite Acadience scores
Some 2nd graders stayed the same or had little growth
A lot of tier two kids in MS fall data

Most 8th grade went up in the winter NWEA testing cycle
14 tier one in 8th grade winter testing only one tier 3 kid
Intervention supports need to pick up tier 3 kids moving forward
6th grade 36%proficiency on the NWEA winter test
Fine tune the tier one instruction, to support student learning and differentiation of the lesson
Challenge the high kids, to actively engage them
Small groups in reading needed to support the learners
Time for teachers to teach small groups, ½ bathroom time needs to be done away with

Added Winter 2024:
SAT data shows that overall and reading/writing scores have been well below the ISD and state average.

Initial Initiative Inventory and Analysis:
What is the connection to the district mission?
The mission and vision of the school addresses the goal of meeting the needs of the "whole child" including their reading academic needs. Does our current instruction model and MTSS reflect this--the team believes that it does but that we need to work on implementing it with fidelity, while providing continual professional development around reading.

What personnel are involved in the implementation? Teachers and support staff
What is the expected outcome? By year 2026 80% of elementary students will be at or above grade level benchmarks as measured by the Acadience Reading Composite Score.
By year 2026 80% of secondary students will be at or above grade level benchmarks as measured by the Cari Assessment.
By the year 2026 50% of (K-9) students will be proficient on the Reading portion of the NWEA assessment.
What evidence for outcomes are there thus far?

The gaps in our students are getting bigger, we either have tier one kids or tier 3 kids minimal tier 2 students.
Our interventions worked with our tier 2 students now need to focus on tier 3 students

What is the financial commitment and source of funding? Yes we have funding, ?? source
What fidelity measures exist?

All the assessments listed above are performed 3 times per year

What professional development exists, including coaches and performance feedback?
Coaching
Interventionists
MTSS professional development

On boarding for staff
Reading Team
Weekly TCR meetings
Acadience Training

Added Winter 2024:
A mutli-year plan to target the current 8th graders and track their progress on PSAT assessments in 8, 9, and 10th grades will lead to 3% or greater growth in reading/writing.

Gap Analysis: Staff has a basic level of knowledge of the Marazano's reading critical concepts and foundational reading skills. Those skills need to be enhanced to allow staff to teach at a higher and deeper level of understanding.
Added Winter 2024:
8-11th grade teachers need to provide consistent targeted skill development for each student in reading and writing. This has not occured on a consistent basis.

District Data Story Summary:
What strengths have been uncovered? Interventions (Heggerty, Really Great Reading, IXL, Reading Eggs) and interventionists, a few strong veteran teachers, K-6 curriculum, Reading Corp, Coaches, 90-120 minutes of instruction, small class sizes, Acadience weekly/ monthly progress monitoring.
What growth edges have been identified?
What learner needs are going unmet or not being met adequately/sufficiently? -Low Tier 3 and behavior students, High tier 1 students are not being pushed to excel
What district programs, supports and services are designated to meet student, classroom, leadership, and support priority growth target needs?Reading Street curriculum for K-6, weekly TCR meetings to bounce ideas off from each other, specific reading interventions/ interventionist/ coaches for teacher support at the tier 1 level, specific critical concepts identified for K-6.
Are there any major challenges not being addressed by a service, program, or activity? Student behaviors / lack of tier one reading curriculum knowledge/ student attendance/ student intrinsic motivation is low for some students/ differentiation in the reading material/ lack of meeting students were they are academically/a lot of sit and get, need interactive lesson (project based) to support engagement/ lack of willingness for change amongst the staff/ lack of teacher drive, excitement, lack of urgency amongst the teachers
Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Not at this point, we were driven to get Ferris their scores. All support staff were working hard to get the tier 2 students numbers down. Now that those are done, they need to focus on the tier 3 kids.
Our teachers lack the ability to differentiate their lessons within the classrooms. Student attendance/behaviors also gets in the way/ Reading is generally taught in the morning.

Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so? Not that we can think of
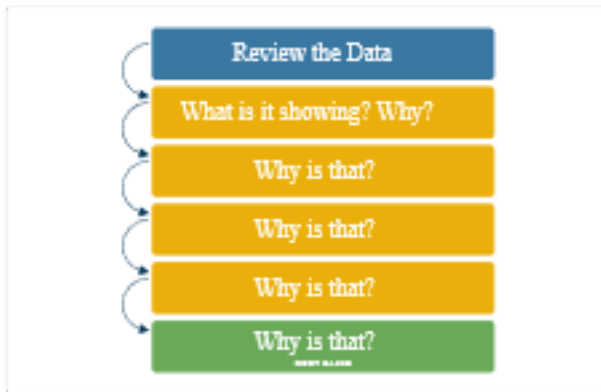
Is there a braiding of funding across various programs and efforts? yes

Added Winter 2024:
8-11th grade teachers need to provide consistent research-based literacy interventions for 8-11th graders to continue to fill skills gaps in reading and writing.

Analysis:

Root Cause

Five Whys

- Why: Root cause statement: Reading staff members have basic knowledge and understanding in the best practices in teaching reading (tier one instruction, differentiation of lessons, interventions) however, these have not been implemented fully into the school day.

- Why: Why: lack of knowledge, on the tier one curriculum and interventions.
- Why: Why: staff turnover new staff have joined the Hope team without any prior knowledge of Reading Street or the interventions we use. No formal training was provided to these members.
- Why: Why: staffs lack ofwillingness to change old habits to support new ideas/ staff urgency.
- Why: Why: Reading Street differentiation and center work are not helpful due to the higher level of work, the center work is too hard for our kids. This requires the students to be very independent and have the ability to read at a basic level.
- Why: Why: Lack of resources/knowledge of how to make differentiated centers.
- Why: Why: Lesson pacing is too slow which causes behavioral problems and not hitting the areas of reading that the students really need.

Challenge Statement: If we focus on tier one classroom reading instruction, differentiation of lessons, and targeted interventions driven by data, more students will make expected to above average growth leading to increased proficiency. In addition, if we focus on a cohort of current 8th grade students, providing individualized research based interventions (like Lexia and IXL), we will see growth in their 9/10/11 PSAT/SAT evidence-based reading and writing scores.

Strategies:

(1/3): MTSS - Literacy (Reading)

Owner: Kristen Petrick

Start Date: 06/09/2021   *Due Date:* 06/19/2025

Summary: The reading components of a Multi-Tiered System of Supports includes systems to adress 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: All Active Buildings

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- Presentations

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide professional development for teachers on instructional best practices for literacy, including differentiation, using data to drive instruction, and building foundational skills.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create and monitor an assessment system that	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive intervention. Assessment tools include Acadience, WIDA, and NWEA MAP.				
Activity Buildings: All Buildings in Implementation Plan				
Create and monitor an implementation plan of our new tier 1 reading curriculum, embedding instructional best practices while using the resource with fidelity.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement and monitor a strategic intervention system with flexible groupings that is guided by data and implemented by reading, math, and ML interventionists to meet student needs.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Monitor the implementation of Personalized Competency-Based Education (PCBE) within the literacy block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Utilize digital tools for collecting and analyzing evidence toward literacy goals/standards to ensure	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.				

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
After- and summer-school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps as measured by NWEA MAP and Acadience screeners.	Kristen Petrick	07/01/2023	06/19/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Classroom teachers and ML interventionist staff will monitor student progress towards linguistic proficiency and meet with students on goal setting and strategies to boost achievement.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Classroom instruction, HAWK time, and reading and ML interventionist time with students will lead to 70% of 4-12th grade students achieving their 9-week progress goals in the four domains of WIDA.	Elisabeth Demaar	06/09/2021	06/19/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Classroom instruction, HAWK time, and reading interventionist time with students will lead to 70% of non-ML K-6th grade students achieving their	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Acadience growth targets between Fall 2023 and Spring 2024.				
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Essential Coaching Practices for Elementary Literacy

