

MICIP Portfolio Report

Detroit Achievement Academy

Goals Included

Active

- Decrease Chronic Absences
 - ELA NWEA/MAP
 - Improve Math M-Step
-

Buildings Included

Open-Active

- Detroit Achievement Academy
 - Detroit Prep
-

Plan Components Included

Goal Summary

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 Activity Buildings

MICIP Portfolio Report

Detroit Achievement Academy

ELA NWEA/MAP

Status: ACTIVE

Statement: Our goal is to provide strategic interventions for students in phonics and phonemic awareness, in order to improve ELA NWEA / MAP scores by 5% in 2023.

Our goal is to provide reading incentives to increase students who are economically disadvantaged NWEA score by 10% by 2026.

Created Date: 12/14/2022

Target Completion Date: 06/30/2024

Data Story Name: Reading Goals

Initial Data Analysis: Student growth and proficiency on both state (MSTEP) and local (NWEA-MAP, DIBELS) assessments are not increasing at an efficient rate across the district.

Initial Initiative Inventory and Analysis: Our district exists to holistically support the education and development of students who have the determination, drive, and skills to shape their own path of high achievement with the ultimate goal of creating civically engaged, joyful citizens who are ready to change the world.

This mission is brought to life by a constant commitment to literacy. Students learn phonics and phonemic awareness through the Foundations curriculum in the general education classroom environment. Intervention services are offered to students performing below the 45th percentile in reading. This intervention uses Words Their Way, Fountas and Pinnell, Reading A to Z and basic letter sound, letter identification, sight word, digraphs and blend practice. Classroom teachers group students based on weekly phonics and phonemic awareness skills assessments and assign targeted center work for students within the classroom setting. Students consistently performing below average on these assessments are referred for intervention services or supports.

Even after several years with this structure, students are inching along in reading progress on state and district assessments. Basic decoding, as well as comprehension seems to struggle. Students who have received more one-on-one and small group support with reading, in addition to social emotional support, have seen steadier improvement.

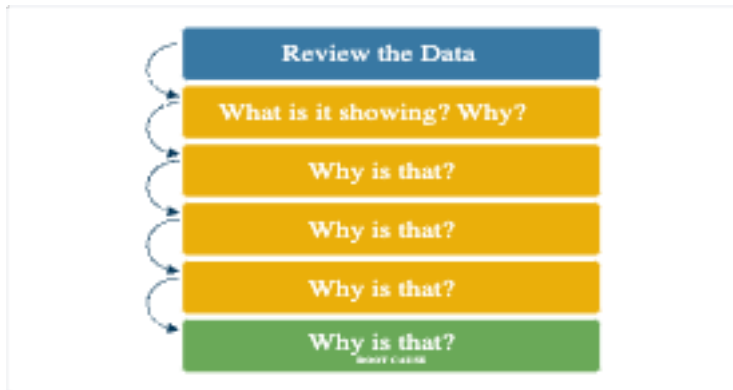
Gap Analysis: Our goal is for 100% of students to perform at or above grade level in Reading on all state and local assessments. At present, about 54% of students district-wide are performing on or above grade-level in Reading (on NWEA MAP and MSTEP assessments). There is a consistent group of students who continue to score below the 25th percentile in reading on NWEA Map year after year.

District Data Story Summary: When reviewing NWEA Map Data, it is clear that Foundational Skills are lacking in the lower elementary grade levels. The Foundational Skills strand was 5-10 percentile points lower than other English Language Arts or Reading strands in grades K-2. By 4th grade, informational texts cause difficulty. Specifically the Informational Text:

Language, Craft and Structure strand was lower-performing than other strands. Students in the Middle School grade levels 5-8 show consistently high scores across the board, with no single strand standing out as problematic.

Analysis:

Root Cause



Five Whys

- Why: Lower Elementary Grade Levels with lower NWEA scores could be affected by new students entering the lower grade levels with varying previous exposure to content, while higher grade levels have students who have an easier time with reading fundamentals after multiple years of exposure.
- Why: Lower Elementary was lacking phonics and phonemic awareness instruction until the last couple of years.

