MICIP Portfolio Report

Detroit Service Learning Academy

Goals Included

Active

- Decrease percentage of chronically absent students...
- Establishment of the Family Attendance Monitoring ...
- Improve M-STEP ELA Proficiency
- Improve M-STEP Math Proficiency
- Improve NWEA MAP Projected Math Growth
- Improve NWEA MAP Projected Reading Growth
- Improve PSAT EBRW Proficiency
- Improve PSAT Math Proficiency

Buildings Included

Open-Active

- Detroit Service Learning Academy Campus
- Oak Park Service Learning Academy (OPSLA)
- Redford Service Learning Academy Campus

Plan Components Included

- Goal Summary
- Data
  - Data Set
  - Data Story
- Analysis
  - Root Cause
  - Challenge Statement
- Strategy
  - Summary
  - Implementation Plan
    - Buildings
    - Funding
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    - Activities
      - Activity Text
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- Monitoring & Adjusting
  - Activity Status
  - Monitoring Notes by Strategy
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  - Interim Target Measures
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  - End Target Measures

Impact Questions & Responses
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- Evidence

MICIP Portfolio Report

Detroit Service Learning Academy

Decrease percentage of chronically absent students...

Status: ACTIVE

Statement: By June 30, 2025, the district will decrease the percentage of chronically absent students, as defined by the state, by fifteen (15) percentage points at each school. Thus, OPSLA will reduce its chronically absence rate from 40% to 25%. RSLA will reduce its chronically absence rate from 49% to 34%. DSLA will reduce its chronically absence rate from 61.3% to 46%.

Created Date: 06/22/2023 *Target Completion Date:* 06/29/2025

Data Set Name: Michigan School Index Chronically Absent 2021-2022 School Year Report

Name	Data Source
Michigan School Index On-Track Attendance (Chronically Absent) 2021-2022 School Year Report	MiSchoolData
MICIP OPSLA Attendance Monitoring	MiSchoolData

Data Story Name: (23-24) Decrease DSLA's, OPSLA's and RSLA's Grades K-8 chronically absent student percentage.

Initial Data Analysis: The Resource Allocation Review

During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on district-wide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT, and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address the inequities and provide support, other grants were leveraged.

During the 2021-2022 school year, all district schools (DSLA, OPSLA, and RSLA) had chronic absenteeism rates. Sixty-one and three-tenths percent (61.3%) of DSLA students were chronically absent. Forty-nine percent (49%) of RSLA students were chronically absent. OPSLA's chronic absenteeism rate was forty percent (40%). The Family Attendance Monitoring and Support (FAMS) Program was instituted for the 2023-2024 school year to address the district's chronic absenteeism rate. The district's attendance goal is to improve each school's absenteeism rate by at least fifteen (15) points by June 30, 2025.

Initial Initiative Inventory and Analysis: During the 2022-2023 school year, district-wide,

Senior Instructional Coaches (building-level administrators) and clerical staff were responsible for contacting the parents/guardians of absent students. The district applied for 21(h) funds to employ an attendance coordinator to ensure that students, and parents/guardians receive the needed support to attend school regularly. Unfortunately, no grants were provided to fund an attendance coordinator. Subsequently, DSLA and RSLA will continue to monitor their students' attendance using the 2022-2023 school year model.

The district established, using district funds, the Family Attendance Monitoring and Support (FAMS) Program. The program will be phased in at Oak Park Service Learning Academy during the 2023-2024 school year. The program will identify and support families with chronically absent students during the 2023-2024 school year and beyond. The FAMS Program aims to improve student attendance, thus improving student achievement.

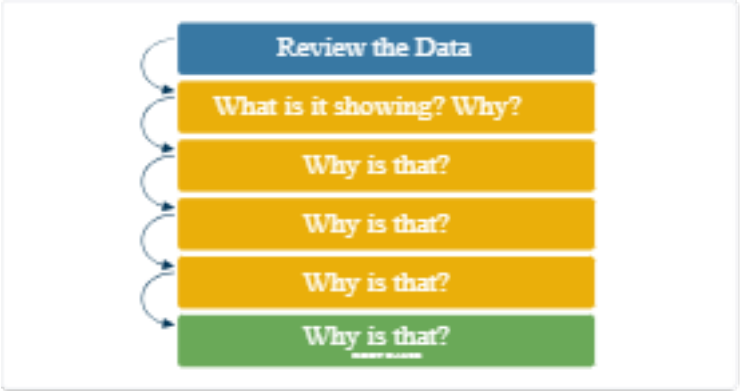
Gap Analysis: In Michigan, thirty-eight and five-tenths (38.5) percent of its student population were identified as chronically absent during the 2021-2022 school year. OPSLA's has a forty percent (40%) chronically absent rate. While OPSLA reflects Michigan's chronic absenteeism rate, OPSLA seeks to significantly improve its chronic absenteeism rate. Additionally, RSLA's and DSLA's chronically absent rates are forty-nine percent (49%), 10.5 points above the state average. DSLA's chronically absent rate is sixty-one and three-tenths percent (61.3%), 22.8 points above the state average.

To improve attendance, the FAMS Program will identify chronically absent students. Once identified, students and their parents/guardians will receive support and resources to help them overcome the barriers to attendance. The FAMS Program will also work to engage parents and guardians in supporting their child's attendance. Additionally, FAMS will provide incentives for improved attendance.

District Data Story Summary: The 2021-2022 and 2022-2023 school year chronic absenteeism rates were much greater than the state average. However, a seven-week (September and October 2023) review of the district's chronic absenteeism rate determined that school attendance is improving. A mid-year review in January 2024 will determine if the district is making the needed attendance improvement to meet its interim attendance goal set for June 30, 2024.

Analysis:

Root Cause



Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.
- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/1): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 09/07/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance. Initial monitoring on a weekly basis. Analyzed attendance data after first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze DSLA's, OPSLA's and RSLA's	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll into the FAMS Program.				
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 10% for Michigan School Index On-Track Attendance (Chronically Absent) 2021-2022 School Year Report		06/28/2024	ONTARGET

Impact Notes

Date	Note	Author
11/30/2023	OPSLA attendance data below compares chronic absenteeism rates for the current school year to Michigan School Index rates for the 2021-2022 school year. There has been a significant improvement in OPSLA's chronically absent rate (+37.3 points). At this rate, both the Interim Target and End Target attendance goals will be met.	Earl Dixon

Adjust Notes:

No Data Available

Activity Status:

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance. Initial monitoring on a weekly basis. Analyzed attendance data after first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll into the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING

Monitoring Notes

Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

Date	Note	Author
02/28/2024	FAMS Program Update 10/23/2023) The strategies are being implemented through parent-in-person meetings. Parents of students who are truant are notified that their children are being monitored for attendance. The purpose of these meetings is twofold. 1. To impress upon the parent how important it is for the child's academic well-being to be in school. 2. To discover what supports are needed to ensure the parents have no barriers to improving the child's attendance. The plan is being implemented as it is written. Data is not available at this time.	Earl Dixon
02/28/2024	The FAMS Program team consistently meets with truant students' parents/guardians, communicates via phone and email, and conducts home visits.	Earl Dixon
Evidence Data Set for 'The FAMS Progra...'		

Date	Data Name	Provider
02/28/2024	Sample FAMS Attendance Summary	Sample FAMS Attendance Summary.pdf

12/20/2023	Using OPSLA's 2022-2023 school year chronically absent student list, students were selected for family support to improve attendance. As of December 20, 2023, fifteen students are enrolled in the FAMS Program. Ms. Felder met with each student's parent/ guardian. The FAMS Program was introduced	Earl Dixon

Date	Note	Author
	to each family. Families were enrolled in the FAMS Program during September 2023. FAMS Program students' attendance is monitored weekly. Home visits were made for students who continued their attendance. The following represents some discussion items during the FAMS Program meetings: .. Bi-weekly meetings with Admins who make suggestions for positive FAMS outcomes. .. Financial Support through FAMS grant funds to help struggling parents. .. Support from pupil accounting to assist with monitoring truant students .. 2-to-1 technology is being discussed for students who are chronically ill to log into class when they cannot make it to school. .. Transportation costs are being investigated to potentially provide rides to students with parents who live outside of our yellow bus zones. The strategies are being implemented through parent-in-person meetings. Parents of students who are truant are notified that their children are being monitored for attendance. The purpose of these meetings is twofold: To impress upon the parent how important it is for their child's academic well-being to be in school. Two, to discover what supports are needed to ensure the parents have no barriers to improving their child's attendance.	

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

Date	Note	Author
02/28/2024	The FAMS Program coordinator, Ms. Felder, has hosted four meetings with families of the enrolled FAMS Program students.	Earl Dixon

Evidence Data Set for 'The FAMS Progra...'

Date	Note	Author

Date	Data Name	Provider
02/28/2024	FAMS home visit note.	FAMS home visit note.pdf

12/20/2023	Thirteen students, representing eleven families, were contacted and enrolled in the FAMS Program. Ten students (76.%) have shown minimal to excellent attendance improvement since enrolling in the FAMS Program, as evidenced by the district's MISTAR system.	Earl Dixon

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

Date	Note	Author
02/28/2024	FAMS Program Update (10/23/2023) Bi-weekly meetings with Admins who make suggestions for positive FAMS outcomes. Financial Support through FAMS grant funds to help struggling parents. Support from pupil accounting to assist with monitoring truant students 2 to 1 technology is being discussed for students who are chronically ill to log into class when they cannot make it to school. Transportation Services are being priced to potentially provide rides to students with parents who live outside of our yellow bus zones.	Earl Dixon
02/28/2024	The FAMS Program coordinator, Ms. Felder has established a hard-working team of caring professionals to lead the attendance turnaround at OPSLA. District funds are provided for program incentives.	Earl Dixon

Evidence Data Set for 'The FAMS Progra...'

Date	Data Name	Provider
02/28/2024	FAMS OPSLA truancy meeting	FAMS OPSLA truancy meeting.pdf

12/20/2023	A program administrator and five staff members support the FAMS Programs. Bi-monthly meetings are held to review student	Earl Dixon

Date	Note	Author
	attendance and to discuss next steps for truant FAMS Program students.	

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 15% for Michigan School Index On-Track Attendance (Chronically Absent) 2021-2022 School Year Report	06/29/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve M-STEP ELA Proficiency

Status: ACTIVE

Statement: By June 30, 2025, third through seventh-grade students will increase their M-STEP Spring 2025 ELA proficiency (Proficient or Advanced Performance Levels) rate by three percentage points.

Created Date: 06/24/2023 *Target Completion Date:* 06/30/2025

Data Set Name: M-STEP Spring 2022 & 2023 ELA Percent Proficient

Name	Data Source
Grades 3-8 Assessments: OPSLA ELA Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: DSLA ELA Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: RSLA ELA Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: District ELA Spring 23 Proficiency	MI School Data
M-STEP & PSAT Spring 2022 & 2023 Comparison | DSLA District	MiSchoolData
OPSLA Grades 3-7 Proficiency: ELA Spring 2022 & Spring 2023 Comparison	MI School Data

Data Story Name: (23-24) Improve M-STEP Spring ELA Grades 3-7 Proficiency (Proficient or Advanced Performance Levels)

Initial Data Analysis: The Resource Allocation Review
During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on districtwide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address inequities and provide support, other grants were leveraged.

The Detroit Service Learning Academy (DSLA) District

As calculated on Friday, October 6, 2023, the district has 1,457 students. There are three

K-8 schools in the district: Detroit Service Learning Academy (DSLA), Oak Park Service Learning Academy (OPSLA), and Redford Service Learning Academy (RSLA). Demographically, the district serves 1454 (99.8%) students who are Black/African American; 1,435 (98.5%) students are economically disadvantaged; 79 (5.4%) students have IEPs; 724 (49.7%) students are female and 733 (50.3%) are male. Males represent 67.1% of the district's students with IEPs –more than double the percentage of females (32.9%). DSLA's area of inquiry is academic, focusing on reading and math improvement. The district also focuses on student attendance, a nonacademic inquiry, to improve student attendance and achievement.

The district's data team collected data from various achievement and attendance sources (MI School Data, NWEA MAP Data System, and MISTAR-Q) to understand the district's current reading, math, and attendance successes and challenges. The data team will analyze students' M-STEP, PSAT, and NWEA MAP proficiency. The data team will also analyze students' attendance history to assess their absenteeism rate.

. The DSLA District's analyzed data shows that all district schools (DSLA, OPSLA, and RSLA) have M-STEP reading and math proficiency challenges.

. M-STEP/PSAT Spring 2022 to M-STEP/PSAT Spring 2023: Increase in DSLA's ELA proficiency in grades four, six, seven and eight.

. M-STEP Spring 2022 to M-STEP Spring 2023: Increase in OPSLA's ELA proficiency in grades five (+8 points) and six (+15.4 points).

. M-STEP Spring 2022 to M-STEP Spring 2023: Increase in RSLA's ELA proficiency in grades three (+4 points), four (+2.3 points), and six (+8.7 points).

Initial Initiative Inventory and Analysis: Each year, the district's instructional coaches collect formative and summative district data. Data charts, graphs, and tables are created and shared with the administrative and instructional staff during our data and PLC meetings. Lesson plans are revised, as needed, to align with our formative and summative data results. Our primary intervention programs were CAPIT Reading and IXL Language Arts and Math. Our students missed being taught in an in-person school environment for approximately eighty-one percent (81%) of the school days from March 2020 through June 2021. Thus, evaluating the success of our programs and instructional strategies has been impacted by the COVID-19 pandemic, which caused the transition from in-person learning to distance learning.

The Mathnasium program was instituted during the 2022-2023 school year to address math achievement. Mathnasium helps K-12 students learn math in a way that is fun, builds confidence, and makes sense to them. The benefits of the Mathnasium program will be evaluated during the 2023-2024 school year after more data is generated.

Beginning with the 2023-2024 school year, we're adding a K-3 Early Literacy Coach and two K-3 Instructional Interventionists - one for reading and one for math. The literacy coach will

work with groups of students to model instructional and intervention strategies. The literacy coach will conference with teachers to develop collaboration and specific improvement goals. The literacy coach will also provide professional development opportunities for teachers. The literacy coach will also co-plan instruction and share professional learning with K-3 teachers. The work of the Tier I coach will equip K-3 teachers with the Tier I strategies for all students. The instructional Interventionists will provide reading and math support via an additional class for students needing help.