Owner: Kristen Petrick

Start Date: 06/09/2021   *Due Date:* 06/19/2025

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

Buildings: All Active Buildings

Total Budget: $1.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement and monitor a coaching model that supports a "to, with, and by"	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
structure for instructional growth, scaffolding and personalizing support for teaching staff toward both district goals, as well as personal growth goals.				
Activity Buildings: All Buildings in Implementation Plan				
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Heidi Cate

Start Date: 10/19/2023   *Due Date:* 06/20/2025

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: All Active Buildings

Total Budget: $60,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

Communication:

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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate and review data from assessments to monitor the progress in literacy skills of students participating in after-school tutoring and adjust instruction accordingly.	Art Garner	10/19/2023	06/20/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer school tutoring for students identified as behind grade level on standardized tests including NWEA to be provided by 3 highly	Heidi Cate	10/19/2023	06/20/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
qualified teachers, 4 days/week for 3 hours/day for a period of 6 weeks at a rate of $30/hour plus benefits.				
Activity Buildings: All Buildings in Implementation Plan				
Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks - 3 hours/day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.	Heidi Cate	10/19/2023	06/20/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 25% for NWEA School Summary 2021 Reading		06/19/2024	ONTARGET
Increase by 25% for NWEA School Summary 2021 Reading		06/19/2025	ONTARGET
Increase by 3% for Multi-year SAT data comparison and Fall 2023 PSAT8 data		06/19/2025	ONTARGET
Increase by 5% for NWEA School Summary 2021 Reading		06/20/2025	COMPLETE
Increase by 20% for NWEA School Summary 2021 Reading		06/20/2025	ONTARGET

Impact Notes

Date	Note	Author
08/24/2022	We are not seeing the growth that we need to see in the interim to meet our end targets. We are making adjusts to our intervention, curriculum and staffing to help meet those interim targets.	Kristine Stewart

Adjust Notes

Date	Note	Author
10/18/2023	Elementary Reading - Implementation of new Into Reading CurriculumIncreased attendance/active participation in data reviews (Data Dialogues & KISD Data Reviews) Secondary Reading - Increased attendance/active participation in data reviews (Data Dialogues & KISD Data Reviews)Utilize 1-3 PLC days to train staff on implementation of writing and advisory curriculum with focus on ML strategies.Utilize ML interventionists for support of Tier 1 Instruction in writing. Fidelity with Into Reading use and data driven instruction for Tier 1. Building capacity for all teachers to support individual student needs. Alignment with curriculum to critical concepts. It is evident in progress monitoring sessions that teachers are aligning their intsruction to where each student is at. In addition, there is more adult-to-student goal setting happening with most students and conversations about this goal plan. Implementation of interventions by the academic interventions have signficantly improved since last year. In addition, the capacity in implementing these research-based intervention has increased. Finally, the conversations and collaboration between academic interventionists has increased. By January 2024, 70% of students will have achieved the mid-year expected growth target in NWEA and Acadience assessments.	Heidi Cate
08/26/2022	Due to students adjusting to returning to	Kristine Stewart

Date	Note	Author
	inperson learning we lowered the goal for this school, and increased expectations in future school years.	

Activity Status:

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Provide professional development for teachers on instructional best practices for literacy, including differentiation, using data to drive instruction, and building foundational skills.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Create and monitor an assessment system that includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive intervention. Assessment tools include Acadience, WIDA, and NWEA MAP.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Create and monitor an implementation plan of our new tier 1 reading curriculum, embedding instructional best practices while using the resource with fidelity.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Implement and monitor a strategic intervention system with flexible groupings that is guided by data and implemented by reading, math, and ML interventionists to meet student needs.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Monitor the implementation of Personalized	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Competency-Based Education (PCBE) within the literacy block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.				
Utilize digital tools for collecting and analyzing evidence toward literacy goals/standards to ensure alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
After- and summer-school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps as measured by NWEA MAP and Acadience screeners.	Kristen Petrick	07/01/2023	06/19/2025	ONTARGET
Classroom teachers and ML interventionist staff will monitor student progress towards linguistic proficiency and meet with students on goal setting and strategies to boost achievement.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Classroom instruction, HAWK time, and reading and ML interventionist time with students will lead to 70% of 4-12th grade students achieving their 9-week progress goals in the four domains of WIDA.	Elisabeth Demaar	06/09/2021	06/19/2025	ONTARGET
Classroom instruction,	Kristen	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
HAWK time, and reading interventionist time with students will lead to 70% of non-ML K-6th grade students achieving their Acadience growth targets between Fall 2023 and Spring 2024.	Petrick			

Essential Coaching Practices for Elementary Literacy Activities

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Implement and monitor a coaching model that supports a "to, with, and by" structure for instructional growth, scaffolding and personalizing support for teaching staff toward both district goals, as well as personal growth goals.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Kristen Petrick	06/09/2021	06/19/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate and review data from assessments to monitor the progress in literacy skills of students participating in after-school tutoring and adjust instruction accordingly.	Art Garner	10/19/2023	06/20/2025	ONTARGET
Summer school tutoring for	Heidi Cate	10/19/2023	06/20/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
students identified as behind grade level on standardized tests including NWEA to be provided by 3 highly qualified teachers, 4 days/week for 3 hours/day for a period of 6 weeks at a rate of $30/hour plus benefits.				
Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks - 3 hours/day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.	Heidi Cate	10/19/2023	06/20/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Essential Coaching Practices for Elementary Literacy

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

Date	Note	Author
08/24/2022	Due to Covid restrictions we were not permitted to visit and observe peers. We intend to revisit this strategy this school and hopefully will be able to conduct some peer observation. The professional did not happen due to a staffing changes. We plan to implement this instruction moving forward. The first step this year will be Reading PD during TCR's every 4 to 5 weeks.	Kristine Stewart

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

Date	Note	Author
08/24/2022	We added an ML interventionist at the high school, allowing K-6 to have their own interventionist. The ML interventionist implemented the Ilit program, it is a reading program designed to meet the needs of multi-language learners.	Kristine Stewart

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

Date	Note	Author
08/24/2022	Administration has set aside designated time for PD in the area of reading. Reading interventionist are able to attend Literacy Coach Network meetings provided by KISD. Administration is willing to provide time and resources so that peer observation can occur.	Kristine Stewart

Monitoring Notes: MTSS - Literacy (Reading)

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

Date	Note	Author
08/24/2022	Our students did not meet the growth targets that we intended them to meet. We did complete/implement all of the strategies we planned to do. A reading interventionist did 15 minutes of Heggerty Phonemic Awareness in each kindergarten classroom everyday. We did see some improvement on Early Literacy, this improvement was not mirrored on the Acadience test. Another strategy was targeted coaching toward tier one instruction. This strategy is currently in progress. It happened on occasion, however we struggled to balance this coaching with student intervention.	Kristine Stewart

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

Date	Note	Author
08/24/2022	We are not making progress in terms of meeting are 80% of are student population in terms of showing growth on the assessments. We did have pockets of success at certain grade levels, but not growth as a school. On the Acadience 1st grade had 10% growth on the reading composite score. In the 6th 87.8% of student met or exceeded the projected RIT score the NWEA MAP test. In the 3rd grade had a 12% drop on the reading composite score on the Acadience test.	Kristine Stewart

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

Date	Note	Author
08/24/2022	We have the Really Great Reading curriculum for phonemic awareness and phonics for K-2 and used as intervention for grades 3-6. Interventionist are using Heggerty Phonemic Awareness and Sound Partners for K -2 students. We are in the adoption process for a new reading curriculum K-6. This new curriculum will be in place for the 2023-24 school year. We continue to have Reading Corp program in our school K-3 students. We also have 2 reading interventions working with grades K-6.	Kristine Stewart

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 70% for NWEA School Summary 2021 Reading	06/20/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

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

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

Impact - How did student outcomes improve?
No Data Available

Improving math

Status: ACTIVE

Statement: By June of 2026, 70% of Hope 2nd-8th grade students will make significant progress as measured by the NWEA math.