Achievement gap widened in the pandemic Gap closed a lot last spring Return of whole group in-person the gap starts to close This school year it's the smallest gap since the pandemic 7% in fall and 6% in winter like the 6% in fall of 2019-2020 I'm going to infer that there is a big difference in the learning environment for students with virtual school Students who are more self-motivated, restricted access to screen free time, invested more in books, have a quiet learning environment and all the materials they need to engage.

MSTEP data is very different from NWEA data Listening is a strength and writing is a weak point Dynamic Score Reporting - strengths and weaknesses are relatively varied

Challenge Statement: The district needs to allocate resources to develop a system to implement basic phonics and phonemic strategic interventions at both Detroit Achievement Academy and Detroit Prep.

DAA needs to allocate resources for summer academic enrichment, hiring more interventionists (behavior, academic, and instructional), and reading resources to foster engagement and joy.

Strategies:

(1/5): **Leveled Literacy Intervention**

Owner: Alexa O'Brien

Start Date: 12/15/2022

Due Date: 06/29/2024

Summary: Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Buildings: All Active Buildings

Total Budget: \$58,973.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionists provide leveled support in phonics, phonemic awareness, fluency and	Alexa O'Brien	12/15/2022	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): MTSS - Literacy (Reading)

Owner: Alexa O'Brien

Start Date: 12/15/2022

Due Date: 06/29/2024

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

Buildings: All Active Buildings

Total Budget: \$26,000.00

- Title II 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
Added classroom training and support for quality literacy intervention - professional development, coaching focused on quality of instruction	Alexa O'Brien	12/15/2022	06/29/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/5): 23g Tutoring

Owner: Mallory Fiske

Start Date: 01/22/2024

Due Date: 06/29/2024

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

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

Buildings: All Active Buildings

Total Budget: \$37,106.00

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

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Individualized, small group instruction and intervention	Mallory Fiske	01/22/2024	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Essential Instructional Practices Grades K-3

Owner: Alexa O'Brien

Start Date: 02/22/2024

Due Date: 06/30/2024

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children's language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings: All Active Buildings

Total Budget: \$4,500.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Brochure

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development - The Science of Reading	Alexa O'Brien	02/22/2024	06/30/2024	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

(5/5): Essential Instructional Practices Grades 4-5

Owner: Alexa O'Brien

Start Date: 02/22/2024

Due Date: 06/30/2024

Summary: "The purpose is to improve children's literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children's language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings: All Active Buildings

Total Budget: \$1,500.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development - Science of Reading	Alexa O'Brien	02/22/2024	06/30/2024	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Improve Math M-Step

Status: ACTIVE

Statement: Our goal is to provide a dual approach to teaching Mathematics. The first part of the approach is to push students to become better problem solvers and increase conceptual understanding by shifting to Illustrative Mathematics curriculum and providing opportunities to grapple with complex Math tasks during module lessons. The second part of the approach is to increase fluency and to spiral foundational concepts into a Math workshop block. Our goal is to increase scores by 10% on MSTEP by 2024. Our goal for 2023-24 SY is to decrease students "not proficient" on MSTEP by 25% (from Spring 2023 data).

Created Date: 08/01/2022

Target Completion Date: 06/29/2024

Data Story Name: Elementary Mathematics Benchmark Copy

Initial Data Analysis: District math performance is growing at a lower rate than other districts statewide, and significantly lower than ELA. Math performance did not decrease during the pandemic, but did not increase sufficiently either.

Initial Initiative Inventory and Analysis: Math interventionists pulling small groups based on achievement and growth data, classroom math centers and small group instruction.