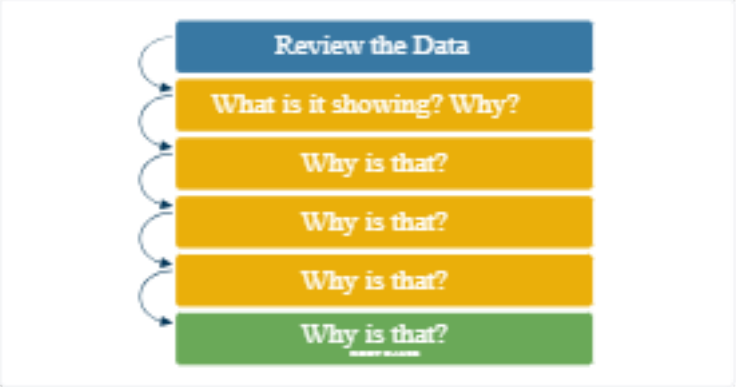
We aim to ensure that our Multi-Tiered System of Support (MTSS) system is delivered with fidelity. Conjoining our past strategies with our improved methods, new universal instructional delivery, and Family Attendance Monitoring and Support (FAMS) Program, student achievement will trend upwards.

Gap Analysis: The district's student achievement was affected by the limited number of in-person instructional days due to the COVID-19 pandemic. Student engagement was minimized because students were not in school receiving their face-to-face daily motivation from their teachers. Students became 'at home' learners, causing a disconnect with their teachers. Students' inability to be online daily was caused by inconsistent internet connection and the use of a computing device. Teachers could not accurately check their students' understanding of the standards being taught in a distance learning model.
. A review of the post-pandemic data shows that M-STEP ELA and math scores haven't recovered.
. The district experienced M-STEP ELA growth between Spring 2022 and Spring 2023 M-STEP assessments.

District Data Story Summary: A review of the M-STEP Spring 2022 and Spring 2023 results discovered that all district students are underperforming on the reading and mathematics assessments. There's no gender gap in the M-STEP Spring 2023 reading or math assessments. However, districtwide, eighth-grade females outperform males on the PSAT Spring 2023 reading and math assessments.

Analysis:

Root Cause



Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects

student achievement.

- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.
- Why: Families haven't received the appropriate attendance awareness training and support.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/6): MTSS Framework (General)

Owner: Felicia Cook

Start Date: 06/26/2023 *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: $44,560.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will	Felicia Cook	09/19/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
be referenced throughout the 2023-2024 school year and beyond.				
Activity Buildings: All Buildings in Implementation Plan				
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school year strategies and programs to determine effectiveness,	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
During the PLC meetings, student and program data will be discussed.	Earl Dixon	10/31/2023	06/14/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/6): IXL Language Arts

Owner: Charlene Cutler

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: IXL is an interactive, online, math app which facilitates K-8 practice and reinforcement of skills learned in the classroom. From phonics and reading comprehension to writing strategies and more, IXL Language Arts helps learners develop the communication skills needed for success in school, college, and career. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. Additionally, IXL's language arts, social studies, science, and math applications are used by six million students worldwide. IXL's website advertises a license per classroom, per year, for up to 25 students. The fee is negotiable for large quantities. License fees include a one-hour training webinar for teachers and year-long support from an account manager and a technical support partner.

Each IXL skill is tied to a Common Core State Standard. Easily accessible data dashboards allow teachers to monitor each student's time spent and performance on specific skills. Through expertly crafted content, IXL supports students on a journey to become proven wordsmiths. IXL's questions are infused with playful language and fun visuals that bring the world of words to life. The dashboards identify students who are struggling with a particular skill making it easy for the teacher to target students for individualized instruction during class time. IXL automatically sends weekly emails informing each teacher how much time individual students have worked on IXL, at what grade level the students are practicing each skill, and how much time the class has collectively spent using the tool.

Buildings: All Active Buildings

Total Budget: $29,400.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	11/03/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
1. Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness 2. Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Michigan Department of Education Early Literacy Coaching Model

Owner: Felicia Cook

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and
supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Total Budget: $112,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Analyze the 2023-2024 school year effectiveness of literacy coach position.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Develop the literacy coach job description. 2. Develop the literacy coach schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire the literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school year FAMS Program to determine effectiveness,	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(5/6): DSLA District Reading and Math Support

Owner: Janell McCarter

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established a reading and math support program for the 2023-2024 school year for grades 3-5 students identified as Tier 2 and Tier 3 identified students. The MTSS data team will analyze the NWEA MAP Spring 2023 and Fall 2023 and M-STEP Spring 2023 results to identify the Tier 2 and Tier 3 students. Two instructional interventionists (one for reading and one for math) will provide the intervention through an additional reading and math class. The reading and math support addresses deficiencies due to learning loss.

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $89,355.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop the instructional interventionists' job descriptions and schedules.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
1. Post the instructional interventionist positions. 2. Hire the instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students begin receiving the services of the instructional interventionists.	Janell McCarter	11/24/2023	06/12/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Instructional interventionists' progress monitoring begins.	Janell McCarter	11/24/2023	06/12/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Analyze the 2023-2024 school year effectiveness of instructional interventionists' positions.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Tutoring

Owner: Ebony Walker

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: All Active Buildings

Total Budget: $204,000.00

- General Fund (Other)
- At Risk (31-A) (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
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program Expert costs	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
$2,000 per quarter and $ 8,000 per school year. The two-year cost is $16,000. Excess costs are covered with other funds. Function Code 226: Supervision and Direction of Instructional Staff Purchased Services: $5,087				
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts-Remarkable Readers Literacy is a 22-week program designed for 60 students, meeting 3 days per week at 6 hours per day. The Exam Experts class operates at all three district schools: DSLA, OPSLA, and RSLA. The per-year cost is $30,000. The two-year cost is $60,000. Function Code 125: Compensatory Education Purchased Services: $60,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

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

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2% for Grades 3-8 Assessments: OPSLA ELA Spring 23 Proficiency		06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
02/27/2024	OPSLA's interim goal is to attain a minimum of a two-point increase in ELA and math on their M-STEP Spring 2024 and NWEA MAP Spring 2024 assessments. The M-STEP Spring 2022 and NWEA MAP Spring 2022 results are the baseline scores. The NWEA MAP Winter 2024 Reading and Math results show that OPSLA is projected to attain their M-STEP and NWEA MAP Spring 2024 two-point goals. OPSLA's projected ELA M-STEP ELA gain is 5.7, and their projected M-STEP math gain is 2.4. NWEA MAP's Winter 2024 results show an 18.7-point NWEA MAP Reading gain compared to the 2022 baseline. The NWEA MAP 2024 results show a 20.5-point NWEA MAP Math gain compared to the 2022 baseline.	Earl Dixon
02/27/2024	**PD Schedule ** Sign-in sheets ** Tutor classes & data from IXL The above three items (**) are on file as artifacts to show implementation. 1) Staff were introduced and trained on IXL on Aug. 30 2) IXL was implemented as the 3rd- 8th-grade tutoring resource on Sept. 18. 3) IXL as after-school tutoring for DSLA has been ongoing 4) Teachers have implemented and began	Earl Dixon

Date	Note	Author
	using IXL with fidelity 5) Ms. Cutler conducted training on 11/09/23 with the kindergarten DSLA team to model how to enter students' NWEA scores into IXL to build individualized Skill Plans 6) Ms. Cutler conducted a training 11/10/23 with the 2nd-grade DSLA team to model how to enter students' NWEA scores into IXL to build individualized Skill Plans 7) Ms. Cutler conducted an IXL training with the 3rd-8th grade teachers at DSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL 8) Ms. Cutler conducted an IXL training with the K-8th grade teachers at OPSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL	
11/30/2023	The data below compares the M-STEP Spring 2022 and M-STEP Spring 2023 percentages of students attaining proficiency. By the end of the 2023-2024 school year, OPSLA's M-STEP Spring 2024 results should show a two percentage point gain using the M-STEP Spring 2022 results as the baseline. As of December 1, 2023, OPSLA students have five months to prepare for the M-STEP Spring 2024 assessment. A two-point or more increase over the M-STEP baseline for Spring 2022 is likely.	Earl Dixon

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
1. Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Analyze 2023-2024 school year strategies and programs to determine effectiveness,	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
During the PLC meetings, student and program data will be discussed.	Earl Dixon	10/31/2023	06/14/2024	ONTARGET
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Exam Experts will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET

IXL Language Arts Activities

Activity	Owner	Start Date	Due Date	Status
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	11/03/2023	COMPLETE
1. Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness 2. Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING

Michigan Department of Education Early Literacy Coaching Model Activities

Activity	Owner	Start Date	Due Date	Status
Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Analyze the 2023-2024 school year effectiveness of literacy coach position.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Develop the literacy coach job description. 2. Develop the literacy coach schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Hire the literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Analyze 2023-2024 school year FAMS Program to determine effectiveness,	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE

DSLA District Reading and Math Support Activities

Activity	Owner	Start Date	Due Date	Status
Develop the instructional interventionists' job descriptions and schedules.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
1. Post the instructional interventionist positions. 2. Hire the instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Teachers and students begin receiving the services of the instructional	Janell McCarter	11/24/2023	06/12/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
interventionists.				
Instructional interventionists' progress monitoring begins.	Janell McCarter	11/24/2023	06/12/2025	COMPLETE
Analyze the 2023-2024 school year effectiveness of instructional interventionists' positions.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Program Expert costs $2,000 per quarter and $ 8,000 per school year. The two-year cost is $16,000. Excess costs are covered with other funds. Function Code 226: Supervision and Direction of Instructional Staff Purchased Services: $5,087	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Exam Experts-Remarkable Readers Literacy is a 22-week program designed for 60 students, meeting 3 days per week at 6 hours per day. The Exam Experts class	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
operates at all three district schools: DSLA, OPSLA, and RSLA. The per-year cost is $30,000. The two-year cost is $60,000. Function Code 125: Compensatory Education Purchased Services: $60,000				
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: DSLA District Reading and Math Support

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

Date	Note	Author
12/20/2023	A Reading Interventionist and a Math Interventionist were hired in October 2023 to do whole-group reading instruction with sixth, seventh, and eighth graders. Also, the Interventionists will use the daily pull-out method for reading and math intervention for kindergarten through eighth-grade students. Additionally, interventionists will provide daily push-ins for struggling sixth- through eighth-grade struggling readers. What's the evidence?: 1) Job Postings 2) Job Descriptions 3) Class Rosters	Earl Dixon

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

No Data Available

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

Date	Note	Author
12/20/2023	In August 2023, an Intensive Learning Lab was created and placed in the middle school master schedule for whole-group reading and math strategies. The schedule also provides for pull-outs with identified students who are either low-achieving or "bubble" students. What s the evidence?: .. MISTAR Master Schedule .. Class Rosters .. Employment of Reading and Math Interventionists .. Interventionists' Schedule .. Interventionists' Duties & Responsibilities	Earl Dixon

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Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: IXL Language Arts

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

Date	Note	Author
02/27/2024	**PD Schedule ** Sign-in sheets ** Tutor classes & data from IXL The above three items (**) are on file as artifacts to show implementation. 1) Staff were introduced and trained on IXL on Aug. 30 2) IXL was implemented as the 3rd- 8th-grade tutoring resource on Sept. 18. 3) IXL as after-school tutoring for DSLA has been ongoing 4) Teachers have implemented and began using IXL with fidelity 5) Ms. Cutler conducted training on 11/09/23 with the kindergarten DSLA team to model how to enter students' NWEA scores into IXL to build individualized Skill Plans 6) Ms. Cutler conducted a training 11/10/23 with the 2nd-grade DSLA team to model how to enter students' NWEA scores into IXL to build individualized Skill Plans 7) Ms. Cutler conducted an IXL training with the 3rd-8th grade teachers at DSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL 8) Ms. Cutler conducted an IXL training with the K-8th grade teachers at OPSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL	Earl Dixon
12/20/2023	IXL Language Arts timeline: 1) Staff were introduced and trained on IXL Aug. 30 2) IXL was implemented as the 3rd-8th grade tutoring resource on Sept. 18. What's the evidence?:	Earl Dixon

Date	Note	Author
	PD Schedule Sign in sheets Tutor classes & data from IXL	

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

Date	Note	Author
02/27/2024	Several teachers and students are engaged with IXL (see attached chart). Students in all grade levels and schools have been entered into IXL. This is a supplemental program, so teachers are not required to use it. The district fully implements the program, and 45% of teachers use it regularly.	Earl Dixon
12/20/2023	So far, the data for IXL has shown – There is a lot of data shown in IXL ELA .. Skills Mastered: 1,113 .. Skills Proficient: 1,224	Earl Dixon

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

Date	Note	Author
02/27/2024	There are two skillful instructional leaders leading the IXL team, one for ELA and one for math. Building principals/leaders also support the IXL leadership team and its teachers and students who routinely engage in IXL lessons.	Earl Dixon
12/20/2023	IXL was made available to all staff and students on 10.11.23. Evidence: Staff email Teachers are given on-going training on IXL as requested throughout the year. The next scheduled district-wide IXL training is Nov. 7, 2023. The academic team also sends out training videos to help navigate IXL.	Earl Dixon

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Monitoring Notes: Michigan Department of Education Early Literacy Coaching Model

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Grades 3-8 Assessments: OPSLA ELA Spring 23 Proficiency	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve M-STEP Math Proficiency

Status: ACTIVE

Statement: By June 30, 2025, third through seventh-grade students will increase their M-STEP Spring 2025 mathematics proficiency (Proficient or Advanced Performance Levels) rate by three percentage points.

Created Date: 06/24/2023 *Target Completion Date:* 06/30/2025

Data Set Name: M-STEP Spring 2022 & 2023 Math Percent Proficient

Name	Data Source
Grades 3-8 Assessments: OPSLA Math Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: RSLA Math Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: DSLA Math Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: District Math Spring 23 Proficiency	MI School Data
s	MiSchoolData
OPSLA Grades 3-7 Proficiency: Math Spring 2022 & 2023 Compared	MI School Data

Data Story Name: (23-24) Improve M-STEP Spring Math Grades 3-7 Proficiency (Proficient or Advanced Performance Levels)

Initial Data Analysis: The Resource Allocation Review
During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on districtwide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address inequities and provide support, other grants were leveraged.

The Detroit Service Learning Academy (DSLA) District

As calculated on Friday, October 6, 2023, the district has 1,457 students. There are three K-8 schools in the district: Detroit Service Learning Academy (DSLA), Oak Park Service Learning Academy (OPSLA), and Redford Service Learning Academy (RSLA). Demographically, the district serves 1454 (99.8%) students who are Black/African

American; 1,435 (98.5%) students are economically disadvantaged; 79 (5.4%) students have IEPs; 724 (49.7%) students are female and 733 (50.3%) are male. Males represent 67.1% of the district's students with IEPs –more than double the percentage of females (32.9%). DSLA's area of inquiry is academic, focusing on reading and math improvement. The district also focuses on student attendance, a nonacademic inquiry, to improve student attendance and achievement.

