

MICIP Portfolio Report

Redford Union Schools, District No. 1

Goals Included

Active

- Improve ELA M-Step
 - Improve Math M-Step scores by 15%.
 - Improve NWEA ELA
 - Improve NWEA Math
 - Improved Communication
-

Buildings Included

Open-Active

- Beech Elementary
 - Keeler School
 - MacGowan School
 - Redford Union High School
 - Redford Union Junior High School
 - Veritas
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Redford Union Schools, District No. 1

Improved Communication

Status: ACTIVE

Statement: Our goal is to reduce the gap between family perception of success and actual student success data by 5% by June 5, 2024.

Created Date: 06/23/2021

Target Completion Date: 06/04/2024

Data Set Name: Improving District-Wide Communication 2021-2022

Name	Data Source
Family School Climate	Google Survey Form
Administrative School Climate Survey Responses	Google Survey Form
Student School Climate	Google Survey Form
Teacher School Climate Survey	Google Survey Form

Data Story Name: Improving District-Wide Communication 2021-2022

Initial Data Analysis: There is not a large discrepancy between administrators and teachers perception of students being recognized for good behavior and feeling safe in the classroom and buildings. Students and families both feel strongly that students are successful in school. As an administrative team, we feel that we do not have enough supports in place. Our data does not reflect that our other stakeholders feel the same. The MICIP team noted that some of the responses may have been impacted by the current COVID pandemic.

Initial Initiative Inventory and Analysis:

(1) (2) We have begun meeting regularly to discuss and address this issue. As a district, we utilize Positive Behavior Supports (PBIS), Move this World, District SEL leader and committee in each building, mental health services are in place to work with students in each building, attendance liaisons, Behavior Intervention Coordinators (BIC) in each building, Dean of Students in most buildings, social work staff, professional development Opportunities, Director of Security and security guards are in place in each building, RedfordTownship Police Department liaison for the district, district MICIP team, and Redford Union Employees.

(3) Redford Union School District is committed to providing excellence in a safe and

challenging learning environment through the reduction of Office Discipline Referrals (ODR), improved attendance, classroom behavior, and an increase in students' social emotional well being and student engagement.

(4) Stakeholder survey results.

(5) Title II funding, 31A, ESSER Funds, General Fund, Title I

(6) Ongoing review and evaluation.

(7) SEL professional development, professional development through our intermediate school district (Wayne RESA), Coordinator of Online and Social Emotional Learning who meets with our SEL team. There are robust coaching and evaluation of teachers and programs in place.

Gap Analysis: A gap exists between students' and their family's perception of academic success, attendance, and behavioral measures.

District Data Story Summary:

The majority of stakeholders feel that their students are performing well academically and are provided a safe learning environment. How do our stakeholders feel their students are performing well when our test data, attendance, and grades do not support the survey results? Our students' social emotional needs are not being sufficiently met which impacts their academic performance.

As a district, we utilize Positive Behavior Supports (PBIS), Move this World, District SEL leader and committee in each building, mental health services are in place to work with students in each building, attendance liaisons, Behavior Intervention Coordinators (BIC) in each building, Dean of Students in most buildings, social work staff, professional development opportunities, Director of Security and security guards are in place in each building, RedfordTownship Police Department liaison for the district, district MICIP team, and Redford Union Employees.

We are attempting to implement a robust MTSS plan, but currently may not have the necessary training and expectations in place to meet the Tier 1 students within the classroom setting. We also need to evaluate the processes in place with the staff in the building to meet the needs of Tier 2 and Tier 3 students. We may need further mental health support in place to support our Tier 3 students.

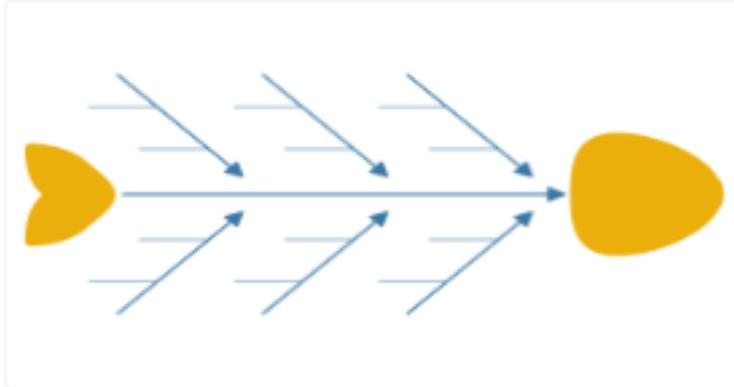
Our supports are targeted at the students needing services, however the services are not adequate. Our services tend to be reactive rather than proactive due to the student/staff ratio and the large number of at-risk students.