Created Date: 06/09/2021   *Target Completion Date:* 06/10/2026

Data Set Name: Math

Name	Data Source
7th and 8th grade NWEA math data for Spring 2021	NWEA
SRSS school data for Spring 2021	Our School Data (Kent ISD)
SWIS data for Spring 2021	SWIS
NWEA school spring data 2021	NWEA

Data Story Name: Math

Initial Data Analysis:

Math scores dropped across the board - COVID related

Limited number of students are proficient

Shows students are still making growth, but not meeting growth expectations

Tier 2 essentially has been eliminated, moving more kids to tier 1 or tier 3 (creating an hourglass chart)

Seeing great results with the common curriculum in K-2 (Common language, vocabulary, strategies, spiraling).

Per SWIS data, 6th grade SWIS occurrences are high and math NWEA scores decreased

Note: 5th grade also had a high occurrence of SWIS reports, but NWEA math scores did not decrease.

Initial Initiative Inventory and Analysis:

What is the connection to the district mission?

The mission and vision of the school addresses the goal of meeting the needs of the "whole child" including their math academic needs. Does our current instruction model and MTSS reflect this--the team believes that it does but that we need to work on implementing it with fidelity, while providing continual professional development around math.

What personnel are involved in the implementation?

All math teachers, interventionists, coaches, and administrators

What is the expected outcome?

By year 2026, 80% of elementary students (K-8) will be at or above grade level benchmarks as measured by a NWEA.
By year 2026, 80% of high school students (9-12) will increase their PSAT/SAT scores from the previous year.

What evidence for outcomes are there thus far? The gaps in our students are getting bigger, we either have tier 1 kids or tier 3 kids (minimal tier 2 students).

What is the financial commitment and source of funding? Yes

What fidelity measures exist? All the assessments listed above are performed 3 times per year (fall, winter, spring).

What professional development exists, including coaches and performance feedback?
Coaching
Interventionists
MTSS professional development
On boarding for staff
Weekly TCR meetings
Moby Max, IXL, Math Seed Training
Math Expressions PD

Gap Analysis: Staff has a basic level of knowledge of the Marazano's math critical concepts and foundational math skills. Those skills need to be enhanced to allow staff to teach at a higher and deeper level of understanding.

District Data Story Summary:
What strengths have been uncovered? Interventions (IXL, Moby Max, Math Seeds) and interventionist, a few strong veteran teachers, K-6 curriculum, Coach, 60-120 minutes of instruction, small class sizes,
What growth edges have been identified?
What learner needs are going unmet or not being met adequately/sufficiently? Low Tier 3 and behavior students, High tier 1 students are not being pushed to excel.
What district programs, supports and services are designated to meet student, classroom, leadership, and support priority growth target needs? Math Expressions curriculum for K-6, weekly TCR meetings to bounce ideas off from each other, specific math interventions/interventionist/coaches for teacher support at the tier 1 level, specific critical concepts

identified for K-12.

Are there any major challenges not being addressed by a service, program, or activity?
Student behaviors / lack of tier one math curriculum knowledge/student attendance/ student intrinsic motivation is low for some students/differentiation in the math material/ lack of meeting students were they are academically/a lot of sit and get, need interactive lesson (project based) to support engagement/ lack of willingness for change amongst the staff/ lack of teacher drive, excitement, lack of urgency amongst the teachers

Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Not at this point, we were driven to get test scores. All support staff were working hard to get the tier 2 students numbers down. Now that those are done, they need to focus on the tier 3 kids.
Some teachers struggle to differentiate their lessons within the classrooms because of the large learning gaps.
Student attendance/behaviors also gets in the way.

Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so? Not that we can think of
Is there a braiding of funding across various programs and efforts? yes

Analysis:

Root Cause

Five Whys

- Why: Root cause statement: Math staff members have basic knowledge and understanding in the best practices in teaching math (tier one instruction, differentiation of lessons, interventions) however, these have not been implemented fully into the school day.
- Why: Why: lack of knowledge, on the tier one curriculum and interventions.
- Why: Why: Staff turnover new staff have joined the Hope team without any prior knowledge of Math Expressions or the interventions we use. No formal training was provided to these members.
- Why: Why: staffs lack of willingness to change old habits to support new ideas/ staff urgency.
- Why: Why: Math Expressions and center work are not helpful due to the higher level of work, the center work is too hard for our kids. This requires the students to be very

independent and have the ability to do math at a basics level.

- Why: Why: Lack of resources/knowledge of how to make differentiated centers.
- Why: Why: Learning gap is too large which causes behavioral problems and not hitting the areas of math that the students really need.

Challenge Statement: If we continue to focus on our tier one classroom math instruction, differentiation of lessons, and targeted interventions then more students will reach proficiency, remain at or above grade level, and the tier three students will be better supported.

Strategies:

(1/3): Curriculum Planning

Owner: Kristen Petrick

Start Date: 06/09/2021   *Due Date:* 06/10/2026

Summary: Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

Buildings: All Active Buildings

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create and monitor an implementation plan of our new tier 1 math curriculum (6-12), embedding instructional best practices while using the resource with fidelity.	Kristen Petrick	06/24/2023	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Align the scope and sequence of standards within the curriculum to the critical concept maps (K-12).	Kristen Petrick	06/24/2023	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
School leadership and Math Interventionists collaborate with KISD Math Coach and Lighthouse PLC members on the implementation of the new curriculum (6-12)	Kristen Petrick	06/24/2023	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After- and summer school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps as measured by NWEA MAP and Acadience screeners.	Kristen Petrick	07/01/2023	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Classroom teachers and math interventionists fill Hope 2nd-8th grade student math skill gaps during class using PCBE framework, HAWK time, and intervention time resulting in at least 70% making significant growth between Fall 2023 and Spring 2024 NWEA MAP math assessments.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Classroom teachers and math interventionists fill Hope 2nd-8th grade student math skill gaps during class using PCBE framework, HAWK time, and intervention time resulting in at least 70% meeting growth targets of the	Heidi Cate	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
composite score between Fall 2023 and Spring 2024 Acadience math assessments.				
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Instructional Coaching/Consulting for Mathematics

Owner: Kristen Petrick

Start Date: 06/09/2021   *Due Date:* 06/10/2026

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

Total Budget: $1.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement and monitor a coaching model that supports a "to, with, and by" structure for instructional growth, scaffolding and personalizing support for teaching staff toward both district goals, as well as personal growth goals.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): MTSS Framework (General)

Owner: Kristen Petrick

Start Date: 06/09/2021   *Due Date:* 06/10/2026

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

Buildings: All Active Buildings

Total Budget: $1.00
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method
- MI School Data
- School Board Meeting
- Presentations

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Add math goals to the IDP for all students K-8	Kristen Petrick	08/04/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create and monitor an assessment system that includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive intervention.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Monitor the implementation of Personalized Competency-Based Education (PCBE) within the mathematics block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.	Kristen Petrick	08/04/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Utilize digital tools for collecting and analyzing evidence toward mathematics goals/ standards to ensure alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide professional development for teachers on instructional best practices for mathematics, including differentiation and scaffolding, using data to drive instruction, and building foundational skills.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement and monitor a strategic intervention system with flexible groupings that is guided by data to meet student needs.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 10% for NWEA school spring data 2021		06/09/2022	COMPLETE
Increase by 15% for NWEA school spring data 2021		07/05/2023	OVERDUE
Increase by 15% for NWEA school spring data 2021		06/09/2024	ONTARGET
Increase by 15% for NWEA school spring data 2021		06/09/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Curriculum Planning Activities