Addressing:

Workshop- Creating a more systematic structure to this block and aligning to MSTEP and NWEA skills

Math Curriculum- Shifting to IM curriculum to build student problem solving capacity and intellectual curiosity

Intervention- Shifting to a model that more heavily relies on push in support

Personnel involved in implementation:

Workshop- LT will create the system for grades 2-8 over the summer including launch slides, vocab station, fluency stations and system for regular IXL data review. Ts will largely be trained on how to implement rather than having a design focus (at least until first data day)

Math Curriculum- This is a pretty big overhaul but has been in the works for nearly 2 years. PD will focus on shifting mindsets toward more inquiry based/ problem solving approach and on new planning methods using resources available online.

Intervention- Interventionists and teachers will need to be given a system/ schedule that allows for more collaboration to embed interventionists within the learning process

Financial Commitment:

Workshop- IXL annual subscription cost + headphones for each classroom computer

Math Curriculum- manipulatives (LT needs to go through to determine ordering needs)

Intervention- NA

Implementation and Impact Measures:

Workshop- IXL would be reviewed by LT weekly and then with teachers in check in meetings.

Math Curriculum- NWEA exists as a measure currently- Assessment review PD will happen regularly (similar structure to HQW for ELA, with designated time)

Interventionists- We need to reconsider how to gather data and run reports for interventionists (having separate classes within NWEA?) Also include module assessments? IXL?

Student Supports for equity

Tech for home support?

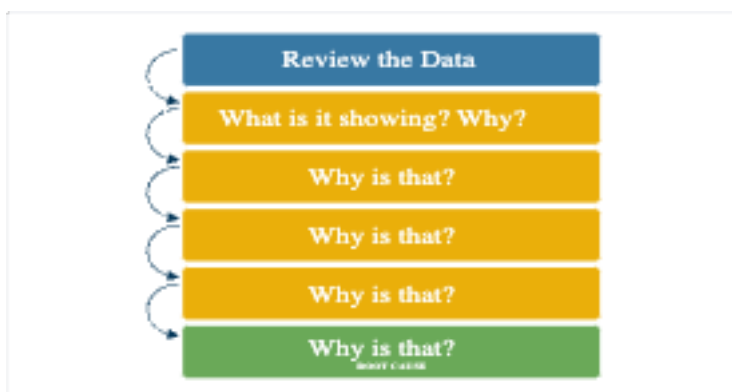
Gap Analysis: Students should be attaining approximately 125% growth annually, and we are seeing a district average around 100% annually.

District Data Story Summary: Students are holding steady at their performance levels in math - we are not seeing a decrease in student content knowledge or basic mathematic skill/mindset. However, we see specific strands of learning that are suffering. The current systems that exist are serving students well - students receiving targeted support are growing significantly. However, we need to expand the supports being offered and hone in on classroom-wide systems, curriculum and supports offered within the school day / class time.

Kindergarten and 2nd grade are our strengths in math NWEA growth and proficiency; students on FRL are performing an average of 14 percentile points lower than non-FRL students. A workshop block (more personalized instruction using an online program, IXL) for each grade is incorporated to address knowledge gaps and bring them closer to performing consistently at grade-level. Additionally, there are interventionists who pull students who are at risk of falling behind into small groups and address knowledge gaps that way. Groups are formulated based on both NWEA data and FRL status. Teachers are expected to differentiate their lessons to provide all students access to grade-level content by providing visual representations, small group support, digital resources, and ongoing formative assessments.

Analysis:

Root Cause



Five Whys

- Why: Returning from pandemic learning
- Why: Teachers received little training / development in teaching math over the last couple of years
- Why: Curriculum was not sufficient to address student needs quickly
- Why: Scope and sequence was not evaluated enough against student data

Challenge Statement: The district needs to allocate resources to develop a system to

implement McGraw Hill Math alongside Eureka Math Curriculum, and IXL Math Individualized Support Program at Detroit Achievement Academy, and maintain resources to continue implementation and progress at Detroit Prep.

Strategies:

(1/7): ACT/SAT Test Preparation and Coaching Programs

Owner: Alexa O'Brien

Start Date: 12/15/2022

Due Date: 06/29/2024

Summary: Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night’s sleep); (c) introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions). The programs can be delivered in person or online, and in whole class settings, in small groups, and individually.