Many of our current support staff/systems overlap with one another which causes situations to not be addressed with fidelity. There is a vested interest of the support staff to ensure that the immediate needs of students are met. While these staff members work well as a team, follow through and communication is often a barrier in the resolution of issues.

Title II funding, 31A, ESSER Funds, General Fund, Title I

Analysis:

Root Cause



Summary of Fishbone discovery:

Lack of communication is a theme through all areas of the fishbone.

Supporting Documents

Document Name	Document Summary	Upload Date
Fishbone	Fishbone diagram.	06/23/2021

Challenge Statement: If we improve our communication systems and quality, then the gap in our family's perception of academic success, attendance, and behavioral measures should decrease.

Strategies:

(1/1): MTSS Framework (General)

Owner: Kimberly Crenshaw

Start Date: 06/28/2021

Due Date: 06/05/2024

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

Total Budget: \$500,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• Presentations	• Educators
• Brochure	• Staff
• Parent Newsletter	• Parents
• Social Media	

Improve NWEA ELA

Status: ACTIVE

Statement: Our goal is to increase the percentage of students meeting their projected growth scores on the NWEA assessment by 15% over the next three years.

Created Date: 05/02/2023

Target Completion Date: 06/21/2025

Data Set Name: Improve Student ELA Performance in Grades K-12

Name	Data Source
Winter 2022 Data	NWEA
District NWEA Scores Fall 2022	NWEA
District Winter Scores 2023	NWEA
Spring 2023 Growth Summary	NWEA

Data Story Name: Improve Student ELA Performance in Grades K-12

Initial Data Analysis: While student NWEA test scores improve from testing session to testing session, we see that student achievement is still below grade-level expectations.

Initial Initiative Inventory and Analysis: Our fall 2022 NWEA data indicates that approximately more than half of the student population is achieving below grade-level expectations. In addition to daily classroom instruction, students functioning below grade level are also receiving interventions to assist them in meeting grade-level expectations. District level Administration, Teachers, Academic Teaching Assistants (ATA), Best Practice Coaches, Reading Interventionists, WCRESA COSA Coach, Educational Assistants (EA), Deans, Behavior Intervention Coordinators, District Social Emotional Learning (SEL) Staff, District Attendance Liaison, Social Work Staff, Counseling Staff, and many others are involved in the implementation of any district initiatives. District-wide professional development is offered to all staff. Ongoing federal funding following federal guidelines will support the district's commitment to ongoing professional development as well as the necessary resources to implement any learning objectives. Student attendance, non-tenured certified teachers in classrooms due to staffing shortages, and not having a fully implemented MTSS Plan in place have impacted our implementation measures. To address some of these issues, we have a district attendance liaison and social-emotional learning team to address attendance. Our best practice coaches in every building meet regularly with the Coordinator of Teaching and Learning to review best practices for classroom instruction. We have also developed a regular review cycle of all teaching support materials. Our MTSS guide is in the final phase of approval. Formal training with the document will provide more support for our Tier 1 and Tier 2 students. All buildings have implemented after-school tutoring programs and similar professional development opportunities are offered throughout the district.

Gap Analysis: While we are currently seeing growth, the growth that is occurring is not enough to move students into proficiency. Our current reality is that on average our

students are at least 1 to 2 grade levels below proficiency. Our desired state is to move students closer to proficiency.