Activity	Owner	Start Date	Due Date	Status
Create and monitor an implementation plan of our new tier 1 math curriculum (6-12), embedding instructional best practices while using the resource with fidelity.	Kristen Petrick	06/24/2023	06/10/2026	ONTARGET
Align the scope and sequence of standards within the curriculum to the critical concept maps (K-12).	Kristen Petrick	06/24/2023	06/10/2026	ONTARGET
School leadership and Math Interventionists collaborate with KISD Math Coach and Lighthouse PLC members on the implementation of the new curriculum (6-12)	Kristen Petrick	06/24/2023	06/10/2026	ONTARGET
After- and summer school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps	Kristen Petrick	07/01/2023	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
as measured by NWEA MAP and Acadience screeners.				
Classroom teachers and math interventionists fill Hope 2nd-8th grade student math skill gaps during class using PCBE framework, HAWK time, and intervention time resulting in at least 70% making significant growth between Fall 2023 and Spring 2024 NWEA MAP math assessments.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Classroom teachers and math interventionists fill Hope 2nd-8th grade student math skill gaps during class using PCBE framework, HAWK time, and intervention time resulting in at least 70% meeting growth targets of the composite score between Fall 2023 and Spring 2024 Acadience math assessments.	Heidi Cate	06/09/2021	06/10/2026	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Implement and monitor a coaching model that supports a "to, with, and by" structure for instructional growth, scaffolding and personalizing support for teaching staff toward both	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
district goals, as well as personal growth goals.				
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Add math goals to the IDP for all students K-8	Kristen Petrick	08/04/2021	06/10/2026	ONTARGET
Create and monitor an assessment system that includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive intervention.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Monitor the implementation of Personalized Competency-Based Education (PCBE) within the mathematics block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.	Kristen Petrick	08/04/2021	06/10/2026	ONTARGET
Utilize digital tools for collecting and analyzing evidence toward mathematics goals/ standards to ensure alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET
Provide professional development for teachers	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
on instructional best practices for mathematics, including differentiation and scaffolding, using data to drive instruction, and building foundational skills.				
Implement and monitor a strategic intervention system with flexible groupings that is guided by data to meet student needs.	Kristen Petrick	06/09/2021	06/10/2026	ONTARGET

Monitoring Notes

Monitoring Notes: Curriculum Planning

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

Date	Note	Author
08/26/2022	We were able to continue Math Expression PD. We also worked with the ISD and will continue to do so this year to improve instuction.	Kristine Stewart

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

Date	Note	Author
08/26/2022	These skills increase the instructional strategies used in all classrooms. Those improving the instruction all populations are receiving.	Kristine Stewart

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

Date	Note	Author
08/26/2022	Resources of time and money continue to be made available for the professional development and resources.	Kristine Stewart

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

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

Date	Note	Author
08/26/2022	We are working with are coaches and interventionists to develop the best way to help teachers learn from one another. We have hired an instructional coach to assist teachers in building stronger instructional practices.	Kristine Stewart

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

Date	Note	Author
08/26/2022	Teachers work with all student populations, so the addition of coaching will help us better instruction to all populations.	Kristine Stewart

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

Date	Note	Author
08/26/2022	Administration opted to put resources to adding the position of an instruction coach.	Kristine Stewart

Monitoring Notes: MTSS Framework (General)

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

Date	Note	Author
08/26/2022	We have implemented IXL into all math classroom k-8 to provide individualized remediation.	Kristine Stewart

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

Date	Note	Author
08/26/2022	IXL and Math Seeds is used with 100% of the population of the intended audience.	Kristine Stewart

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

Date	Note	Author
08/26/2022	Continued resources to fund the purchase of these programs.	Kristine Stewart

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 70% for NWEA school spring data 2021	06/10/2026	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

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

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

Impact - How did student outcomes improve?
No Data Available