The district's data team collected data from various achievement and attendance sources (MI School Data, NWEA MAP Data System, and MISTAR-Q) to understand the district's current reading, math, and attendance successes and challenges. The data team will analyze students' M-STEP, PSAT, and NWEA MAP proficiency. The data team will also analyze students' attendance history to assess their absenteeism rate.

. The DSLA District's analyzed data shows that all district schools (DSLA, OPSLA, and RSLA) have M-STEP reading and math proficiency challenges.

. M-STEP Spring 2022 to M-STEP Spring 2023: Increase in DSLA's math proficiency in grades four, five, six, and seven.

. M-STEP Spring 2022: One DSLA third-grade and one fifth-grade student attained math proficiency.

. M-STEP Spring 2022: No OPSLA student attained math proficiency.

. M-STEP Spring 2022: No RSLA student attained math proficiency.

. M-STEP Spring 2023: Only two DSLA fifth-grade students attained math proficiency.

. M-STEP Spring 2023: Only one OPSLA fifth-grade student attained math proficiency.

. M-STEP Spring 2023: No RSLA student attained math proficiency.

Initial Initiative Inventory and Analysis: Each year, the district's instructional coaches collect formative and summative district data. Data charts, graphs, and tables are created and shared with the administrative and instructional staff during our data and PLC meetings. Lesson plans are revised, as needed, to align with our formative and summative data results. Our primary intervention programs were CAPIT Reading and IXL Language Arts and Math. Our students missed being taught in an in-person school environment for approximately eighty-one percent (81%) of the school days from March 2020 through June 2021. Thus, evaluating the success of our programs and instructional strategies has been impacted by the COVID-19 pandemic, which caused the transition from in-person learning to distance learning.

The Mathnasium program was instituted during the 2022-2023 school year to address math achievement. Mathnasium helps K-12 students learn math in a way that is fun, builds confidence, and makes sense to them. The benefits of the Mathnasium program will be

evaluated during the 2023-2024 school year after more data is generated.

Beginning with the 2023-2024 school year, we're adding a K-3 Early Literacy Coach and two K-3 Instructional Interventionists - one for reading and one for math. The literacy coach will work with groups of students to model instructional and intervention strategies. The literacy coach will conference with teachers to develop collaboration and specific improvement goals. The literacy coach will also provide professional development opportunities for teachers. The literacy coach will also co-plan instruction and share professional learning with K-3 teachers. The work of the Tier I coach will equip K-3 teachers with the Tier I strategies for all students. The instructional Interventionists will provide reading and math support via an additional class for students needing help.

We aim to ensure that our Multi-Tiered System of Support (MTSS) system is delivered with fidelity. Conjoining our past strategies with our improved methods, new universal instructional delivery, and Family Attendance Monitoring and Support (FAMS) Program, student achievement will trend upwards.

Gap Analysis: The district's student achievement was affected by the limited number of in-person instructional days due to the COVID-19 pandemic. Student engagement was minimized because students were not in school receiving their face-to-face daily motivation from their teachers. Students became 'at home' learners, causing a disconnect with their teachers. Students' inability to be online daily was caused by inconsistent internet connection and the use of a computing device. Teachers could not accurately check their students' understanding of the standards being taught in a distance learning model.

A review of the post-pandemic data shows that M-STEP ELA and math scores haven't recovered.
. The district experienced M-STEP ELA growth between Spring 2022 and Spring 2023 M-STEP assessments.

District Data Story Summary: A review of the M-STEP Spring 2022 and Spring 2023 results discovered that all district students are underperforming on the reading and mathematics assessments. There's no gender gap in the M-STEP Spring 2023 reading or math assessments. However, districtwide, eighth-grade females outperform males on the PSAT Spring 2023 reading and math assessments.

Analysis:

Root Cause

Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.
- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.
- Why: Families haven't received the appropriate attendance awareness training and support.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/6): MTSS Framework (General)

Owner: Felicia Cook

Start Date: 06/26/2023 *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: $44,560.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will	Felicia Cook	09/19/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
be referenced throughout the 2023-2024 school year and beyond.				
Activity Buildings: All Buildings in Implementation Plan				
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school year strategies and programs to determine effectiveness,	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
During the PLC meetings, student and program data will be discussed.	Felicia Cook	10/31/2023	06/14/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Mathnasium will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/6): IXL Math

Owner: Charlene Cutler

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: IXL is an interactive, online, math app which facilitates K-8 practice and reinforcement of skills learned in the classroom. IXL Math allows students to gain fluency and confidence in math! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. IXL's language arts, social studies, science, and math applications are used by six million students worldwide. IXL's website advertises a license per classroom, per year, for up to 25 students. The fee is negotiable for large quantities. License fees include a one-hour training webinar for teachers and year-long support from an account manager and a technical support partner.

IXL offers between 76 and 359 math skills per grade from pre-K through Grade 8, in addition to skills for algebra, geometry, and calculus. Each skill is tied to a Common Core State Standard. Easily accessible data dashboards allow teachers to monitor each student's time spent and performance on specific skills. The dashboards identify students who are struggling with a particular skill making it easy for the teacher to target students for individualized instruction during class time. IXL automatically sends weekly emails informing each teacher how much time individual students have worked on IXL, at what grade level the students are practicing each skill, and how much time the class has collectively spent using the tool.

Buildings: All Active Buildings

Total Budget: $29,400.00

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

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness. 2. Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Michigan Department of Education Early Literacy Coaching Model

Owner: Felicia Cook

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and
supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Total Budget: $112,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations

Audience
- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	11/24/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy coach progress monitoring begins.	Felicia Cook	11/24/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze the 2023-2024	Felicia Cook	06/14/2024	07/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
school year effectiveness of literacy coach position.				
Activity Buildings: All Buildings in Implementation Plan				
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire the literacy coach.	Felicia Cook	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Consistent monitoring of DSLA's, OPSLA's and RSLA's	DeAngelo Alexander	09/18/2023	11/15/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.				
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 FAMS Program to determine effectiveness,	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/6): DSLA District Reading and Math Support

Owner: Janell McCarter

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established a reading and math support program for the 2023-2024 school year for grades 3-5 students identified as Tier 2 and Tier 3 identified students. The MTSS data team will analyze the NWEA MAP Spring 2023 and Fall 2023 and M-STEP Spring 2023 results to identify the Tier 2 and Tier 3 students. Two instructional interventionists (one for reading and one for math) will provide the intervention through an additional reading and math class. The reading and math support addresses deficiencies due to learning loss.

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $89,355.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional interventionists' progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 Interventionist Program to determine effectiveness.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Post the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Develop the instructional interventionist job description and schedule.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Students assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Tutoring

Owner: Ebony Walker

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: All Active Buildings

Total Budget: $250,950.00

- General Fund (Other)
- At Risk (31-A) (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
Mathnasium will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Fresh Nation-Broadcast &	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000				
Activity Buildings: All Buildings in Implementation Plan				
Mathnasium @ Home Math is an enrichment tutoring program for 36 students for 12 weeks for 2 days per week at all three district schools: DSLA, OPSLA, and RSLA. The cost is $31,000 per year. The two-year cost is $62,000. Function Code 125: Compensatory Education Purchased Services: $62,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
iTeach Chess after-school class for math enrichment for 15 students for 8 weeks. 4 sessions for 2 hours for each session at the DSLA location. Amount: $11,000 per year for a two-year total of $22,000. The class runs from November through April. Function Code 112: Middle/Junior High Program Purchased	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Services: $22,000				
Activity Buildings: • Detroit Service Learning Academy Campus				
iTeach Chess- Chess Team for math enrichment for 15 students. The program duration is September through June for each program year. 2 sessions per week at the RSLA location. The budget is $18,450 for year 1 (October-June) and $20,050 for year 2 (September- June). The total two-year cost is $38,950. Function Code 112: Middle/Junior High Program Purchased Services: $38,950	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: • Redford Service Learning Academy Campus				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2% for Grades 3-8 Assessments: OPSLA Math Spring 23 Proficiency		06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
02/26/2024	Oak Pak Service Learning Academy's (OPSLA) PSAT Spring 2023 scores were never posted on the Office of Educational Assessment and Accountability (OEAA)/Bureau of Assessment and Accountability(BAA) or MI School Data platforms. OPSLA and Detroit Service Learning Academy District administrators called and emailed the College Board to inquire about the whereabouts of OPSLA's PSAT Spring 2023 results. After the College Board inquiry failed to bring about satisfactory results, Wayne RESA was contacted to assist with retrieving the PSAT scores. A Wayne RESA support services representative contacted the Michigan Department of Education (MDE) to assist with retrieving OPSLA's PSAT Spring 2023 results. MDE's investigation brought closure to our PSAT investigation. MDE's Tested Roster deadline of June 5, 2023, wasn't met. Thus, no PSAT Spring 2023 scores will be accepted even if the College Board locates the missing documents and provides the results. OPSLA didn't administer the PSAT Spring 2022 because no eighth students were enrolled during the 2021-2022 school year. The baseline plan was to use the PSAT Spring 2023 results. We have two options with no 2022 or 2023 PSAT results. Option one is to use OPSLA's PSAT Spring 2024 results as the baseline and add two points to the result to create our June 30, 2025, goal. Option two is to use the district's PSAT Spring 2022 average as OPSLA's PSAT Spring 2023 baseline. Selecting an OPSLA PSAT baseline will be discussed and finalized at a future Partnership Agreement meeting. The discussed and agreed upon PSAT baseline will be updated within MICIP.	Earl Dixon
11/30/2023	The data below compares the M-STEP Spring	Earl Dixon

Date	Note	Author
	2022 and M-STEP Spring 2023 percentages of students attaining proficiency. By the end of the 2023-2024 school year, OPSLA's M-STEP Spring 2024 results should show a two percentage point gain using the M-STEP Spring 2022 results as the baseline. As of December 1, 2023, OPSLA students have five months to prepare for the M-STEP Spring 2024 assessment. A two-point or more increase over the M-STEP baseline for Spring 2022 is likely.	

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Analyze 2023-2024 school year strategies and programs to determine	Felicia Cook	06/14/2024	07/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
effectiveness,				
During the PLC meetings, student and program data will be discussed.	Felicia Cook	10/31/2023	06/14/2024	ONTARGET
Mathnasium will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET

IXL Math Activities

Activity	Owner	Start Date	Due Date	Status
1. Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness. 2. Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING

Michigan Department of Education Early Literacy Coaching Model Activities

Activity	Owner	Start Date	Due Date	Status
Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	11/24/2023	06/30/2025	ONTARGET
Literacy coach progress monitoring begins.	Felicia Cook	11/24/2023	06/30/2025	ONTARGET
Analyze the 2023-2024 school year effectiveness of	Felicia Cook	06/14/2024	07/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
literacy coach position.				
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Hire the literacy coach.	Felicia Cook	11/24/2023	12/15/2023	COMPLETE

Mathnasium Activities

Activity	Owner	Start Date	Due Date	Status
1. Analyze Mathnasium 2022-2023 school year data to determine the program's effectiveness. 2. Provide Mathnasium PD sessions for returning and new Mathnasium teachers during the summer PD 2023 sessions.	Chris Beam	09/29/2023	11/03/2023	OVERDUE
Perform the Mathnasium student enrollment process for teachers.	Chris Beam	09/14/2023	11/03/2023	OVERDUE
Monitor student and teacher Mathnasium participation.	Chris Beam	11/07/2023	06/30/2025	ONTARGET
Analyze Mathnasium's 2023-2024 school year effectiveness.	Chris Beam	06/14/2024	07/31/2024	UPCOMING

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
December 2023.				
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	11/15/2023	COMPLETE
Analyze 2023-2024 FAMS Program to determine effectiveness,	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	ONTARGET

DSLA District Reading and Math Support Activities

Activity	Owner	Start Date	Due Date	Status
Instructional interventionists' progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Analyze 2023-2024 Interventionist Program to determine effectiveness.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING
Post the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Develop the instructional interventionist job description and schedule.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Students assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Students begin receiving instructional interventionist	Janell McCarter	11/24/2023	06/30/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
support.				
Hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Mathnasium will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Mathnasium @ Home Math is an enrichment tutoring program for 36 students for 12 weeks for 2 days per week at all three district	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
schools: DSLA, OPSLA, and RSLA. The cost is $31,000 per year. The two-year cost is $62,000. Function Code 125: Compensatory Education Purchased Services: $62,000				
iTeach Chess after-school class for math enrichment for 15 students for 8 weeks. 4 sessions for 2 hours for each session at the DSLA location. Amount: $11,000 per year for a two-year total of $22,000. The class runs from November through April. Function Code 112: Middle/Junior High Program Purchased Services: $22,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
iTeach Chess- Chess Team for math enrichment for 15 students. The program duration is September through June for each program year. 2 sessions per week at the RSLA location. The budget is $18,450 for year 1 (October-June) and $20,050 for year 2 (September- June). The total two-year cost is $38,950. Function Code 112: Middle/Junior High Program Purchased Services: $38,950	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: DSLA District Reading and Math Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: IXL Math

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Mathnasium

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Michigan Department of Education Early Literacy Coaching Model

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for Grades 3-8 Assessments: OPSLA Math Spring 23 Proficiency	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve PSAT EBRW Proficiency

Status: ACTIVE

Statement: By June 30, 2025, eighth- grade students will increase their mean PSAT Spring 2025 Evidence-Based Reading and Writing (EBRW) proficiency (Proficient or Advanced Performance Levels) rate by three percentage points.

Created Date: 06/25/2023 *Target Completion Date:* 06/30/2025

Data Set Name: PSAT Spring 2022: Grade 8 EBRW Proficiency

Name	Data Source
Grades 3-8 Assessments: DSLA PSAT EBRW Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: District PSAT EBRW Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: RSLA PSAT EBRW Spring 23 Proficiency	MI School Data

Data Story Name: (23-24) Improve PSAT Grade 8 EBRW Proficiency.

Initial Data Analysis: The Resource Allocation Review
During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on districtwide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address inequities and provide support, other grants were leveraged.