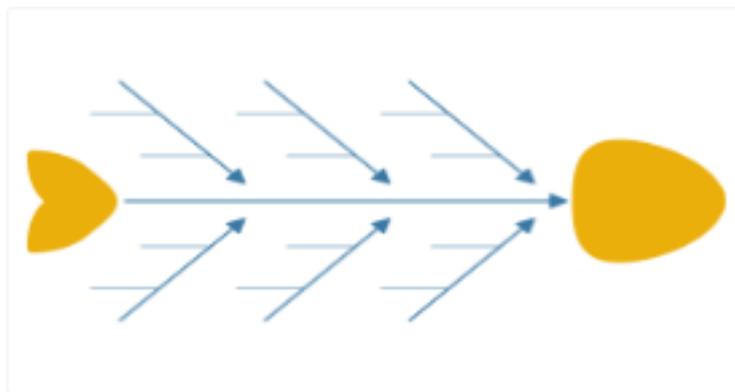
District Data Story Summary: We've identified tutoring, additional academic interventions, and strategic staffing as a means to promote opportunities for student growth for all students. As a district we utilize Positive Behavior Supports (PBIS), Move this World (SEL), District Social Emotional Learning (SEL) Leader and committee in each building, attendance liaisons, SEL Specialists, Behavior Intervention Coordinators (BIC), Dean of Students, social work staff, and counselors to support our learning initiatives. Our greatest challenge still lies with the students who do not attend school on a regular basis. We have a variety of programs in all buildings that we hope will support student growth. Many have been implemented very recently, so data will need to be collected on these programs to identify growth or areas that need to be addressed. Redford Union School District is a Title 1 district. Title 1, Title 2, 31a, ACT18 funding are all used to help address the learning opportunities in the district. We currently use NWEA data to evaluate strategies and initiative successes.

Programs/resources used in the district:

Literacy Footprints - Guided Reading Program (EL)ATA (Academic Teaching Assistants) to aid teachers with learning interventions. (EL)Academic Coaches at all levelsCOSA Coach (K-3)Student/Teacher Writing Conferences (Secondary)Writing/Comprehension Program (EL)Culturally Relevant/High Interest Novels (Secondary)Imagine Learning (MS)Tutoring (EL)Summer School (District-Wide)Newsela (2-12)Edgenuity (6-12)Espark (K-5)Saravallo Reading Strategies (K-5)

Analysis:

Root Cause



Summary of Fishbone discovery:

One of our most pressing needs is to build and implement a solid MTSS plan for the district K-12. We need to improve our support for district staff through ongoing professional development.

Supporting Documents

Document Name	Document Summary	Upload Date
Fishbone 2022-23	District Fishbone summary for the 2022-2023 school year.	05/02/2023

Challenge Statement: The district needs to allocate more resources toward improving tier 1 and tier 2 MTSS academic and SEL supports and interventions.

Strategies:

(1/4): MTSS Framework (General)

Owner: Kimberly Crenshaw

Start Date: 06/19/2023

Due Date: 06/21/2025

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: \$50,000.00

- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement updated MTSS plan	Kimberly Crenshaw	06/19/2023	06/21/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/4): Curriculum Planning

Owner: Kimberly Crenshaw

Start Date: 06/19/2023

Due Date: 06/21/2025

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: \$100,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Build vertical and horizontal curriculum maps.	Kimberly Crenshaw	06/19/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Edgenuity Courseware for Credit Recovery

Owner: Kimberly Crenshaw

Start Date: 06/19/2023

Due Date: 06/21/2025

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

- Redford Union High School

Total Budget: \$23,700.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Credit Recovery	Kimberly Crenshaw	06/19/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): eSpark

Owner: Kimberly Crenshaw

Start Date: 06/21/2023

Due Date: 06/21/2025

Summary: eSpark provides students with engaging games, apps, and activities aligned to their unique areas of academic need.

Buildings

- Beech Elementary
- Keeler School
- MacGowan School

Total Budget: \$45,000.00

- Title I Part A (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
eSpark will be used in all classrooms grades K-5.	Kimberly Crenshaw	06/21/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve NWEA Math

Status: ACTIVE

Statement: Our goal is to increase the percentage of students meeting their projected growth scores on the NWEA assessment by 15% over the next three years.

Created Date: 06/20/2023

Target Completion Date: 06/14/2025

Data Set Name: Improve Student Math Performance in Grades K-12

Name	Data Source
District NWEA Scores Fall 2022	NWEA
District Winter Scores 2023	NWEA

Data Story Name: Improve Student Math Performance in Grades K-12

Initial Data Analysis: While student NWEA test scores improve from testing session to testing session, we see that student achievement is still below grade-level expectations.