Buildings: All Active Buildings

Total Budget: \$128,000.00

- 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
Targeted Intervention	Kirstin Stoeckle	12/15/2022	06/29/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/7): Appropriately support fact fluency

Owner: Alexa O'Brien

Start Date: 12/15/2022

Due Date: 06/24/2023

Summary: Spaced practice for fluent retrieval of basic facts should occur AFTER conceptual understanding and the development of appropriate strategies for finding unknown facts using known facts. At this point, students benefit from frequent, spaced, and short fluency practice that includes immediate corrective feedback and slowly adds new facts to a student's known facts. Strategies that track facts a student has mastered are most effective. Research recommends to devote about 10 minutes per intervention session on fact fluency and to structure practice so as to minimize student anxiety.

Buildings: All Active Buildings

Total Budget: \$100.00

- General Fund (Other)

Communication:

Method

- Other
- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increased fact fluency drills, incentives, add online fact fluency supports	Alexa O'Brien	12/15/2022	06/24/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(3/7): EngageNY/Eureka Math

Owner: Alexa O'Brien

Start Date: 12/15/2022

Due Date: 06/24/2023

Summary: Eureka Math (Engage NY) is an Open Educational Resource (OER) available to schools. It is a full set of Pre-K-12 mathematics curriculum materials, including student and teacher resources. These materials were designed from the ground up to provide instruction consistent with the Common Core State Standards for Mathematics. As such, these materials develop students' mathematical thinking and reasoning skills in ways consistent with the Michigan Academic Mathematics Standards and the mathematics requirements of the Michigan Merit Curriculum. Engage NY contains the OER student and teacher materials, while Eureka Math has made additional resources such as assessments and professional learning available as paid supplements to the core OER materials.

Buildings: All Active Buildings

Total Budget: \$2,000.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Print materials for EngageNY / Eureka Math	Alexa O'Brien	12/15/2022	06/24/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/7): Discourse in middle school math and science classrooms

Owner: Alexa O'Brien

Start Date: 12/15/2022

Due Date: 06/29/2024

Summary: Professional learning for middle school math & science teachers to strengthen math & science classroom discourse. Middle school students who regularly engage in discourse with their classmates and teacher develop stronger and reasoning and language skills. They learn math & science more flexibly and deeply. Together, we will explore how to create more opportunities for students to reason together, teacher discussion moves to facilitate and deepen students' reasoning, student discourse moves for collaborative and critical thinking, and tips for starting and extending student discourse in your classroom.

Buildings: All Active Buildings

Total Budget: \$120,000.00

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

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
McGraw Hill Math Curriculum	Alexa O'Brien	12/15/2022	06/29/2024	ONTARGET
Activity Buildings:				
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Added staff - intervention support	Alexa O'Brien	12/15/2022	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
IXL Math Curricular Tool	Alexa O'Brien	12/15/2022	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/7): Illustrative Mathematics Curricula

Owner: Mazen Youssef

Start Date: 06/06/2023

Due Date: 06/29/2024

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings: All Active Buildings

Total Budget: \$4,000.00

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

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Introduce Illustrative Math Curriculum in intervention caseloads	Alexa O'Brien	06/06/2023	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/7): Problem Solving with Contextualized Problems and Tasks

Owner: Alexa O'Brien

Start Date: 06/06/2023

Due Date: 06/29/2024

Summary: Provide ongoing professional learning which addresses enabling students to engage in problem solving with contextualized problems and tasks (including "word problems"). In particular, such professional learning would enable educators to assist students in looking for and identifying underlying mathematical structures in these problem situations, rather than using a "key word" approach. This professional learning will include multiple learning opportunities over an extended period of time, resources and tools to support such learning (access to books, article, videos, online learning, etc.), protected time for collaborative learning with colleagues, and other supports, which may include curricular materials which support this type of problem solving.