The Detroit Service Learning Academy (DSLA) District

As calculated on Friday, October 6, 2023, the district has 1,457 students. There are three K-8 schools in the district: Detroit Service Learning Academy (DSLA), Oak Park Service Learning Academy (OPSLA), and Redford Service Learning Academy (RSLA). Demographically, the district serves 1454 (99.8%) students who are Black/African American; 1,435 (98.5%) students are economically disadvantaged; 79 (5.4%) students have IEPs; 724 (49.7%) students are female and 733 (50.3%) are male. Males represent 67.1% of the district's students with IEPs –more than double the percentage of females (32.9%). DSLA's area of inquiry is academic, focusing on reading and math improvement. The district also focuses on student attendance, a nonacademic inquiry, to improve student attendance and achievement.

The district's data team collected data from various achievement and attendance sources

(MI School Data, NWEA MAP Data System, and MISTAR-Q) to understand the district's current reading, math, and attendance successes and challenges. The data team will analyze students' M-STEP, PSAT, and NWEA MAP proficiency. The data team will also analyze students' attendance history to assess their absenteeism rate.

Initial Initiative Inventory and Analysis: Each year, the district's instructional coaches collect formative and summative district data. Data charts, graphs, and tables are created and shared with the administrative and instructional staff during our data and PLC meetings. Lesson plans are revised, as needed, to align with our formative and summative data results. Our primary 2019-2020 to 2021-2022 school year intervention programs were CAPIT Reading and IXL Math & Reading. Our students missed being taught in an in-person school environment for approximately eighty-one percent (81%) of the school days from March 2020 through June 2021. Thus, evaluating the success of our programs and instructional strategies has been impacted by the COVID-19 pandemic, which caused the transition from in-person learning to distance learning.

The Mathnasium program was instituted during the 2022-2023 school year to address math achievement. Mathnasium helps K-12 students learn math in a way that is fun, builds confidence, and makes sense to them. The benefits of the Mathnasium program will be evaluated during the 2023-2024 school year after more data is generated.

Beginning with the 2023-2024 school year, we're adding a K-3 Early Literacy Coach and two K-3 Instructional Interventionists - one for reading and one for math. The literacy coach will work with groups of students to model instructional and intervention strategies. The literacy coach will conference with teachers to develop collaboration and specific improvement goals. The literacy coach will also provide professional development opportunities for teachers. The literacy coach will also co-plan instruction and share professional learning with K-3 teachers. The work of the Tier I coach will equip K-3 teachers with the Tier I strategies for all students. The instructional Interventionists will provide reading and math support via an additional class for students needing help.

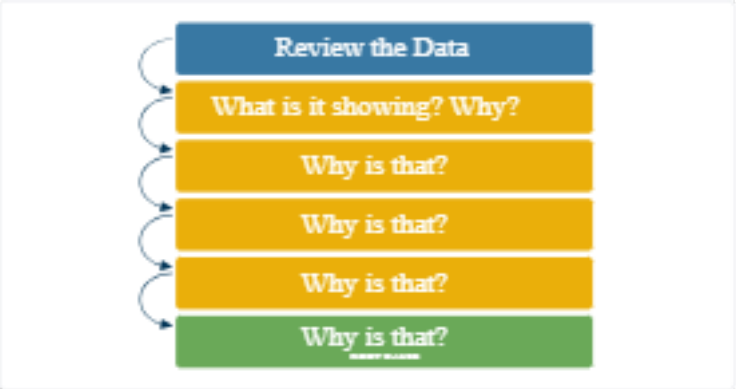
We aim to ensure that our Multi-Tiered System of Support (MTSS) system is delivered with fidelity. Conjoining our past strategies with our improved methods, new universal instructional delivery, and Family Attendance Monitoring and Support (FAMS) Program, student achievement will trend upwards.

Gap Analysis: On the Michigan Data School website, no PSAT Spring 2023 EBRW and math scores were available for OPSLA. Compared to their PSAT Spring 2022 EBRW score and their PSAT Spring 2023 EBRW score, DSLA eighth-grade students gained five and four-tenths (5.4) points. Based on RSLA's PSAT Spring 2022 EBRW score and PSAT Spring 2023 EBRW score, their eighth-grade students lost nine and seven-tenths (9.7) points.

District Data Story Summary: OPSLA doesn't have a PSAT data story. OPSLA's 2023-2024 school year eighth-grade students are scheduled to take the PSAT Spring 2024 assessment. Post-pandemically, DSLA has a two-year PSAT EBRW growth cycle. RSLA experienced a one-year gain followed by a one-year EBRW reduction cycle.

Analysis:

Root Cause



Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.
- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.

- Why: Families haven't received the appropriate attendance awareness training and support.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/6): MTSS Framework (General)

Owner: Felicia Cook

Start Date: 06/26/2023 *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: $44,560.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will	Felicia Cook	09/19/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
be referenced throughout the 2023-2024 school year and beyond.				
Activity Buildings: All Buildings in Implementation Plan				
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/20/2023	11/10/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school year strategies and programs to determine effectiveness.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
During the PLC meetings, student and program data will be discussed.	Felicia Cook	10/31/2023	06/14/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/6): IXL Language Arts

Owner: Charlene Cutler

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: IXL is an interactive, online, math app which facilitates K-8 practice and reinforcement of skills learned in the classroom. From phonics and reading comprehension to writing strategies and more, IXL Language Arts helps learners develop the communication skills needed for success in school, college, and career. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. Additionally, IXL's language arts, social studies, science, and math applications are used by six million students worldwide. IXL's website advertises a license per classroom, per year, for up to 25 students. The fee is negotiable for large quantities. License fees include a one-hour training webinar for teachers and year-long support from an account manager and a technical support partner.

Each IXL skill is tied to a Common Core State Standard. Easily accessible data dashboards allow teachers to monitor each student's time spent and performance on specific skills. Through expertly crafted content, IXL supports students on a journey to become proven wordsmiths. IXL's questions are infused with playful language and fun visuals that bring the world of words to life. The dashboards identify students who are struggling with a particular skill making it easy for the teacher to target students for individualized instruction during class time. IXL automatically sends weekly emails informing each teacher how much time individual students have worked on IXL, at what grade level the students are practicing each skill, and how much time the class has collectively spent using the tool.

Buildings: All Active Buildings

Total Budget: $29,400.00

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

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Perform the IXL student enrollment process for	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
teachers.				
Activity Buildings: All Buildings in Implementation Plan				
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Michigan Department of Education Early Literacy Coaching Model

Owner: Felicia Cook

Start Date: 07/01/2023 *Due Date:* 06/30/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and
supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Total Budget: $112,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Literacy coach progress monitoring begins.	Felicia Cook	10/24/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze the 2023-2024 school year effectiveness of literacy coach position.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Hire the Literacy Coach.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 07/04/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
attendance data to determine the families to enroll in the FAMS Program.				
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions scheduled during October and November 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(5/6): DSLA District Reading and Math Support

Owner: Janell McCarter

Start Date: 07/05/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established a reading and math support program for the 2023-2024 school year for grades 3-5 students identified as Tier 2 and Tier 3 identified students. The MTSS data team will analyze the NWEA MAP Spring 2023 and Fall 2023 and M-STEP Spring 2023 results to identify the Tier 2 and Tier 3 students. Two instructional interventionists (one for reading and one for math) will provide the intervention through an additional reading and math class. The reading and math support addresses deficiencies due to learning loss.

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $89,355.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Posts the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Develop the instructional interventionist job description and schedule.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire two instructional interventionists.	Janell McCarter	11/14/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 Interventionist Program to determine effectiveness.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Tutoring

Owner: Ebony Walker

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: All Active Buildings

Total Budget: $204,000.00

- General Fund (Other)
- At Risk (31-A) (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
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Fresh Nation-Broadcast &	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000				
Activity Buildings: All Buildings in Implementation Plan				
Program Expert costs $2,000 per quarter and $ 8,000 per school year. The two-year cost is $16,000. Excess costs are covered with other funds. Function Code 226: Supervision and Direction of Instructional Staff Purchased Services: $5,087	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts-Remarkable Readers Literacy is a 22-week program designed for 60 students, meeting 3 days per week at 6 hours per day. The Exam Experts class operates at all three district schools: DSLA, OPSLA, and RSLA. The per-year cost is $30,000. The two-year cost is $60,000. Function Code 125: Compensatory Education Purchased Services: $60,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

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

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes

Date	Note	Author
02/27/2024	The data compares the M-STEP Spring 2022 and M-STEP Spring 2023 percentages of students attaining proficiency. By the end of the 2023-2024 school year, OPSLA's M-STEP Spring 2024 results should show a two percentage point gain using the M-STEP Spring 2022 results as the baseline.	Earl Dixon
02/27/2024	OPSLA's interim goal is to attain a minimum of a two-point increase in ELA and math on their M-STEP Spring 2024 and NWEA MAP Spring 2024 assessments. The M-STEP Spring 2022 and NWEA MAP Spring 2022 results are the baseline scores. The NWEA MAP Winter 2024 Reading and Math results show that OPSLA is projected to attain their M-STEP and NWEA MAP Spring 2024 two-point goals. OPSLA's projected ELA M-STEP ELA gain is 5.7, and their projected M-STEP math gain is 2.4. NWEA MAP's Winter 2024 results show an 18.7-point NWEA MAP Reading gain compared to the 2022 baseline. The NWEA MAP 2024 results show a 20.5-point NWEA MAP Math gain compared to the 2022 baseline.	Earl Dixon
02/27/2024	OPSLA's interim goal is to attain a minimum of a two-point increase in ELA and math on their M-STEP Spring 2024 and NWEA MAP Spring 2024 assessments. The M-STEP Spring 2022 and NWEA MAP Spring 2022 results are the baseline scores. The NWEA MAP Winter 2024 Reading and Math results show that OPSLA is projected to attain their M-STEP and NWEA MAP Spring 2024 two-point goals.	Earl Dixon

Date	Note	Author
	OPSLA's projected ELA M-STEP ELA gain is 5.7, and their projected M-STEP math gain is 2.4. NWEA MAP's Winter 2024 results show an 18.7-point NWEA MAP Reading gain compared to the 2022 baseline. The NWEA MAP 2024 results show a 20.5-point NWEA MAP Math gain compared to the 2022 baseline.	

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/20/2023	11/10/2023	COMPLETE
Analyze 2023-2024 school year strategies and programs to determine effectiveness.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
During the PLC meetings, student and program data	Felicia Cook	10/31/2023	06/14/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
will be discussed.				
Exam Experts will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE

IXL Language Arts Activities

Activity	Owner	Start Date	Due Date	Status
Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE

Michigan Department of Education Early Literacy Coaching Model Activities

Activity	Owner	Start Date	Due Date	Status
Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	11/03/2023	COMPLETE
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Literacy coach progress monitoring begins.	Felicia Cook	10/24/2023	06/30/2025	ONTARGET
Analyze the 2023-2024	Felicia Cook	06/14/2024	07/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
school year effectiveness of literacy coach position.				
Hire the Literacy Coach.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Identify FAMS Program families and provide PD sessions scheduled during October and November 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE

DSLA District Reading and Math Support Activities

Activity	Owner	Start Date	Due Date	Status
Posts the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE
Develop the instructional interventionist job description and schedule.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Hire two instructional interventionists.	Janell McCarter	11/14/2023	12/15/2023	COMPLETE
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	ONTARGET
Analyze 2023-2024 Interventionist Program to determine effectiveness.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Fresh Nation-Broadcast & Academic Improvement	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000				
Program Expert costs $2,000 per quarter and $ 8,000 per school year. The two-year cost is $16,000. Excess costs are covered with other funds. Function Code 226: Supervision and Direction of Instructional Staff Purchased Services: $5,087	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Exam Experts-Remarkable Readers Literacy is a 22-week program designed for 60 students, meeting 3 days per week at 6 hours per day. The Exam Experts class operates at all three district schools: DSLA, OPSLA, and RSLA. The per-year cost is $30,000. The two-year cost is $60,000. Function Code 125: Compensatory Education Purchased Services: $60,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: DSLA District Reading and Math Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: IXL Language Arts

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

Date	Note	Author
02/27/2024	IXL Language Arts timeline: 1) Staff were introduced and trained on IXL on Aug. 30 2) IXL was implemented as the 3rd- 8th-grade tutoring resource on Sept. 18. What's the evidence?: PD Schedule Sign in sheets Tutor classes & data from IXL	Earl Dixon
02/27/2024	Implementation **PD Schedule ** Sign-in sheets ** Tutor classes & data from IXL The above three items (**) are on file as artifacts to show implementation. 1) Staff were introduced and trained on IXL on Aug. 30 2) IXL was implemented as the 3rd- 8th-grade tutoring resource on Sept. 18. 3) IXL as after-school tutoring for DSLA has been ongoing 4) Teachers have implemented and began using IXL with fidelity 5) Ms. Cutler conducted training on 11/09/23 with the kindergarten DSLA team to model how to enter students' NWEA scores into IXL to build individualized Skill Plans 6) Ms. Cutler conducted a training 11/10/23 with the 2nd-grade DSLA team to model how to enter students' NWEA scores into IXL to build individualized Skill Plans 7) Ms. Cutler conducted an IXL training with the 3rd-8th grade teachers at DSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL 8) Ms. Cutler conducted an IXL training with the K-8th grade teachers at OPSLA to look at the data from IXL and model how to be actively engaged in assisting students as they	Earl Dixon

Date	Note	Author
	work in IXL	

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

Date	Note	Author
02/27/2024	So far, the data for IXL has shown – There is a lot of data shown in IXL ELA .. Skills Mastered: 1,113 .. Skills Proficient: 1,224	Earl Dixon
02/27/2024	Several teachers and students are engaged with IXL (see attached chart). Students in all grade levels and schools have been entered into IXL. This is a supplemental program, so teachers are not required to use it. The district fully implements the program, and 45% of teachers use it regularly.	Earl Dixon

Evidence Data Set for 'Several teacher...'

Date	Data Name	Provider
02/27/2024	MICIP Update Cutler Jan_24_24	MICIP Update Cutler Jan_24_24.pdf

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

Date	Note	Author
02/27/2024	IXL was made available to all staff and students on 10.11.23. Evidence: Staff email Teachers are given ongoing training on IXL throughout the year as requested. The next scheduled district-wide IXL training is on Nov. 7, 2023. The academic team also sends out training videos to help navigate IXL.	Earl Dixon
02/27/2024	There are two skillful instructional leaders leading the IXL team, one for ELA and one for math. Building principals/leaders also support the IXL leadership team and its teachers and students who routinely engage in IXL lessons.	Earl Dixon

Monitoring Notes: Michigan Department of Education Early Literacy Coaching Model

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures:

No Data Available

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve PSAT Math Proficiency

Status: ACTIVE

Statement: By June 30, 2025, OPSLA's eighth-grade students will increase their mean PSAT Spring 2025 mathematics proficiency (Proficient or Advanced Performance Levels) rate by three percentage points.