Initial Initiative Inventory and Analysis: Our fall 2022 NWEA data indicates that approximately more than half of the student population is achieving below grade-level expectations. In addition to daily classroom instruction, students functioning below grade level are also receiving interventions to assist them in meeting grade-level expectations. District level Administration, Teachers, Academic Teaching Assistants (ATA), Best Practice Coaches, Reading Interventionists, WCRESA COSA Coach, Educational Assistants (EA), Deans, Behavior Intervention Coordinators, District Social Emotional Learning (SEL) Staff, District Attendance Liaison, Social Work Staff, Counseling Staff, and many others are involved in the implementation of any district initiatives. District-wide professional development is offered to all staff. Ongoing federal funding following federal guidelines will support the district's commitment to ongoing professional development as well as the necessary resources to implement any learning objectives. Student attendance, non-tenured certified teachers in classrooms due to staffing shortages, and not having a fully implemented MTSS Plan in place have impacted our implementation measures. To address some of these issues, we have a district attendance liaison and social-emotional learning team to address attendance. Our best practice coaches in every building meet regularly with the Coordinator of Teaching and Learning to review best practices for classroom instruction. We have also developed a regular review cycle of all teaching support materials. Our MTSS guide is in the final phase of approval. Formal training with the document will provide more support for our Tier 1 and Tier 2 students. All buildings have implemented after-school tutoring programs and similar professional development opportunities are offered throughout the district.

Gap Analysis: While we are currently seeing growth, the growth that is occurring is not enough to move students into proficiency. Our current reality is that on average our students are at least 1 to 2 grade levels below proficiency. Our desired state is to move students closer to proficiency.

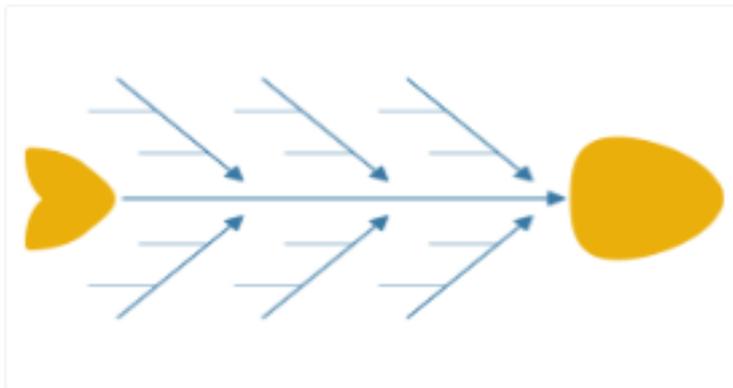
District Data Story Summary: We've identified tutoring, additional academic interventions, and strategic staffing as a means to promote opportunities for student growth for all students. As a district we utilize Positive Behavior Supports (PBIS), Move this World (SEL), District Social Emotional Learning (SEL) Leader and committee in each building, attendance liaisons, SEL Specialists, Behavior Intervention Coordinators (BIC), Dean of Students, social work staff, and counselors to support our learning initiatives. Our greatest challenge still lies with the students who do not attend school on a regular basis. We have a variety of programs in all buildings that we hope will support student growth. Many have been implemented very recently, so data will need to be collected on these programs to identify growth or areas that need to be addressed. Redford Union School District is a Title 1 district. Title 1, Title 2, 31a, ACT18 funding are all used to help address the learning opportunities in the district. We currently use NWEA data to evaluate strategies and initiative successes.

Programs/resources used in the district:

ATA (Academic Teaching Assistants) to aid teachers with learning interventions.
 (EL)Academic Coaches at all levels
 COSA Coach (K-3)
 Tutoring (EL)
 Summer School (District-Wide)
 Edgenuity (6-12)
 Espark (K-5)
 IXL (2-12)
 SIS4Teachers (K-5)
 Math Expressions (K-5)
 Big Ideas (6-8)

Analysis:

Root Cause



Summary of Fishbone discovery:

One of our most pressing needs is to build and implement a solid MTSS plan for the district K-12. We need to improve our support for district staff through ongoing professional development.

Supporting Documents

Document Name	Document Summary	Upload Date
Fishbone MICIP 2022-23	Fishbone diagram for the 2022-2023 school year.	06/12/2023

Challenge Statement: The district needs to allocate more resources toward improving tier 1 and tier 2 MTSS academic and SEL supports and interventions.

Strategies:

(1/5): Collaboration

Owner: Kimberly Crenshaw

Start Date: 06/21/2023

Due Date: 06/14/2025

Summary: Collaboration is a vital way of enhancing academic learning and makes the working and learning environment pleasant and productive. It allows us to reflect on our own thinking while expanding our knowledge base. It increases opportunities for the bodybrain partnership to play an active role rather than a passive one in learning.