Buildings: All Active Buildings

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Introduce problem solving and contextualized problem solving in standard classroom environments.	Mazen Youssef	06/06/2023	06/29/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(7/7): 23g Tutoring

Owner: Kirstin Stoeckle

Start Date: 01/22/2024

Due Date: 06/28/2024

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

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

Buildings: All Active Buildings

Total Budget: \$61,314.00

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

Communication:

Method

- MI School Data
- School Board Meeting
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Individualized, small group tutoring, instruction and intervention	Kirstin Stoeckle	01/22/2024	06/28/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Decrease Chronic Absences

Status: ACTIVE

Statement: Our goal is to create such a transparent truancy policy that every family knows the expectations of our school and the consequences associated with that policy, in order to reduce chronically absent students by 50%

Created Date: 05/23/2023

Target Completion Date: 06/29/2024

Data Story Name: Attendance Goals

Initial Data Analysis: At the time the data was collected, our school had 90 students with 18 absences or more. The students are split across all grade levels, Kindergarten through 8th grade. However, the percentage of those on the list are heavily in favor of students that have been at our school for 1 year or less. Approximately 75% of students on the list of truancy concerns are also considered to be performing under their current grade level academically.

Initial Initiative Inventory and Analysis: There is an extensive truancy policy that has already been created for our district that we have not had the capacity to follow as written. The following is the actual system that has been taking place as it pertains to truancy: When a student is absent, they are sent a survey to document the reason behind the absence.

If there are multiple absences in a row, a member of our team calls the family to follow up and gather information - that information is shared with the student's academic team. Quarterly, our operations team will send home truancy reports with absences and tardies listed for each family that has cleared the 10 absence mark and that family is asked to sign the document and return it.

Gap Analysis: Over 30% of our school this year was identified as chronically absent. We are aiming for a 50% decrease in this number during our next school year. We hope to eliminate 15% of our total student population from being chronically absent.

District Data Story Summary: The strength of the current system is the immediate response to an absence. Every family that misses a day is being notified immediately that their absence has been recorded and we are asking for a reason. The areas for growth are all due to a lack of accountability for continued truancy issues. Our handbook currently states that after 10 absences, a family will be referred to the Wayne County Prosecuting Office. After MANY calls to the Wayne County Prosecuting Office, Wayne RESA, DPSCD, and the Michigan Department of Education, I have determined that there is NO system in place to support our school when families are considered chronically absent, unless we feel as though neglect/abuse is taking place and we report the family to Child Protective Services. Therefore, the area for growth is determining a way to have our system hold families accountable "in-house" due to the fact that there are no services in this city, county or state that can assist us in enforcing our current policy.

Analysis:

Root Cause



Five Whys

- Why: The current data shows that 30% of our total school population is chronically absent.
 Why? We don't have a system in place that will hold parents accountable for their repeated absences.
 Why? We have not been able to allot the human capital it takes to be diligent in documenting and problem solving for each individual circumstance.
 Why? The system is supposed to include supports from external partners, such as the Prosecutor's Office, which have not proven to be effective and therefore the drain on time has fallen to us as a school.
 Why? Upon contacting Wayne RESA and finally speaking with a representative that had familiarity with truancy policies, they informed us that the Prosecutor's office has been so backlogged with reports regarding truancy that they are incapable of meeting the demands.
 Why? The system that is currently in place as a city, county and state does not provide the proper resources, whether that be the ideas, the materials or the people necessary to effectively combat regional truancy concerns and therefore there are exponentially more referrals to the prosecuting office than they are able to keep up with, so they quit.

Challenge Statement: The school needs to create, organize and commit to a truancy policy that can be upheld by all staff members that will engage our community to work as partners for reducing schoolwide absences.

Strategies:

(1/1): **Early Warning Intervention and Monitoring System (EWIMS)**

Owner: Georgina Russell

Start Date: 05/23/2023

Due Date: 06/29/2024

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students’ response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- Detroit Achievement Academy

Total Budget: \$1.00

- General Fund (Other)
- Other Local Funds (Other)

Communication:

Method

- Presentations

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create new truancy policy	Georgina Russell	05/23/2023	06/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				