Created Date: 06/25/2023 *Target Completion Date:* 06/29/2025

Data Set Name: PSAT Spring 2022 Grade 8: Math Proficiency.

Name	Data Source
Grades 3-8 Assessments: DSLA PSAT Math Spring 2023 Proficiency	MI School Data
Grades 3-8 Assessments: District PSAT Math Spring 23 Proficiency	MI School Data
Grades 3-8 Assessments: RSLA PSAT Math Spring 23 Proficiency	MI School Data

Data Story Name: (23-24) Improve PSAT Grade 8 Math Proficiency.

Initial Data Analysis: The Resource Allocation Review
During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on district-wide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT, and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address the inequities and provide support, other grants were leveraged.

The Detroit Service Learning Academy (DSLA) District

As calculated on Friday, October 6, 2023, the district has 1,457 students. There are three K-8 schools in the district: Detroit Service Learning Academy (DSLA), Oak Park Service Learning Academy (OPSLA), and Redford Service Learning Academy (RSLA). Demographically, the district serves 1454 (99.8%) students who are Black/African American; 1,435 (98.5%) students are economically disadvantaged; 79 (5.4%) students have IEPs; 724 (49.7%) students are female and 733 (50.3%) are male. Males represent 67.1% of the district's students with IEPs –more than double the percentage of females (32.9%). DSLA's area of inquiry is academic, focusing on reading and math improvement. The district also focuses on student attendance, a nonacademic inquiry, to improve student attendance and achievement.

The district's data team collected data from various achievement and attendance sources

(MI School Data, NWEA MAP Data System, and MISTAR-Q) to understand the district's current reading, math, and attendance successes and challenges. The data team will analyze students' M-STEP, PSAT, and NWEA MAP proficiency. The data team will also analyze students' attendance history to assess their absenteeism rate.

Initial Initiative Inventory and Analysis: Each year, the district's instructional coaches collect formative and summative district data. Data charts, graphs, and tables are created and shared with the administrative and instructional staff during our data and PLC meetings. Lesson plans are revised, as needed, to align with our formative and summative data results. Our primary 2019-2020 to 2021-2022 school year intervention programs were CAPIT Reading and IXL Math & Reading. Our students missed being taught in an in-person school environment for approximately eighty-one percent (81%) of the school days from March 2020 through June 2021. Thus, evaluating the success of our programs and instructional strategies has been impacted by the COVID-19 pandemic, which caused the transition from in-person learning to distance learning.

The Mathnasium program was instituted during the 2022-2023 school year to address math achievement. Mathnasium helps K-12 students learn math in a way that is fun, builds confidence, and makes sense to them. The benefits of the Mathnasium program will be evaluated during the 2023-2024 school year after more data is generated.

Beginning with the 2023-2024 school year, we're adding a K-3 Early Literacy Coach and two K-3 Instructional Interventionists - one for reading and one for math. The literacy coach will work with groups of students to model instructional and intervention strategies. The literacy coach will conference with teachers to develop collaboration and specific improvement goals. The literacy coach will also provide professional development opportunities for teachers. The literacy coach will also co-plan instruction and share professional learning with K-3 teachers. The work of the Tier I coach will equip K-3 teachers with the Tier I strategies for all students. The instructional Interventionists will provide reading and math support via an additional class for students needing help.

We aim to ensure that our Multi-Tiered System of Support (MTSS) system is delivered with fidelity. Conjoining our past strategies with our improved methods, new universal instructional delivery, and Family Attendance Monitoring and Support (FAMS) Program, student achievement will trend upwards.

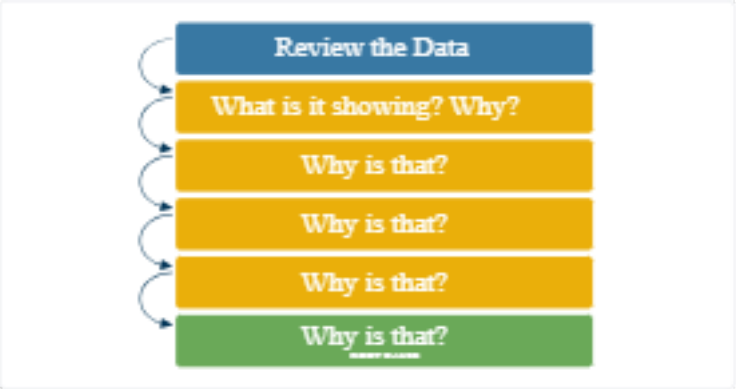
Gap Analysis: On the Michigan Data School website, no PSAT Spring 2023 EBRW and math scores were available for OPSLA. Compared to their PSAT Spring 2022 EBRW score and PSAT Spring 2023 math score, DSLA eighth-grade students lost five and one-tenth (5.1) points. Based on RSLA's PSAT Spring 2022 math score and PSAT Spring 2023 math score, their eighth-grade students lost five and nine-tenths (5.9) points.

District Data Story Summary: OPSLA doesn't have a PSAT data story. OPSLA's 2023-2024 school year eighth-grade students are scheduled to take the PSAT Spring 2024 assessment. Post-pandemically, DSLA and RSLA increased its PSAT math scores between the PSAT Spring 2019 and Spring 2022 cycles. However, DSLA and RSLA experienced a

math proficiency loss between the Spring 2022 and Spring 2023 testing cycles.

Analysis:

Root Cause



Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.
- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.
- Why: Families haven't received the appropriate attendance awareness training and support.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/6): MTSS Framework (General)

Owner: Felicia Cook

Start Date: 07/06/2023 *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: $44,560.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will	Felicia Cook	09/19/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
be referenced throughout the 2023-2024 school year and beyond.				
Activity Buildings: All Buildings in Implementation Plan				
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/20/2023	11/10/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school year strategies and programs to determine effectiveness.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
During the PLC meetings, student and program data will be discussed.	Felicia Cook	10/31/2023	06/14/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Mathnasium will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/6): IXL Math

Owner: Charlene Cutler

Start Date: 07/06/2023 *Due Date:* 06/30/2025

Summary: IXL is an interactive, online, math app which facilitates K-8 practice and reinforcement of skills learned in the classroom. IXL Math allows students to gain fluency and confidence in math! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. IXL's language arts, social studies, science, and math applications are used by six million students worldwide. IXL's website advertises a license per classroom, per year, for up to 25 students. The fee is negotiable for large quantities. License fees include a one-hour training webinar for teachers and year-long support from an account manager and a technical support partner.

IXL offers between 76 and 359 math skills per grade from pre-K through Grade 8, in addition to skills for algebra, geometry, and calculus. Each skill is tied to a Common Core State Standard. Easily accessible data dashboards allow teachers to monitor each student's time spent and performance on specific skills. The dashboards identify students who are struggling with a particular skill making it easy for the teacher to target students for individualized instruction during class time. IXL automatically sends weekly emails informing each teacher how much time individual students have worked on IXL, at what grade level the students are practicing each skill, and how much time the class has collectively spent using the tool.

Buildings: All Active Buildings

Total Budget: $29,400.00

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

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Monitor student and teacher IXL use.	Charlene Cutler	11/08/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 07/06/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze OPSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/24/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Michigan Department of Education Early Literacy Coaching Model

Owner: Felicia Cook

Start Date: 07/06/2023 *Due Date:* 06/30/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and
supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Total Budget: $112,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire the literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze the 2023-2024 school year effectiveness of literacy coach position.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Post the Literacy Coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(5/6): DSLA District Reading and Math Support

Owner: Janell McCarter

Start Date: 07/06/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established a reading and math support program for the 2023-2024 school year for grades 3-5 students identified as Tier 2 and Tier 3 identified students. The MTSS data team will analyze the NWEA MAP Spring 2023 and Fall 2023 and M-STEP Spring 2023 results to identify the Tier 2 and Tier 3 students. Two instructional interventionists (one for reading and one for math) will provide the intervention through an additional reading and math class. The reading and math support addresses deficiencies due to learning loss.

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $89,355.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 Interventionist Program to determine effectiveness.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Post the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Develop the instructional interventionists' job descriptions and schedules.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Tutoring

Owner: Ebony Walker

Start Date: 10/26/2023 *Due Date:* 06/29/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Total Budget: $250,950.00

- General Fund (Other)
- At Risk (31-A) (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
Mathnasium will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/29/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Fresh Nation-Broadcast &	Ebony Walker	10/26/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000				
Activity Buildings: All Buildings in Implementation Plan				
iTeach Chess after-school class for math enrichment for 15 students for 8 weeks. 4 sessions for 2 hours for each session at the DSLA location. Amount: $11,000 per year for a two-year total of $22,000. The class runs from November through April. Function Code 112: Middle/Junior High Program Purchased Services: $22,000	Ebony Walker	10/26/2023	06/29/2025	ONTARGET
Activity Buildings: • Detroit Service Learning Academy Campus				
iTeach Chess- Chess Team for math enrichment for 15 students. The program duration is September through June for each program year. 2 sessions per week at the RSLA location. The budget is $18,450 for year 1 (October-June) and $20,050 for year	Ebony Walker	10/26/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
2 (September- June). The total two-year cost is $38,950. Function Code 112: Middle/Junior High Program Purchased Services: $38,950				
Activity Buildings: • Redford Service Learning Academy Campus				
Mathnasium @ Home Math is an enrichment tutoring program for 36 students for 12 weeks for 2 days per week at all three district schools: DSLA, OPSLA, and RSLA. The cost is $31,000 per year. The two-year cost is $62,000. Function Code 125: Compensatory Education Purchased Services: $62,000	Ebony Walker	10/26/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/20/2023	11/10/2023	COMPLETE
Analyze 2023-2024 school year strategies and programs to determine effectiveness.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
During the PLC meetings, student and program data will be discussed.	Felicia Cook	10/31/2023	06/14/2024	ONTARGET
Mathnasium will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE

IXL Math Activities

Activity	Owner	Start Date	Due Date	Status
Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	11/03/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Monitor student and teacher IXL use.	Charlene Cutler	11/08/2023	06/30/2025	COMPLETE
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Download and analyze OPSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/24/2024	07/31/2024	UPCOMING
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE

Mathnasium Activities

Activity	Owner	Start Date	Due Date	Status
Analyze Mathnasium's 2023-2024 school year effectiveness.	Chris Beam	06/14/2024	07/31/2024	UPCOMING
Analyze Mathnasium 2022-2023 school year data to determine the program's effectiveness	Chris Beam	09/29/2023	10/31/2023	OVERDUE
Provide Mathnasium PD sessions for returning and new Mathnasium teachers during the summer PD 2023 sessions.	Chris Beam	09/29/2023	10/31/2023	OVERDUE
Perform the Mathnasium student enrollment process for teachers.	Chris Beam	09/14/2023	10/30/2023	OVERDUE
Monitor student and teacher Mathnasium participation.	Chris Beam	11/07/2023	06/30/2025	ONTARGET

Michigan Department of Education Early Literacy Coaching Model Activities

Activity	Owner	Start Date	Due Date	Status
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Hire the literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Analyze the 2023-2024 school year effectiveness of literacy coach position.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Post the Literacy Coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE

DSLA District Reading and Math Support Activities

Activity	Owner	Start Date	Due Date	Status
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Analyze 2023-2024 Interventionist Program to determine effectiveness.	Janell McCarter	06/14/2024	07/31/2024	UPCOMING
Post the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE
Develop the instructional interventionists' job descriptions and schedules.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Mathnasium will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/29/2025	COMPLETE
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/29/2025	ONTARGET
Fresh Nation-Broadcast & Academic Improvement	Ebony Walker	10/26/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000				
iTeach Chess after-school class for math enrichment for 15 students for 8 weeks. 4 sessions for 2 hours for each session at the DSLA location. Amount: $11,000 per year for a two-year total of $22,000. The class runs from November through April. Function Code 112: Middle/Junior High Program Purchased Services: $22,000	Ebony Walker	10/26/2023	06/29/2025	ONTARGET
iTeach Chess- Chess Team for math enrichment for 15 students. The program duration is September through June for each program year. 2 sessions per week at the RSLA location. The budget is $18,450 for year 1 (October-June) and $20,050 for year 2 (September- June). The total two-year cost is $38,950. Function Code 112: Middle/Junior High Program Purchased	Ebony Walker	10/26/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Services: $38,950				
Mathnasium @ Home Math is an enrichment tutoring program for 36 students for 12 weeks for 2 days per week at all three district schools: DSLA, OPSLA, and RSLA. The cost is $31,000 per year. The two-year cost is $62,000. Function Code 125: Compensatory Education Purchased Services: $62,000	Ebony Walker	10/26/2023	06/29/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: DSLA District Reading and Math Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: IXL Math

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Mathnasium

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Michigan Department of Education Early Literacy Coaching Model

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures:

No Data Available

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve NWEA MAP Projected Reading Growth

Status: ACTIVE

Statement: By June 30, 2025, the percentage of kindergarten through eighth-grade students meeting their MAP Spring 2025 projected reading growth will increase by three percentage points. (21.9 Reading Baseline)

Created Date: 06/22/2023 *Target Completion Date:* 06/30/2025

Data Set Name: NWEA MAP Spring 2022: Percentage of students meeting their projected Spring growth.

Name	Data Source
NWEA MAP Percent Met Projected Spring 2022 and Spring 2023 Growth Comparisons	NWEA
NWEA MAP Fall 21, Fall 22, & Fall 23 RIT Reading Gap Comparison	NWEA

Data Story Name: (23-24) Improve NWEA MAP Reading Grades K-8 Proficiency.

Initial Data Analysis: The Resource Allocation Review
During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on districtwide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address inequities and provide support, other grants were leveraged.

The Detroit Service Learning Academy (DSLA) District

As calculated on Friday, October 6, 2023, the district has 1,457 students. There are three K-8 schools in the district: Detroit Service Learning Academy (DSLA), Oak Park Service Learning Academy (OPSLA), and Redford Service Learning Academy (RSLA). Demographically, the district serves 1454 (99.8%) students who are Black/African American; 1,435 (98.5%) students are economically disadvantaged; 79 (5.4%) students have IEPs; 724 (49.7%) students are female and 733 (50.3%) are male. Males represent 67.1% of the district's students with IEPs –more than double the percentage of females (32.9%). DSLA's area of inquiry is academic, focusing on reading and math improvement. The district also focuses on student attendance, a nonacademic inquiry, to improve student attendance and achievement.