Buildings: All Active Buildings

Total Budget: \$20,000.00

- General Fund (Other)

Communication:

Method

- Other
- School Board Meeting
- Presentations

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increase collaborative experiences in classrooms.	Kimberly Crenshaw	06/21/2023	06/14/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SIS 4 Teachers Implementation	Kimberly Crenshaw	06/21/2023	06/14/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Beech Elementary • MacGowan School 				

(2/5): Curriculum Planning

Owner: Kimberly Crenshaw

Start Date: 06/21/2023

Due Date: 06/14/2025

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: \$50,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Build vertical and horizontal curriculum maps.	Kimberly Crenshaw	06/21/2023	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Edgenuity Courseware for Credit Recovery

Owner: Kimberly Crenshaw

Start Date: 06/21/2023

Due Date: 06/14/2025

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

- Keeler School
- Redford Union High School
- Veritas

Total Budget: \$60,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Credit recovery	Kimberly Crenshaw	06/21/2023	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Houghton Mifflin Mathematics

Owner: Kimberly Crenshaw

Start Date: 06/21/2023

Due Date: 06/14/2025

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

Buildings: All Active Buildings

Total Budget: \$6,000.00

- Title II Part A (Federal Funds)

Communication:

Method

- Presentations

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional development for teachers	Kimberly Crenshaw	06/21/2023	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): MTSS Framework (General)

Owner: Kimberly Crenshaw

Start Date: 06/21/2023

Due Date: 06/14/2025

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: \$10,000.00

- Title II Part A (Federal Funds)

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
	• School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement updated MTSS guidebook.	Kimberly Crenshaw	06/21/2023	06/14/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Improve ELA M-Step

Status: ACTIVE

Statement: Our goal is to provide more interventions during the school day in order to improve our ELA M-Step scores by 15% by 2026.

Created Date: 10/30/2023

Target Completion Date: 06/20/2026

Data Set Name: Improve Student ELA Performance on M-Step

Name	Data Source
Student Assessment: Student Growth	MI School Data
Financial Reports: Financial Transparency Dashboard	MI School Data
Staffing Information: Staffing Count	MI School Data
Dashboard & Accountability Scorecard: At Risk Student	MI School Data
MSTEP All Students ELA	MiSchoolData

Data Story Name: Improve Student ELA Performance on M-Step

Initial Data Analysis: The data shows that in recent years, our student growth on the M-Step test has shown an increase in students falling into the Below Average Growth category.

Initial Initiative Inventory and Analysis: Our Spring 2022 M-Step data indicates that 40% of the student population is achieving below-average growth on the test. To address this data so far, In addition to daily classroom instruction, students functioning below grade level are also receiving interventions to assist them in meeting grade-level expectations and to help close the gap in unfinished learning caused by the pandemic. District level Administration , Teachers, Academic Teaching Assistants (ATA), Best Practice Coaches, Reading Interventionists, WCRESA COSA Coaches in Math and ELA, Educational Assistants (EA), Deans, Behavior Intervention Coordinators, District Social Emotional Learning (SEL) Staff, District Attendance Liaison, Social Work Staff, Counseling Staff, and many others are involved in the implementation of any district initiatives. District-wide professional development is offered to all staff. Ongoing federal funding following federal guidelines will support the district's commitment to ongoing professional development as well as the necessary resources to implement any learning objectives. Student attendance, new teachers in classrooms due staff turnover, and not having a fully implemented MTSS Plan in place have impacted our implementation measures. To address some of these issues, we have a district attendance liaison and social-emotional learning team to address attendance. Our best practice coaches in every building meet regularly with the Coordinator of Teaching and Learning to review best practices for classroom instruction. We have also developed a regular review cycle of all teaching support materials. Our MTSS guide is in the implementation phase this school year. Formal training with the document will provide

more support for our Tier 1 and Tier 2 students. All buildings have implemented after-school tutoring programs and similar professional development opportunities are offered throughout the district. We have added an intervention time to one hour every day on our secondary to address unfinished learning called Panther Time. High-dosage tutoring will be offered during this intervention time as well as other intervention opportunities such as IXL and SEL lessons.

Gap Analysis: While we are currently seeing growth on other district tests, the growth that is occurring is not enough to move students into proficiency. Our current reality is that on average our students are at least 1 to 2 grade levels below proficiency. Our desired state is to move students closer to proficiency and move more students into the average growth category.

