

MICIP Portfolio Report

Detroit Academy of Arts and Sciences

Goals Included

Active

- Improve ELA
 - Improve Math
-

Buildings Included

Open-Active

- Detroit Academy of Arts and Sciences
 - Detroit Academy of Arts and Sciences Middle School
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Detroit Academy of Arts and Sciences

Improve ELA

Status: ACTIVE

Statement: We will increase the percent of scholars showing growth by 15%, scholars improving placement bands by 12% and meeting grade-level proficiency by 3% in ELA by June 30, 2025.

Created Date: 04/21/2022

Target Completion Date: 06/30/2025

Data Set Name: EL Benchmark

Name	Data Source
EL Benchmark	District Determined
Grades 3-8 Assessments: Proficiency	MI School Data
I Ready ELA Placement Level	iReady
Attendance	District Determined
School Index: School Index Growth	MI School Data
School Index: School Index Proficiency	MI School Data
i Ready Literacy Growth	Acadience
Teacher Certification Summary	District Determined

Data Story Name: ELA Data

Initial Data Analysis: Overall scores are trending lower than the state and normed averages. The majority of our Scholars are two grade levels below their grade level on the i-Ready and benchmark exams. Over 50% of the scholars are not proficient on the 2018-2019 M-Step exam. Our data also indicates that 63% of our scholars were chronically absent during the 2020-2021 school year. However, our two-way weekly communication averages were over 80%. According to our parents, 84% of parents strongly agree/agree that they feel aligned to the school community goals and their ability to improve learning outcomes for their scholars.

Initial Initiative Inventory and Analysis: We have gone through the curriculum adoption process with all key stakeholders. The school community voted to adopt Expeditionary

Learning as our new ELA curriculum. Professional Learning: Weekly professional development, weekly Professional learning communities, lesson internalization meetings with grade level teams, weekly observation and feedback. We hired two literacy coaches for the district to support teachers. The district worked with Parent Advisory Committee to strategize ways to improve parent involvement. Some of our staff received coaching from Attendance Works. The district implemented a PBIS incentives program. We increased the amount of Tutors in the district by 50%. Finally, we added Teacher Assistants in majority of classrooms.

Gap Analysis: M Step proficiency for Grade 3 in 18-19 was 8.9%.

M Step proficiency for Grade 4 in 18-19 was 13.9%.

M Step proficiency for Grade 5 in 18-19 was 8.4%.

M Step proficiency for Grade 6 in 18-19 was 14.7%.

M Step proficiency for Grade 7 in 18-19 was 17.1%.

P-SAT proficiency for Grade 8 in 18-19 was 31.5%

*In 2014-2015 the average not proficient percentage on M-Step for grades 3-8 was 52%. In 2018-2019 the average not proficient percentage on M-Step/PSAT for grades 3-8 was 64%. 64% of Kindergarten scholars land in the pre alphabetic range or below at the beginning of the year.

70.1% of 1st and 2nd grade scholars are 1 or more grade levels below.

Attendance for 2020-2021. K-2 saw a daily attendance rate of 64% (the lowest in the district), while grades 3-5 saw a daily attendance rate of 71% and grades 6-8 saw a daily attendance rate of 70%. The district overall average daily attendance was 68%.

District Data Story Summary: All scholars are underperforming district expectations in literacy. Across the board our literacy scores have declined over the years. We have seen a large gap in Scholars ability to decode and comprehend complex text. There are significant gaps for chronically absent scholars. scholars are underforming toward their goals and our gaps continue to widen across the years.

Strategies:

(1/3): Instructional Leadership Routines

Owner: Lawrence Hood

Start Date: 08/01/2022

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Total Budget: \$61,461,600.00

- 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

- Other
- 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
Implement professional development on best literacy practices.	Lawrence Hood	08/02/2022	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Instructional Coaching for all Educators	Lawrence Hood	08/01/2022	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Professional Learning Communities where teachers will discuss Lesson Internalization and Adaptations, Looking at scholar Work, Analyzing Data	Lawrence Hood	08/01/2022	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
We are looking to fully fund	Lawrence	08/01/2022	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>the "Best in Class" program to support the growth of our certified teachers in the classroom. With our "Best in Class" program we will pay Model Teacher \$100,000. The Model Teachers must be fully certified, show impact on scholar outcomes, and have highly effective ratings in their role. We want the best teachers in every classroom and through our Resource Allocation Review we have prioritized this initiative.</p>	Hood			
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(2/3): MTSS - Literacy (Reading)

Owner: Lawrence Hood

Start Date: 08/01/2022

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Total Budget: \$88,288,700.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other
- 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
Implement the EL All Block and Skills Microphases which will support scholars in Tier I and II. This program will focus on targeting individualized literacy supports for scholars on their level through phonemic awareness, phonological skills, text dependent reading and writing.	Lawrence Hood	08/01/2022	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers will analyze IReady Benchmark Assessments and utilize the Teacher Toolbox to support	Lawrence Hood	08/01/2022	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Personalized Instruction for all scholars.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide support to Tier II and Tier III scholars with unfinished learning through after school tutoring and summer school.	Lawrence Hood	08/01/2022	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Lawrence Hood