The district's data team collected data from various achievement and attendance sources (MI School Data, NWEA MAP Data System, and MISTAR-Q) to understand the district's current reading, math, and attendance successes and challenges. The data team will

analyze students' M-STEP, PSAT, and NWEA MAP proficiency. The data team will also analyze students' attendance history to assess their absenteeism rate.

The NWEA MAP Spring 2022 reading data analysis revealed that

· less than one-third of DSLA (29.7%) and (27.7%) of RSLA students met their projected Fall 2021 to Spring 2022 RIT reading growth.

· just over one-fifth (21.9%) of OPSLA students met their projected Fall 2021 to Spring 2022 RIT reading growth.

Using MAP's Spring 2022 data as the baseline, each school's Fall 2022 to Spring 2023 percent of students meeting their projected reading and math RIT growth increased as follows:

· DSLA (+3.1) RIT reading points and (+6.3) RIT math points.

· OPSLA gained (+17.4) RIT reading points and (+18.9) RIT math points.

· RSLA gained (+11.6) RIT reading points and (+4.8) RIT math points.

The district's NWEA MAP reading and math goals seek to increase the percentage of students meeting their projected Fall 2024 to Spring 2025 projected growth by a minimum of three (3) points by June 30, 2025. Each school's Spring 2022 data is the baseline to determine the level of projected RIT growth.

Initial Initiative Inventory and Analysis: Each year, the district's instructional coaches collect formative and summative district data. Data charts, graphs, and tables are created and shared with the administrative and instructional staff during our data and PLC meetings. Lesson plans are revised, as needed, to align with our formative and summative data results. Our primary intervention programs were CAPIT Reading and IXL Language Arts and Math. Our students missed being taught in an in-person school environment for approximately eighty-one percent (81%) of the school days from March 2020 through June 2021. Thus, evaluating the success of our programs and instructional strategies has been impacted by the COVID-19 pandemic, which caused the transition from in-person learning to distance learning.

The Mathnasium program was instituted during the 2022-2023 school year to address math achievement. Mathnasium helps K-12 students learn math in a way that is fun, builds confidence, and makes sense to them. The benefits of the Mathnasium program will be evaluated during the 2023-2024 school year after more data is generated.

Beginning with the 2023-2024 school year, we're adding a K-3 Early Literacy Coach and two K-3 Instructional Interventionists - one for reading and one for math. The literacy coach will work with groups of students to model instructional and intervention strategies. The literacy coach will conference with teachers to develop collaboration and specific

improvement goals. The literacy coach will also provide professional development opportunities for teachers. The literacy coach will also co-plan instruction and share professional learning with K-3 teachers. The work of the Tier I coach will equip K-3 teachers with the Tier I strategies for all students. The instructional Interventionists will provide reading and math support via an additional class for students needing help.

We aim to ensure that our Multi-Tiered System of Support (MTSS) system is delivered with fidelity. Conjoining our past strategies with our improved methods, new universal instructional delivery, and Family Attendance Monitoring and Support (FAMS) Program, student achievement will trend upwards.

Gap Analysis: The limited number of in-person instructional days affected the district's student achievement due to the COVID-19 pandemic. Student engagement was minimized because students were not in school receiving their face-to-face daily motivation from their teachers. Students became 'at home' learners, causing a disconnect with their teachers. Students' inability to be online daily was caused by inconsistent internet connection and the use of a computing device. Teachers could not accurately check their students' understanding of the standards being taught in a distance learning model.

. A review of the post-pandemic data shows that NWEA MAP RIT reading scores have increased for two Fall testing cycles Fall 2022 and Fall 2023).

. A review of the post-pandemic data shows that the NWEA MAP RIT reading gap has narrowed compared to the NWEA Student Achievement Norm.

District Data Story Summary: For the second consecutive school year (2021-2022 and 2022-2023), there has been an increase in the percentage of students meeting their NWEA MAP Fall to Spring reading and math projected growth. In-person learning and the advantages of the social-emotional learning that occurs when students are in school are factors influencing the upward trend.

Analysis:

Root Cause

Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.

- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.
- Why: Families haven't received the appropriate attendance awareness training and support.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/7): MTSS Framework (General)

Owner: Felicia Cook

Start Date: 09/19/2023 *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: $44,560.00

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

Communication:

Method

- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze the NWEA MAP Spring 2023 and Fall 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Establish the 2023-2024 school year data team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
During the PLC meetings, student and program data will continue to be the targeted focus. As designed for the prior three years, each teacher will receive their students prior and current school year NWEA MAP proficiency, growth and standards attainment data. Each teacher will also receive their prior year M-STEP proficiency, growth and standards attainment data. The Excel Data Grid for Educators (EDGE) will continue to be the tool that provides teachers with a comprehensive view of their students' data. The EDGE provides several PDF data sets within one Excel spreadsheet/workbook.	Felicia Cook	10/31/2023	06/14/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school data to determine the the effects of the MTSS program on student achievement.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction	Ebony Walker	11/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
during the school day.				
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/7): Michigan Department of Education Early Literacy Coaching Model

Owner: Felicia Cook

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and
supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Total Budget: $112,000.00

- 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
Hire a literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Post the literacy coach's position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students	Felicia Cook	12/04/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
begin receiving the services of the literacy coach.				
Activity Buildings: All Buildings in Implementation Plan				
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze the 2023-2024 school year data to determine the effects of the Literacy Coach's support.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/7): IXL Language Arts

Owner: Charlene Cutler

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: IXL is an interactive, online, math app which facilitates K-8 practice and reinforcement of skills learned in the classroom. From phonics and reading comprehension to writing strategies and more, IXL Language Arts helps learners develop the communication skills needed for success in school, college, and career. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. Additionally, IXL's language arts, social studies, science, and math applications are used by six million students worldwide. IXL's website advertises a license per classroom, per year, for up to 25 students. The fee is negotiable for large quantities. License fees include a one-hour training webinar for teachers and year-long support from an account manager and a technical support partner.

Each IXL skill is tied to a Common Core State Standard. Easily accessible data dashboards allow teachers to monitor each student's time spent and performance on specific skills. Through expertly crafted content, IXL supports students on a journey to become proven wordsmiths. IXL's questions are infused with playful language and fun visuals that bring the world of words to life. The dashboards identify students who are struggling with a particular skill making it easy for the teacher to target students for individualized instruction during class time. IXL automatically sends weekly emails informing each teacher how much time individual students have worked on IXL, at what grade level the students are practicing each skill, and how much time the class has collectively spent using the tool.

Buildings: All Active Buildings

Total Budget: $29,400.00

- At Risk (31-A) (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
Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Provide IXL PD sessions for	Charlene	09/29/2023	11/03/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
returning and new IXL users during the summer PD 2023 sessions.	Cutler			
Activity Buildings: All Buildings in Implementation Plan				
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(4/7): CAPIT Reading

Owner: Riva Alexander

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: CAPIT Reading is a core phonics curriculum with embedded assessments that ensures students receive phonics instruction on day one, so fewer students require intervention. CAPIT's curriculum engages students through learning and not through gaming. The experience is 100% learning 100% of the time.

CAPIT is a teacher-led curriculum that keeps teachers front and center of the instruction so they can teach phonics explicitly and systematically. CAPIT's digital platform guides teachers through the teaching process, so they become expert phonics instructors as they teach and support their students.

CAPIT's digital platform provides all stakeholders with real-time data and insight into their students' progress; offers students immediate corrective feedback; allows for differentiation so students can progress at their pace, and supports distance learning, so instruction is never interrupted.

Buildings: All Active Buildings

Total Budget: $22,800.00

- At Risk (31-A) (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
1. Analyze the CAPIT Reading 2022-2023 school year data to determine the program's effectiveness. 2. Provide CAPIT Reading sessions for returning and new CAPIT users during the summer PD 2023 sessions.	Riva Alexander	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Perform the CAPIT Reading student enrollment process for teachers.	Riva Alexander	09/14/2023	10/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Monitor student and teacher CAPIT Reading use.	Riva Alexander	11/07/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze CAPIT Reading's 2023-2024 school year effectiveness.	Riva Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(5/7): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(6/7): DSLA District Reading and Math Support

Owner: Janell McCarter

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established a reading and math support program for the 2023-2024 school year for grades 3-5 students identified as Tier 2 and Tier 3 identified students. The MTSS data team will analyze the NWEA MAP Spring 2023 and Fall 2023 and M-STEP Spring 2023 results to identify the Tier 2 and Tier 3 students. Two instructional interventionists (one for reading and one for math) will provide the intervention through an additional reading and math class. The reading and math support addresses deficiencies due to learning loss.

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $89,355.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The DSLA District will hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
The DSLA District posts the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Develop the instructional interventionist job description and schedule.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(7/7): 23g Tutoring

Owner: Ebony Walker

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: All Active Buildings

Total Budget: $204,000.00

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

Communication:

Method
- Other
- School Board Meeting
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: • Detroit Service Learning Academy Campus				

Activity	Owner	Start Date	Due Date	Status
• Oak Park Service Learning Academy (OPSLA)				
Program Expert costs $2,000 per quarter and $ 8,000 per school year. The two-year cost is $16,000. Excess costs are covered with other funds. Function Code 226: Supervision and Direction of Instructional Staff Purchased Services: $5,087	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Exam Experts-Remarkable Readers Literacy is a 22-week program designed for 60 students, meeting 3 days per week at 6 hours per day. The Exam Experts class operates at all three district schools: DSLA, OPSLA, and RSLA. The per-year cost is $30,000. The two-year cost is $60,000. Function Code 125: Compensatory Education Purchased Services: $60,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125:	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Compensatory Education Purchased Services: $128,000				
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2% for NWEA MAP Percent Met Projected Spring 2022 and Spring 2023 Growth Comparisons		06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
02/27/2024	OPSLA's interim goal is to attain a minimum of a two-point increase in ELA and math on their M-STEP Spring 2024 and NWEA MAP Spring 2024 assessments. The M-STEP Spring 2022 and NWEA MAP Spring 2022 results are the baseline scores. The NWEA MAP Winter 2024 Reading and Math results show that OPSLA is projected to attain their M-STEP and NWEA MAP Spring 2024 two-point goals. OPSLA's projected ELA M-STEP ELA gain is 5.7, and their projected M-STEP math gain is 2.4. NWEA MAP's Winter 2024 results show an 18.7-point NWEA MAP Reading gain compared to the 2022 baseline. The NWEA MAP 2024 results show a 20.5-point NWEA MAP Math gain compared to the 2022 baseline.	Earl Dixon
11/30/2023	The data below compares the NWEA MAP Spring 2022 and Spring 2023 percentages of students meeting their projected growth. By the end of the 2023-2024 school year, OPSLA's NWEA MAP Spring 2024 results should show a two or more percentage point gain using the NWEA MAP Spring 2022 results as the baseline. As of December 1, 2023, OPSLA students have five months to prepare for the	Earl Dixon

Date	Note	Author
	NWEA MAP Spring 2024 assessment. A two-point or more increase over the M-STEP Spring 2022 baseline is achievable.	

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Analyze the NWEA MAP Spring 2023 and Fall 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Establish the 2023-2024 school year data team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
During the PLC meetings, student and program data will continue to be the targeted focus. As designed for the prior three years, each teacher will receive their students prior and current school year NWEA MAP proficiency, growth and standards attainment data. Each teacher will also receive their prior year M-STEP proficiency, growth and standards attainment data. The Excel Data Grid for Educators (EDGE) will continue to be the tool that	Felicia Cook	10/31/2023	06/14/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
provides teachers with a comprehensive view of their students' data. The EDGE provides several PDF data sets within one Excel spreadsheet/workbook.				
Analyze 2023-2024 school data to determine the the effects of the MTSS program on student achievement.	Felicia Cook	06/14/2024	07/31/2024	UPCOMING
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET
Exam Experts will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	ONTARGET

Michigan Department of Education Early Literacy Coaching Model Activities

Activity	Owner	Start Date	Due Date	Status
Hire a literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Develop the literacy coach job description and schedule.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Post the literacy coach's position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Analyze the 2023-2024 school year data to determine the effects of the	Felicia Cook	06/14/2024	07/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Literacy Coach's support.				

IXL Language Arts Activities

Activity	Owner	Start Date	Due Date	Status
Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Monitor student and teacher IXL use.	Charlene Cutler	11/07/2023	06/30/2025	COMPLETE
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING

CAPIT Reading Activities

Activity	Owner	Start Date	Due Date	Status
1. Analyze the CAPIT Reading 2022-2023 school year data to determine the program's effectiveness. 2. Provide CAPIT Reading sessions for returning and new CAPIT users during the summer PD 2023 sessions.	Riva Alexander	09/29/2023	11/03/2023	COMPLETE
Perform the CAPIT Reading student enrollment process for teachers.	Riva Alexander	09/14/2023	10/30/2023	COMPLETE
Monitor student and teacher CAPIT Reading use.	Riva Alexander	11/07/2023	06/30/2025	COMPLETE
Analyze CAPIT Reading's 2023-2024 school year effectiveness.	Riva Alexander	06/14/2024	07/31/2024	UPCOMING

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING

DSLA District Reading and Math Support Activities

Activity	Owner	Start Date	Due Date	Status
The DSLA District will hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
The DSLA District posts the two instructional interventionists (one for reading and one for math) positions.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE
Develop the instructional interventionist job description and schedule.	Janell McCarter	10/09/2023	12/04/2023	COMPLETE

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Exam Experts will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Program Expert costs $2,000 per quarter and $ 8,000 per school year. The two-year cost is $16,000. Excess costs are covered with other funds. Function Code 226: Supervision and Direction of Instructional Staff Purchased Services: $5,087	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Exam Experts-Remarkable Readers Literacy is a 22-week program designed for 60 students, meeting 3 days per week at 6 hours per day. The Exam Experts class operates at all three district schools: DSLA, OPSLA, and RSLA. The per-year cost is $30,000. The two-year cost is $60,000. Function Code 125: Compensatory Education Purchased Services: $60,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: CAPIT Reading

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

Date	Note	Author
02/28/2024	The strategy of utilizing the Interventionist occurs daily. 6th-8th grade students are seen every day. We can calculate student growth through grading their classwork assignments and formative assessments. The small 3-5 intervention group is seen daily for 25 min and assessed through the Capit program data.	Earl Dixon
12/21/2023	Capit is implemented in grades K-2 as whole-group instruction because it is a differentiated program. A Capit intervention pull-out group, taking low readers from grades 3-5. Fifteen (15) students will be pulled daily for 25 minutes to assist with students who are identified as struggling with reading. Capit data will be analyzed quarterly for growth and to review effectiveness. All student rosters were successfully input into the CAPIT program. .. Students enrolled in the CAPIT platform on October 24, 2023. .. CAPIT student rosters show that students are enrolled in the CAPIT software.	Earl Dixon