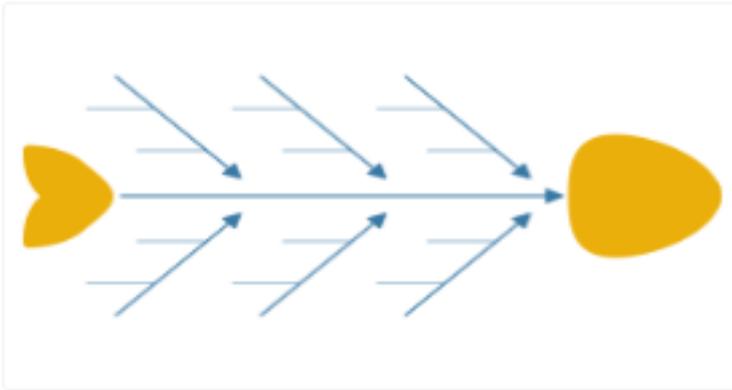
District Data Story Summary: In summary, our data shows that our students are not proficient in ELA and are behind due to learning loss and unfinished learning. We've identified tutoring, additional academic interventions such as high-dosage tutoring, and strategic staffing to promote opportunities for student growth for all students. As a district we utilize Positive Behavior Supports (PBIS), a District Social Emotional Learning (SEL) Leader, SEL Specialists and committee in each building, attendance liaisons, Behavior Intervention Coordinators (BIC), Dean of Students, social work staff, and counselors to support our learning initiatives. Our greatest challenge still lies with the students who do not attend school on a regular basis. We have a variety of programs in all buildings that we hope will support student growth. Many have been implemented very recently, so data will need to be collected on these programs to identify growth or areas that need to be addressed. Redford Union School District is a Title 1 district. Title 1, Title 2, 31a, ACT18 funding are all used to help address the learning opportunities in the district. We currently use NWEA data to evaluate strategies and initiative successes as an on the spot monitoring three times per year and will use M-Step data on a yearly basis to look at trends and growth.

Programs/resources used in the district:

Remind High-Dosage Tutoring (7-12)
Literacy Footprints - Guided Reading Program (EL)
ATA (Academic Teaching Assistants) to aid teachers with learning interventions. (EL)
Academic Coaches at all levels
COSA Coach (K-3)
Student/Teacher Writing Conferences (Secondary)
Writing/Comprehension Program (EL)
Culturally Relevant/High-Interest Novels (Secondary)
Imagine Learning (MS)
Tutoring (EL)
Summer School (District-Wide)
Newsela (2-12)
Edgenuity (6-12)
Espark (K-5)
Saravallo Reading Strategies (K-5)
Remind High-Dosage Tutoring (7-12)

Analysis:

Root Cause



Summary of Fishbone discovery:

One of our most pressing needs is to implement the MTSS plan that has been developed for the district K-12 over the course of the last year. We need to improve our support for district staff through ongoing professional development.

Supporting Documents

Document Name	Document Summary	Upload Date
Fishbone 23-24	Fishbone summary for the 23-24 school year.	10/30/2023

Challenge Statement: The district needs to allocate more resources toward improving support for tier 1 and tier 2 MTSS academic and SEL supports and interventions to address unfinished learning due to the pandemic and provide opportunities for students to get back on track.

Strategies:

(1/8): 23g Expanded Learning Time

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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

- Redford Union High School
- Redford Union Junior High School

Total Budget: \$110,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- 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
High-Dosage Tutoring with Remind	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/8): 23g Tutoring

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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

- Redford Union High School
- Redford Union Junior High School

Total Budget: \$110,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- 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
High-Dosage Tutoring with Remind	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/8): Edgenuity Courseware for Credit Recovery

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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

- Keeler School
- Redford Union High School
- Redford Union Junior High School
- Veritas

Total Budget: \$25,000.00

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

Communication:

Method

- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Egenuity for Credit Recovery	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Redford Union High School • Redford Union Junior High School • Veritas 				

(4/8): eSpark

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

Summary: eSpark provides students with engaging games, apps, and activities aligned to their unique areas of academic need.

Buildings

- Beech Elementary
- Keeler School
- MacGowan School

Total Budget: \$48,000.00

- Title I Part A (Federal Funds)

Communication:

Method

- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
eSpark Learning	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/8): IXL - Reading Comprehension

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

Summary: 324 Reading Comprehension skills, sorted by grade level K-5.