Start Date: 10/26/2023

Due Date: 06/30/2025

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

- Detroit Academy of Arts and Sciences

Total Budget: \$75,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Brochure
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tutoring/Intervention using district assessment data and small group/ personalized instruction to deliver targeted instruction to our Tier II and Tier III scholars.	Lawrence Hood	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Progress Monitoring of Tier II and Tier III tutoring/ intervention three times a year to support fidelity of implantation and report on next steps.	Lawrence Hood	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Math

Status: ACTIVE

Statement: We will increase the percent of scholars showing growth by 10% and grade level proficiency by 3% in Math by June 30, 2025.

Created Date: 05/30/2023

Target Completion Date: 06/30/2025

Data Set Name: Math Data

Name	Data Source
School Index: School Index Growth	MI School Data
School Index: School Index Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
i-Ready Placement	iReady
i-Ready Growth Overview	iReady
Teacher Certification Summary	District Determined

Data Story Name: Math Data

Initial Data Analysis: Overall scores are trending lower than the state and normed averages. The majority of our Scholars are two grade levels below their grade level on the i-Ready and benchmark exams. Over 80% of the scholars are not proficient on the 2021-2022 M-Step exam.

Initial Initiative Inventory and Analysis: We have gone through the curriculum adoption process with all key stakeholders. The school community voted to adopt Bridges Mathematics (K-5) and Illustrative Mathematics (6-8) as our new mathematics curricula. Using our Professional Learning Cycle we held weekly professional development, weekly Professional learning communities, lesson internalization meetings with grade level teams, weekly observation and feedback. We hired two math coaches for the district to support teachers. The district worked with Parent Advisory Committee to strategize ways to improve parent involvement. Some of our staff received coaching from Attendance Works. The district implemented a PBIS incentives program. We increased the amount of Tutors in the district by 50%. Finally, we added Teacher Assistants in majority of classrooms.

Gap Analysis: M-Step Math proficiency for Grade 3 in 18-19 was 8.1%.

M-Step Math proficiency for Grade 4 in 18-19 was 5.2%.

M-Step Math proficiency for Grade 5 in 18-19 was 0.8%.

M-Step Math proficiency for Grade 6 in 18-19 was 1.7%.

M-Step Math proficiency for Grade 7 in 18-19 was 3.1%.

M-Step Math proficiency for Grade 8 in 18-19 was 16.1%

On the Fall 2022 iReady diagnostic:

95% of Kindergarteners were 1 or more grade levels below.99% of first graders were 1 or more grade levels below.99% of first graders were 1 or more grade levels below.

District Data Story Summary: All scholars are underperforming district expectations in mathematics. Across the board, our math scores have declined over the years. The gap exists across all mathematics domains.

Strategies:

(1/4): Instructional Coaching/Consulting for Mathematics

Owner: Lawrence Hood

Start Date: 06/03/2023

Due Date: 06/30/2025

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: \$88,288,700.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Adopt coaching cycle practices that are designed to position the K-8 Math teachers to improve instruction for all scholars.	Lawrence Hood	06/03/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
We are looking to fully fund the "Best in Class" program to support the growth of our certified teachers in the classroom. With our "Best in Class" program we will pay Model Teacher \$100,000. The Model Teachers must be fully	Lawrence Hood	06/03/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>certified, show impact on scholar outcomes, and have highly effective ratings in their role. We want the best teachers in every classroom and through our Resource Allocation Review we have prioritized this initiative.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(2/4): MTSS Framework (General)

Owner: Lawrence Hood

Start Date: 06/02/2023

Due Date: 06/30/2025

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: \$23,285,032.00

- 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)

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The math components of a Multi-Tiered System of Supports includes systems to address the continuum of math needs across the student population, evidence-based practices focused on the major work of Mathematics designed to improve math outcomes for all students, and data use and analysis. These	Lawrence Hood	06/02/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
components are aligned to MDE's five essential components of MTSS.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After school tutoring support will be provided to scholars eligible for Tier 2 and tier 3 support.	Lawrence Hood	06/20/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): Curriculum Planning

Owner: Lawrence Hood

Start Date: 06/02/2023

Due Date: 06/30/2025

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: \$38,535.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Adopt Routines of Collaborative Planning to strengthen implementation of standards aligned curriculum materials	Lawrence Hood	06/02/2023	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(4/4): 23g Tutoring

Owner: Lawrence Hood

Start Date: 10/26/2023

Due Date: 06/30/2025

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

- Detroit Academy of Arts and Sciences

Total Budget: \$75,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tutoring/Intervention using district assessment data and small group/ personalized instruction to deliver targeted instruction to our Tier II and Tier III scholars.	Lawrence Hood	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Progress Monitoring of Tier II and Tier III tutoring/ intervention three times a year to support fidelity of implantation and report on next steps.	Lawrence Hood	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				