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

Date	Note	Author
12/21/2023	Students are enrolled in and are completing CAPIT activities. After completing the NWEA MAP Winter 2024 testing session, the data team will measure the effectiveness of the CAPIT program.	Earl Dixon

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

Date	Note	Author
02/28/2024	The Literacy Instructional Coach supports the intervention teacher with in-class strategies to ensure the program is being used with fidelity.	Earl Dixon
12/21/2023	Two OPSLA instructional staff and one DSLA instructional staff provide instructional resource support. Working with the IT department to ensure all devices are connected to CAPIT and are functioning correctly. New teachers received CAPIT module training. Students will be working on CAPIT at least 20 minutes per day.	Earl Dixon

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Monitoring Notes: DSLA District Reading and Math Support

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

Date	Note	Author
02/28/2024	OPSLA has fully implemented the Reading Interventionist program. Interventionists report daily and work with students every day throughout the day.	Earl Dixon
02/28/2024	A class labeled Intensive Learning Lab was created and placed in the middle school master schedule to allow for whole-group reading strategies to be implemented. The schedule also allows pullouts to occur with identified students who are either low-achieving or “bubble” students.	Earl Dixon
02/28/2024	A Reading Interventionist was hired to do whole group reading instruction with 6 – 8 students, conduct pull-out groups with K-8 students daily, and perform push-ins to 6-8 classes to assist with students identified as struggling with reading.	Earl Dixon

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

No Data Available

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

Date	Note	Author
02/28/2024	A Reading Interventionist was hired for OPSLA. Curriculum, wall decor, manipulatives, etc. were purchased to provide supplemental training for students.	Earl Dixon

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Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: IXL Language Arts

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

Date	Note	Author
02/28/2024	Students in all grade levels and at all schools have been entered into IXL. This is a supplemental program, so teachers are not required to use it. The district fully implemented the program, and 45% of teachers use it regularly.	Earl Dixon
02/28/2024	IXL Language Arts Update (10/27/2023) 1) Staff were introduced and trained on IXL on Aug. 30 (PD Schedule) 2) IXL was implemented as the 3rd- 8th-grade tutoring resource on Sept. 18. (Sign-in sheets) 3)Tutor classes & data from IXL 4) Teachers have implemented and began using IXL with fidelity 5) Ms. Cutler conducted a training on 11/09/23 with the kindergarten DSLA team to model how to enter students' NWEA scores	Earl Dixon

Date	Note	Author
	into IXL to build individualized Skill Plans 6) Ms. Cutler conducted a training on 11/10/23 with the 2nd-grade DSLA team to model how to enter students NWEA scores into IXL in order to build individualized Skill Plans 7) Ms. Cutler conducted an IXL training with the 3rd-8th grade teachers at DSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL 8) Ms. Cutler conducted an IXL training with the K-8th grade teachers at OPSLA to look at the data from IXL and model how to be actively engaged in assisting students as they work in IXL IXL was made available to all staff and students on 10.11.23 (Staff Email)	

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

Date	Note	Author
02/28/2024	Both student and teacher activity is monitored by the Instructional Technology Director on a bi-weekly basis. The student usage data from 2022-2023 was used to determine continued use of the program within the district.	Earl Dixon
02/28/2024	IXL Language Arts Update (10/23/2023) Students in all grade levels and at all schools are using IXL.	Earl Dixon

Evidence Data Set for 'IXL Language Ar...'

Date	Data Name	Provider
02/28/2024	MICIP Update Cutler Jan_24_24	MICIP Update Cutler Jan_24_24.pdf

02/28/2024	Students in all grade levels and at all schools	Earl Dixon

Date	Note	Author
	have been entered into IXL. This is a supplemental program, so it is not mandatory that teachers use it. The district fully implements the program, and 45% of teachers use it regularly. IXL was made available to all staff and students on 10.11.23 Upon knowledge of entry, any new students entering the district are added to the IXL platform by Ms. Cutler.	

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

Date	Note	Author
02/28/2024	IXL Language Arts Update (10/23/2023) .. Teachers are given on-going training on IXL as requested throughout the year. The next scheduled district-wide IXL training is Nov. 7. .. The academic team also sends out training videos to help navigate IXL. .. Have videos from last year that will be revised and sent out this year as well.	Earl Dixon

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Monitoring Notes: Michigan Department of Education Early Literacy Coaching Model

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the

selected strategy as intended? What is the evidence?

Date	Note	Author
02/28/2024	The district has a full-time MTSS coordinator. The MTSS coordinator ensures that students are tested and identified if additional instructional or health support is needed.	Earl Dixon

Evidence Data Set for 'The district ha...'

Date	Data Name	Provider
02/28/2024	MTSS Support Overview	MTSS Support Overview.pdf

02/27/2024	Info removed.	Earl Dixon
02/27/2024	Info removed.	Earl Dixon

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

Date	Note	Author
02/27/2024	Attached is the district's MTSS System of Support overview.	Earl Dixon

Evidence Data Set for 'Attached is the...'

Date	Data Name	Provider
02/28/2024	MTSS Support_Detroit Service Learning_PAL	MTSS Support_Detroit Service Learning_PAL_122123.pdf

02/27/2024	Info removed.	Earl Dixon

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

Date	Note	Author
02/27/2024	Info removed.	Earl Dixon
02/27/2024	Info removed.	Earl Dixon

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for NWEA MAP Percent Met Projected Spring 2022 and Spring 2023 Growth Comparisons	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve NWEA MAP Projected Math Growth

Status: ACTIVE

Statement: By June 30, 2025, the percentage of kindergarten through eighth-grade students meeting their MAP Spring 2025 projected math growth will increase by three percentage points. (14.1 Math Baseline)

Created Date: 06/24/2023 *Target Completion Date:* 06/30/2025

Data Set Name: NWEA MAP Spring 2023: Percentage of students meeting their projected Fall 2022 to Spring 2023 math growth.

Name	Data Source
NWEA MAP Percent Met Projected Spring 2022 and Spring 2023 Math Growth Comparisons	NWEA
NWEA MAP Fall 21, Fall 22, & Fall 23 RIT Math Gap Comparison	NWEA

Data Story Name: (23-24) Improve NWEA MAP Math Grades K-8 Proficiency.

Initial Data Analysis: The Resource Allocation Review

During the Detroit Service Learning Academy (DSLA) District's Resource Allocation Review (RAR), which focused on districtwide available student programs, it was determined that resource inequities exist. The district's two-year M-STEP, PSAT and NWEA MAP data analysis found that Detroit Service Learning Academy (DSLA) and Oak Park Service Learning Academy (OPSLA) needed additional reading and math support. To address inequities and provide support, other grants were leveraged.

The Detroit Service Learning Academy (DSLA) District

As calculated on Friday, October 6, 2023, the district has 1,457 students. There are three K-8 schools in the district: Detroit Service Learning Academy (DSLA), Oak Park Service Learning Academy (OPSLA), and Redford Service Learning Academy (RSLA). Demographically, the district serves 1454 (99.8%) students who are Black/African American; 1,435 (98.5%) students are economically disadvantaged; 79 (5.4%) students have IEPs; 724 (49.7%) students are female and 733 (50.3%) are male. Males represent 67.1% of the district's students with IEPs –more than double the percentage of females (32.9%). DSLA's area of inquiry is academic, focusing on reading and math improvement. The district also focuses on student attendance, a nonacademic inquiry, to improve student attendance and achievement.

The district's data team collected data from various achievement and attendance sources (MI School Data, NWEA MAP Data System, and MISTAR-Q) to understand the district's

current reading, math, and attendance successes and challenges. The data team will analyze students' M-STEP, PSAT, and NWEA MAP proficiency. The data team will also analyze students' attendance history to assess their absenteeism rate.

NWEA MAP Spring 2022 mathematics:

· twenty-three and three-tenths percent (23.3%) of DSLA students and fourteen and one-tenth percent (14.1%) of OPSLA students met their projected Fall 2021 to Spring 2022 RIT math growth.

· just over one-third (37.2%%) of RSLA students met their projected Fall 2021 to Spring 2022 RIT math growth.

Using MAP's Spring 2022 data as the baseline, each school's Fall 2022 to Spring 2023 percent of students meeting their projected reading and math RIT growth increased as follows:

· DSLA (+3.1) RIT reading points and (+6.3) RIT math points.

· OPSLA gained (+17.4) RIT reading points and (+18.9) RIT math points.

· RSLA gained (+11.6) RIT reading points and (+4.8) RIT math points.

The district's NWEA MAP reading and math goals seek to increase the percentage of students meeting their projected Fall 2024 to Spring 2025 projected growth by a minimum of three (3) points by June 30, 2025. Each school's Spring 2022 data is the baseline to determine the level of projected RIT growth.

Initial Initiative Inventory and Analysis: Each year, the district's instructional coaches collect formative and summative district data. Data charts, graphs, and tables are created and shared with the administrative and instructional staff during our data and PLC meetings. Lesson plans are revised, as needed, to align with our formative and summative data results. Our primary intervention programs were CAPIT Reading and IXL Language Arts and Math. Our students missed being taught in an in-person school environment for approximately eighty-one percent (81%) of the school days from March 2020 through June 2021. Thus, evaluating the success of our programs and instructional strategies has been impacted by the COVID-19 pandemic, which caused the transition from in-person learning to distance learning.

The Mathnasium program was instituted during the 2022-2023 school year to address math achievement. Mathnasium helps K-12 students learn math in a way that is fun, builds confidence, and makes sense to them. The benefits of the Mathnasium program will be evaluated during the 2023-2024 school year after more data is generated.

Beginning with the 2023-2024 school year, we're adding a K-3 Early Literacy Coach and two

K-3 Instructional Interventionists - one for reading and one for math. The literacy coach will work with groups of students to model instructional and intervention strategies. The literacy coach will conference with teachers to develop collaboration and specific improvement goals. The literacy coach will also provide professional development opportunities for teachers. The literacy coach will also co-plan instruction and share professional learning with K-3 teachers. The work of the Tier I coach will equip K-3 teachers with the Tier I strategies for all students. The instructional Interventionists will provide reading and math support via an additional class for students needing help.

We aim to ensure that our Multi-Tiered System of Support (MTSS) system is delivered with fidelity. Conjoining our past strategies with our improved methods, new universal instructional delivery, and Family Attendance Monitoring and Support (FAMS) Program, student achievement will trend upwards.

Gap Analysis: The limited number of in-person instructional days affected the district's student achievement due to the COVID-19 pandemic. Student engagement was minimized because students were not in school receiving their face-to-face daily motivation from their teachers. Students became 'at home' learners, causing a disconnect with their teachers. Students' inability to be online daily was caused by inconsistent internet connection and the use of a computing device. Teachers could not accurately check their students' understanding of the standards being taught in a distance learning model.

. A review of the post-pandemic data shows that NWEA MAP RIT math scores have increased for two Fall testing cycles (Fall 2022 and Fall 2023).

. A review of the post-pandemic data shows that the NWEA MAP RIT math gap has narrowed compared to the NWEA Student Achievement Norm.

District Data Story Summary: For the second consecutive year, there has been an increase in the percentage of students meeting their NWEA MAP Fall to Spring reading and math projected growth. In-person learning and the advantages of the social-emotional learning that occurs when students are in school are factors influencing the upward trend.

At OPSLA, we found that middle school students had a higher percentage of students meeting their NWEA MAP Fall 2022 to Spring 2023 Projected RIT reading and math growth than lower and upper elementary students.

Analysis:

Root Cause

Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.
- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.
- Why: Families haven't received the appropriate attendance awareness training and support.

Challenge Statement: If chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/6): MTSS Framework (General)

Owner: Felicia Cook

Start Date: 06/26/2023 *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: $44,560.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will	Felicia Cook	09/19/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
be referenced throughout the 2023-2024 school year and beyond.				
Activity Buildings: All Buildings in Implementation Plan				
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 school data to determine the effects of the MTSS program.	Felicia Cook	06/14/2024	07/31/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
During the PLC meetings, student and program data will be discussed.	Earl Dixon	10/31/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Mathnasium will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/6): IXL Math

Owner: Charlene Cutler

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: IXL is an interactive, online, math app which facilitates K-8 practice and reinforcement of skills learned in the classroom. IXL Math allows students to gain fluency and confidence in math! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. IXL's language arts, social studies, science, and math applications are used by six million students worldwide. IXL's website advertises a license per classroom, per year, for up to 25 students. The fee is negotiable for large quantities. License fees include a one-hour training webinar for teachers and year-long support from an account manager and a technical support partner.

IXL offers between 76 and 359 math skills per grade from pre-K through Grade 8, in addition to skills for algebra, geometry, and calculus. Each skill is tied to a Common Core State Standard. Easily accessible data dashboards allow teachers to monitor each student's time spent and performance on specific skills. The dashboards identify students who are struggling with a particular skill making it easy for the teacher to target students for individualized instruction during class time. IXL automatically sends weekly emails informing each teacher how much time individual students have worked on IXL, at what grade level the students are practicing each skill, and how much time the class has collectively spent using the tool.

Buildings: All Active Buildings

Total Budget: $29,400.00

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

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness. 2. Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Monitor student and teacher IXL use.	Charlene Cutler	11/17/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Michigan Department of Education Early Literacy Coaching Model

Owner: Felicia Cook

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and
supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Total Budget: $112,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. Develop the literacy coach job description and schedule. 2. Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire the literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.				
Activity Buildings: All Buildings in Implementation Plan				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(5/6): DSLA District Reading and Math Support

Owner: Janell McCarter

Start Date: 06/26/2023 *Due Date:* 06/30/2025

Summary: The Detroit Service Learning Academy (DSLA) District established a reading and math support program for the 2023-2024 school year for grades 3-5 students identified as Tier 2 and Tier 3 identified students. The MTSS data team will analyze the NWEA MAP Spring 2023 and Fall 2023 and M-STEP Spring 2023 results to identify the Tier 2 and Tier 3 students. Two instructional interventionists (one for reading and one for math) will provide the intervention through an additional reading and math class. The reading and math support addresses deficiencies due to learning loss.