Buildings: All Active Buildings

Total Budget: \$90,000.00

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

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
IXL for ELA	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(6/8): Social Emotional Learning (SEL) CASEL

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Total Budget: \$20,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Social Emotional Programming for all students.	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(7/8): MTSS Framework (General)

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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: \$20,000.00

- Other Title Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
District-wide MTSS Implementation	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(8/8): 23g Personalized Learning Environments

Owner: Kimberly Crenshaw

Start Date: 01/29/2024

Due Date: 06/19/2026

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings

- Redford Union Junior High School

Total Budget: \$67,000.00

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

Communication:

Method	Audience
• School Board Meeting	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
9th Grade Success Coorindator	Kimberly Crenshaw	01/29/2024	06/19/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Math M-Step scores by 15%.

Status: ACTIVE

Statement: Our goal is to provide more interventions during the school day in order to improve our Math M-Step scores by 15% by 2026.

Created Date: 10/31/2023

Target Completion Date: 06/20/2026

Data Set Name: Improve Student Math Performance on M-Step

Name	Data Source
Student Assessment: Student Growth	MI School Data
Financial Reports: Financial Transparency Dashboard	MI School Data
Staffing Information: Staffing Count	MI School Data
Data Portraits: Educational Setting and Demographics	MI School Data
MSTEP All Students Math	MiSchoolData
Dashboard & Accountability Scorecard: At Risk Student	MI School Data

Data Story Name: Improve Student Math Performance on M-Step

Initial Data Analysis: The data shows that in recent years, in recent years, our student growth on the M-Step test has shown an increase in students falling into the Below Average Growth category.

Initial Initiative Inventory and Analysis: Our Spring 2022 M-Step data indicates that 50% of our student population is achieving below-average growth on the test. To address this data so far, in addition to daily classroom instruction, students functioning below grade level are also receiving interventions to assist them in meeting grade-level expectations and to help close the gap in unfinished learning caused by the pandemic. District level Administration, Teachers, Academic Teaching Assistants (ATA), Best Practice Coaches, Reading Interventionists, WCRESA COSA Coach, Educational Assistants (EA), Deans, Behavior Intervention Coordinators, District Social Emotional Learning (SEL) Staff, District Attendance Liaison, Social Work Staff, Counseling Staff, and many others are involved in the implementation of any district initiatives. District-wide professional development is offered to all staff. Ongoing federal funding following federal guidelines will support the district's commitment to ongoing professional development as well as the necessary resources to implement any learning objectives. Student attendance, new teachers in classrooms due staff turnover, and not having a fully implemented MTSS Plan in place have impacted our implementation measures. To address some of these issues, we have a district attendance liaison and social-emotional learning team to address attendance. Our

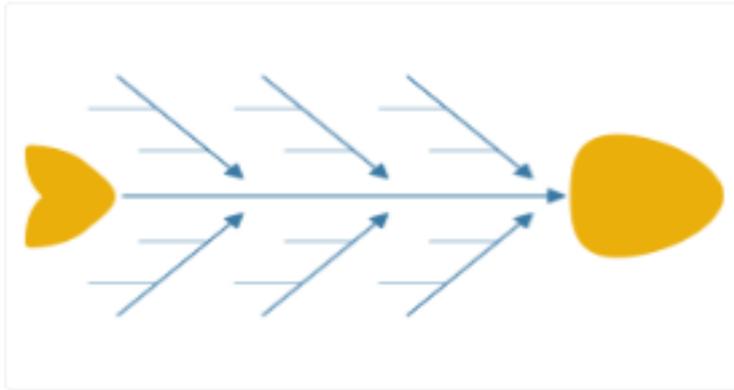
best practice coaches in every building meet regularly with the Coordinator of Teaching and Learning to review best practices for classroom instruction. We have also developed a regular review cycle of all teaching support materials. Our MTSS guide is in the implementation phase this school year. Formal training with the document will provide more support for our Tier 1 and Tier 2 students. All buildings have implemented after-school tutoring programs and similar professional development opportunities are offered throughout the district. We have added an intervention time to one hour every day on our secondary to address unfinished learning called Panther Time. High-dosage tutoring will be offered during this intervention time as well as other intervention opportunities such as IXL and SEL lessons.