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $89,355.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
1. Post the two instructional	Janell	09/29/2023	12/04/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
interventionists (one for reading and one for math) positions. 2. Develop the instructional interventionist job description and schedule.	McCarter			
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Tutoring

Owner: Ebony Walker

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: All Active Buildings

Total Budget: $250,950.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mathnasium will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
iTeach Chess after-school	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
class for math enrichment for 15 students for 8 weeks. 4 sessions for 2 hours for each session at the DSLA location. Amount: $11,000 per year for a two-year total of $22,000. The class runs from November through April. Function Code 112: Middle/Junior High Program Purchased Services: $22,000				
Activity Buildings: • Detroit Service Learning Academy Campus				
iTeach Chess- Chess Team for math enrichment for 15 students. The program duration is September through June for each program year. 2 sessions per week at the RSLA location. The budget is $18,450 for year 1 (October-June) and $20,050 for year 2 (September- June). The total two-year cost is $38,950. Function Code 112: Middle/Junior High Program Purchased Services: $38,950	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: • Redford Service Learning Academy Campus				
Mathnasium @ Home Math is an enrichment tutoring program for 36 students for 12 weeks for 2 days per week at all three district schools: DSLA, OPSLA, and RSLA. The cost is $31,000 per year. The two-year cost is $62,000. Function Code 125: Compensatory	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Education Purchased Services: $62,000				
Activity Buildings: All Buildings in Implementation Plan				
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2% for NWEA MAP Percent Met Projected Spring 2022 and Spring 2023 Math Growth Comparisons		06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
11/30/2023	The data below compares the NWEA MAP Spring 2022 and Spring 2023 percentages of students meeting their projected growth. By the end of the 2023-2024 school year, OPSLA's NWEA MAP Spring 2024 results should show a two or more percentage point gain using the NWEA MAP Spring 2022 results as the baseline. As of December 1, 2023, OPSLA students have five months to prepare for the NWEA MAP Spring 2024 assessment. A two-point or more increase over the M-STEP Spring 2022 baseline is achievable.	Earl Dixon

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
1. Create NWEA MAP Fall 2023, Winter & Spring 2024, PSAT 2024, and M-STEP 2024 testing schedules and teacher proctor assignments. 2. Establish the 2023-2024 school year MTSS team.	Felicia Cook	09/19/2023	10/31/2023	COMPLETE
Give each MTSS staff member a copy of Wayne RESA's Quick Guide for Multi-Tiered System of Supports: The Classroom. The MTSS Quick Guide will be referenced throughout the 2023-2024 school year and beyond.	Felicia Cook	09/19/2023	06/30/2025	ONTARGET
Analyze the NWEA MAP Spring 2023, Fall 2023, and M-STEP 2023 data to select Tier 2 and Tier 3 students for MTSS enrollment.	Felicia Cook	10/21/2023	11/10/2023	COMPLETE
Analyze 2023-2024 school data to determine the	Felicia Cook	06/14/2024	07/31/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
effects of the MTSS program.				
During the PLC meetings, student and program data will be discussed.	Earl Dixon	10/31/2023	06/30/2025	ONTARGET
Mathnasium will be supported by a Program manager with established knowledge and expertise of the programming.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE

IXL Math Activities

Activity	Owner	Start Date	Due Date	Status
1. Analyze the IXL Math and Language Arts 2022-2023 school year data to determine the program's effectiveness. 2. Provide IXL PD sessions for returning and new IXL users during the summer PD 2023 sessions.	Charlene Cutler	09/29/2023	11/03/2023	COMPLETE
Perform the IXL student enrollment process for teachers.	Charlene Cutler	09/14/2023	10/30/2023	COMPLETE
Monitor student and teacher IXL use.	Charlene Cutler	11/17/2023	06/30/2025	COMPLETE
Analyze IXL's 2023-2024 school year effectiveness.	Charlene Cutler	06/14/2024	07/31/2024	UPCOMING

Mathnasium Activities

Activity	Owner	Start Date	Due Date	Status
Monitor student and teacher Mathnasium participation.	Chris Beam	11/17/2023	06/30/2025	ONTARGET
Analyze Mathnasium's 2023-2024 school year effectiveness.	Chris Beam	06/14/2024	07/31/2024	UPCOMING
1. Analyze Mathnasium 2022-2023 school year data	Chris Beam	09/29/2023	11/03/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
to determine the program's effectiveness 2. Provide Mathnasium PD sessions for returning and new Mathnasium teachers during the summer PD 2023 sessions.				
Perform the Mathnasium student enrollment process for teachers.	Chris Beam	09/14/2023	10/30/2023	OVERDUE

Michigan Department of Education Early Literacy Coaching Model Activities

Activity	Owner	Start Date	Due Date	Status
1. Develop the literacy coach job description and schedule. 2. Post the literacy coach position.	Felicia Cook	09/29/2023	12/04/2023	COMPLETE
Hire the literacy coach.	Felicia Cook	11/03/2023	12/04/2023	COMPLETE
Teachers and students begin receiving the services of the literacy coach.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET
Literacy coach progress monitoring begins.	Felicia Cook	12/04/2023	06/30/2025	ONTARGET

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Download and analyze DSLA's, OPSLA's and RSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Consistent monitoring of DSLA's, OPSLA's and RSLA's student attendance with initial weekly monitoring.	DeAngelo Alexander	09/18/2023	06/30/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.				
Establish the FAMS Program support team.	DeAngelo Alexander	10/24/2023	11/15/2023	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	11/15/2023	11/28/2023	COMPLETE
FAMS Program begins.	DeAngelo Alexander	01/09/2024	06/30/2025	ONTARGET
Analyze 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/14/2024	07/31/2024	UPCOMING

DSLA District Reading and Math Support Activities

Activity	Owner	Start Date	Due Date	Status
Hire two instructional interventionists.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Students will be assigned to the instructional interventions.	Janell McCarter	11/24/2023	12/15/2023	COMPLETE
Students begin receiving instructional interventionist support.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
Instructional interventionist's progress monitoring begins.	Janell McCarter	11/24/2023	06/30/2025	COMPLETE
1. Post the two instructional interventionists (one for reading and one for math) positions. 2. Develop the instructional interventionist job description and schedule.	Janell McCarter	09/29/2023	12/04/2023	COMPLETE

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Mathnasium will use pull out program to provide tutoring to 60 students in grades 3-8 for 45minutes 4 times/week providing Tier II and Tier III instruction during the school day.	Ebony Walker	11/06/2023	06/30/2025	COMPLETE
President and CAO will act as Program Manager at DSLA with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
iTeach Chess after-school class for math enrichment for 15 students for 8 weeks. 4 sessions for 2 hours for each session at the DSLA location. Amount: $11,000 per year for a two-year total of $22,000. The class runs from November through April. Function Code 112: Middle/Junior High Program Purchased Services: $22,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
iTeach Chess- Chess Team for math enrichment for 15 students. The program duration is September through June for each program year. 2 sessions per week at the RSLA location. The budget is $18,450 for year 1 (October-June) and $20,050 for year 2 (September- June). The total two-year cost is $38,950. Function Code 112: Middle/Junior High Program Purchased Services: $38,950	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Mathnasium @ Home Math is an enrichment tutoring program for 36 students for 12 weeks for 2 days per week at all three district schools: DSLA, OPSLA, and RSLA. The cost is $31,000 per year. The two-year cost is $62,000. Function Code 125: Compensatory Education Purchased Services: $62,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET
Fresh Nation-Broadcast & Academic Improvement class for ELA and Math enrichment for 45 students per semester. The program duration is 33 weeks, with 2 days per week at 6 hours per day at all three district schools: DSLA, OPSLA, and RSLA. At $32,000 per semester for $64,000 per school year. The two-year program cost is $128,000. Function Code 125: Compensatory Education Purchased Services: $128,000	Ebony Walker	10/26/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: DSLA District Reading and Math Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: IXL Math

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Mathnasium

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Michigan Department of Education Early Literacy Coaching Model

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for NWEA MAP Percent Met Projected Spring 2022 and Spring 2023 Math Growth Comparisons	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Establishment of the Family Attendance Monitoring ...

Status: ACTIVE

Statement: By June 29, 2025, Oak Park Service Learning Academy will fully implement the Family Attendance Monitoring and Support (FAMS) Program.

Created Date: 02/05/2024 *Target Completion Date:* 06/29/2025

Data Set Name: Establish the Family Attendance Monitoring and Support (FAMS) Program.

Name	Data Source
OPSLA Michigan School Index 2021-2022 school year On-Track Attendance rate.	MiSchoolData

Data Story Name: Establish the Family Attendance Monitoring and Support (FAMS) Program.

Initial Data Analysis: During the 2021-2022 school year, Oak Park Service Learning Academy (OPSLA) had a chronic absenteeism rate. OPSLA's chronic absenteeism rate was forty percent (40%). The Family Attendance Monitoring and Support (FAMS) Program was instituted for the 2023-2024 school year to address the district's chronic absenteeism rate. OPSLA's attendance goal is to improve its absenteeism rate by at least ten (10) points by June 2024 and fifteen (15) points by June 30, 2025.

Initial Initiative Inventory and Analysis: During the 2022-2023 school year, district-wide, Senior Instructional Coaches (building-level administrators) and clerical staff were responsible for contacting the parents/guardians of absent students. The district applied for 21(h) funds to employ an attendance coordinator to ensure that students and parents/guardians receive the needed support to attend school regularly. Unfortunately, no grants were provided to fund an attendance coordinator. Subsequently, DSLA and RSLA will continue to monitor their students' attendance using the 2022-2023 school year model. The district established, using district funds, the Family Attendance Monitoring and Support (FAMS) Program. The program will be phased in at Oak Park Service Learning Academy during the 2023-2024 school year. The program will identify and support families with chronically absent students during the 2023-2024 school year and beyond. The FAMS Program aims to improve student attendance, thus improving student achievement.

Gap Analysis: Gap Analysis

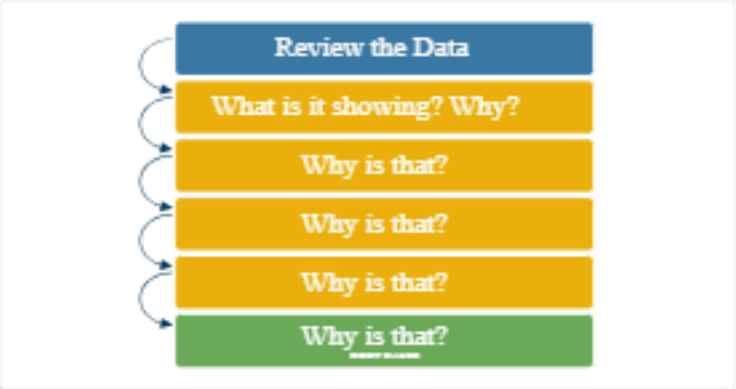
In Michigan, thirty-eight and five-tenths (38.5) percent of its student population were identified as chronically absent during the 2021-2022 school year. OPSLA's has a forty percent (40%) chronically absent rate. While OPSLA reflects Michigan's chronic absenteeism rate, OPSLA seeks to significantly improve its chronic absenteeism rate. To improve attendance, the FAMS Program will identify chronically absent students. Once identified, students and their parents/guardians will receive support and resources to help them overcome the barriers to attendance. The FAMS Program will also work to engage parents and guardians in supporting their child's attendance. Additionally, FAMS will

provide incentives for improved attendance.

District Data Story Summary: The 2021-2022 and 2022-2023 school year chronic absenteeism rates were much greater than the state average. However, a seven-week (September and October 2023) review of the district's chronic absenteeism rate determined that school attendance is improving. A mid-year review in January 2024 will determine if the district is making the needed attendance improvement to meet its interim attendance goal set for June 30, 2024.

Analysis:

Root Cause



Five Whys

- Why: Chronic absenteeism (missing 10% of the enrolled school days) negatively affects student achievement.
- Why: There's a misconception that missing school due to an excused absence is okay.
- Why: Families underestimate the number of year-end (cumulative) absences.
- Why: Families aren't aware of the effects of school absenteeism.

Challenge Statement: When chronically absent students and their families receive support from the Family Attendance Monitoring and Support (FAMS) Program, student attendance will increase, so increased student achievement will be the subsequent outcome of improved attendance.

Strategies:

(1/1): Family Attendance Monitoring and Support (FAMS) Program

Owner: DeAngelo Alexander

Start Date: 02/04/2024 *Due Date:* 06/28/2025

Summary: The Detroit Service Learning Academy (DSLA) District established the Family Attendance Monitoring and Support (FAMS) Program to resolve chronic school absenteeism. Students attend school, but families provide the means to ensure their child regularly attends school. The FAMS Program aims to reduce school absenteeism by providing the resources to make attending school a necessary routine. The FAMS Program will ensure that each student's family feels that school is their home away from home. Families will feel welcomed, safe, comfortable, respected, and needed when they're at their school home.

The FAMS Program motto, "When you're not here, we're missing a part of our family!"

Buildings

- Oak Park Service Learning Academy (OPSLA)

Total Budget: $5,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Consistent monitoring of OPSLA's student attendance. Initial tracking weekly. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	02/04/2024	06/28/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Analyze the 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/29/2024	06/30/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Create the FAMS Program literature and contract/	DeAngelo Alexander	02/04/2024	06/28/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
enrollment form.				
Activity Buildings: All Buildings in Implementation Plan				
Download and analyze OPSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	02/04/2024	06/28/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	02/04/2024	06/28/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
By June 30, 2024, Oak Park Service Learning Academy will develop the Family Attendance Monitoring and Support (FAMS) Program. for OPSLA Michigan School Index 2021-2022 school year On-Track Attendance rate.		06/29/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Family Attendance Monitoring and Support (FAMS) Program Activities

Activity	Owner	Start Date	Due Date	Status
Consistent monitoring of OPSLA's student attendance. Initial tracking weekly. Analyzed attendance data after the first two monitoring weeks will determine the monitoring timeframe.	DeAngelo Alexander	02/04/2024	06/28/2025	COMPLETE
Analyze the 2023-2024 FAMS Program to determine effectiveness.	DeAngelo Alexander	06/29/2024	06/30/2024	UPCOMING
Create the FAMS Program literature and contract/ enrollment form.	DeAngelo Alexander	02/04/2024	06/28/2025	COMPLETE
Download and analyze OPSLA's MISTAR 2022-2023 and 2023-2024 school year attendance data to determine the families to enroll in the FAMS Program.	DeAngelo Alexander	02/04/2024	06/28/2024	COMPLETE
Identify FAMS Program families and provide PD sessions during scheduled meetings in November and December 2023.	DeAngelo Alexander	02/04/2024	06/28/2024	COMPLETE

Monitoring Notes

Monitoring Notes: Family Attendance Monitoring and Support (FAMS) Program

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
By June 30, 2025, Oak Park Service Learning Academy will fully implement the Family Attendance Monitoring and Support (FAMS) Program. for OPSLA Michigan School Index 2021-2022 school year On-Track Attendance rate.	06/29/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available