Gap Analysis: While we are currently seeing growth on other district tests, the growth that is occurring is not enough to move students into proficiency. Our current reality is that on average our students are at least 1 to 2 grade levels below proficiency. Our desired state is to move students closer to proficiency and move more students into the average growth category.

District Data Story Summary: In summary, our data shows that our students are not proficient in ELA and are behind due to learning loss and unfinished learning. We've identified tutoring, additional academic interventions such as high-dosage tutoring, and strategic staffing to promote opportunities for student growth for all students. As a district we utilize Positive Behavior Supports (PBIS), a District Social Emotional Learning (SEL) Leader, SEL Specialists and committee in each building, attendance liaisons, Behavior Intervention Coordinators (BIC), Dean of Students, social work staff, and counselors to support our learning initiatives. Our greatest challenge still lies with the students who do not attend school on a regular basis. We have a variety of programs in all buildings that we hope will support student growth. Many have been implemented very recently, so data will need to be collected on these programs to identify growth or areas that need to be addressed. Redford Union School District is a Title 1 district. Title 1, Title 2, 31a, ACT18 funding are all used to help address the learning opportunities in the district. We currently use NWEA data to evaluate strategies and initiative successes as an on-the-spot monitoring three times per year and will use M-Step data on a yearly basis to look at trends and growth. Programs/resources used in the district: ATA (Academic Teaching Assistants) to aid teachers with learning interventions. (EL) Academic Coaches at all levels COSA Coach (K-3) Tutoring (EL) Summer School (District-Wide) Edgenuity (6-12) Espark (K-5) IXL (2-12) SIS4 Teachers (K-5) Math Expressions (K-5) Big Ideas (6-8) Remind High-Dosage Tutoring (7-12)

Analysis:

Root Cause



Summary of Fishbone discovery:

One of our most pressing needs is to implement the MTSS plan that has been developed for the district K-12 over the course of the last year. We need to improve our support for district staff through ongoing professional development.

Supporting Documents

Document Name	Document Summary	Upload Date
Fishbone 23-24	Fishbone diagram for the 23-24 school year.	10/31/2023

Challenge Statement: The district needs to allocate more resources toward improving support for tier 1 and tier 2 MTSS academic and SEL supports and interventions.

Strategies:

(1/6): 23g Expanded Learning Time

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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

- Redford Union High School
- Redford Union Junior High School

Total Budget: \$110,000.00

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

Communication:

Method

- MI School Data
- School Board Meeting
- Email Campaign
- 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
High-Dosage Tutoring with Remind	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/6): 23g Tutoring

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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

- Redford Union High School
- Redford Union Junior High School

Total Budget: \$110,000.00

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

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Email Campaign • Presentations • District Website Update • Parent Newsletter • Local Newspaper • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High-Dosage Tutoring with Remind	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Delta Math Rtl Program

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

Summary: The Delta Math Rtl Program provides readiness screeners and standard based reports to identify students who may struggle learning math in 1st grade through Algebra 2. Tier 2 and Tier 3 targeted intervention lessons integrate evidence-based recommendations from the Institute of Education Sciences that include explicit instruction that is systematic, visual representations of mathematical ideas, progress monitoring and motivational strategies such as personal goal setting.

Buildings

- Keeler School
- Redford Union High School
- Redford Union Junior High School
- Veritas

Total Budget: \$20,000.00

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

Communication:

Method

- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math intervention for use in math classrooms and Panther Time.	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET

<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Redford Union High School • Redford Union Junior High School

(4/6): Edgenuity Courseware for Credit Recovery

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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

- Keeler School
- Redford Union High School
- Redford Union Junior High School
- Veritas

Total Budget: \$25,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Credit Recovery for HS students.	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/6): MTSS Framework (General)

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

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: \$20,000.00

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

Communication:

- | Method | Audience |
|---------------------------|----------------------|
| • School Board Meeting | • Community-at-Large |
| • Email Campaign | • Educators |
| • Presentations | • Staff |
| • District Website Update | • School Board |
| • Parent Newsletter | • Parents |
| • Social Media | |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
District-wide MTSS Plan Implementation	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/6): Social Emotional Learning (SEL) CASEL

Owner: Kimberly Crenshaw

Start Date: 10/30/2023

Due Date: 06/20/2026

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Total Budget: \$20,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
SEL lessons taught during class and Panther time.	Kimberly Crenshaw	10/30/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				