MICIP Portfolio Report
Ann Arbor Public Schools

Goals Included
Active
- AAPS District Goal - MTSS
- Culturally Responsive Teaching and Leadership
- Improve Mathematics - NWEA

Buildings Included
Open-Active
- Abbot School
- Angell School
- Ann Arbor Open at Mack School
- Ann Arbor STEAM at Northside School
- Bach Elementary School
- Burns Park Elementary School
- Carpenter School
- Clague Middle School
- Clifford E. Bryant Comm. School
- Community High School
- Dicken Elementary School
- Eberwhite School
- Forsythe Middle School
- Haisley Elementary School
- Huron High School
- John Allen School
- Lakewood Elementary School
- Logan Elementary School
- Martin Luther King Elem. School
- Mary D. Mitchell School
- Pathways To Success Academic Campus
- Pattengill School
- Pioneer High School
- Pittsfield School
- Scarlett Middle School
- Skyline High School
- Slauson Middle School
- Tappan Middle School
- Thurston Elementary School
- Uriah H. Lawton School
- Wines Elementary School
AAPS District Goal - MTSS

Status: ACTIVE

Statement: Each identified focus group (Black/Brown/SWD/ED/EL) will increase proficiency on the state assessments by at least 10 percentage points as measured by standardized test performance on NWEA, M-STEP/MiAccess, WIDA, PSAT, SAT (22-23 to 23-24).

Created Date: 06/08/2023  Target Completion Date: 09/30/2025

Data Set Name: K-12 District Achievement Data

<table>
<thead>
<tr>
<th>Name</th>
<th>Data Source</th>
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</thead>
<tbody>
<tr>
<td>K-12 ELA Data</td>
<td>District</td>
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<tr>
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<tr>
<td>K-12 Attendance Data</td>
<td>District</td>
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<td>K-12 Math Data</td>
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Data Story Name: K-12 District Achievement Data

Initial Data Analysis: 1. Tier 1 meets expected success levels infrequently (80%). AAPS has not met expected levels of success based on any indicators for Special Education students, Economically disadvantaged students, English Learners, African American students, Latino/Hispanic students
2. Attendance of students does not meet expected levels. Currently, 35% of students are chronically absent based on state criteria (18+ days or more absent).
3. AAPS has a need for additional data points that may potentially include the following:
   - SEL data- Climate and culture data including academic, non-academic, and systems – as well as a variety of types of data - achievement, demographic, perception, and process;
   - Student voice data- Report card data

Initial Initiative Inventory and Analysis: AAPS has a history of addressing student needs at an individual building level. The inventory of building initiatives supports this. The linked presentation (slides 6-13) has important information about current key strengths and challenges: https://docs.google.com/presentation/d/1HnjHl9TPvBZ24fI6mYAAHR1qzSSStd_b6e6Hk7tf2gneuU/edit#slide=id.g1d6cc398b1a_0_51

The AAPS district improvement team has discussed the need for better district alignment of initiatives to support a more full implementation of Multi-tiered Systems of Support in connection equitable allocations of resources.
As a next step, it is expected that equitable implementation and impact will be better understood.

Gap Analysis: The linked presentation (slides 6-13) has important information about current reality and desired state and represents important developmental moves for AAPS: https://docs.google.com/presentation/d/1HnjHl9TPvBZ24fI6mYAAHR1qzSSStd_b6e6Hk7tf2gneuU/edit#slide=id.g1d6cc398b1a_0_51
District Data Story Summary: Based on the data and inputs above, it is important to establish a defined MTSS system using the information from the linked documents above as outcomes for this work. This is necessary to address the identified needs and to improve outcomes for students who have historically underachieved in Ann Arbor Public Schools.

Analysis:

Root Cause

Five Whys
- Why: The AAPS Core Curriculum does not consistently address the needs of all students. Tier 1 experience (Curriculum, Instructional Methodology) does not meet the needs of all students. This is especially true with students identified as black, brown, economically disadvantaged, English learners, students with disabilities. In addition, tier 2 is not consistently offered or not offered as a supplement to tier 1 across the district.
- Why: There is a general culture of expectations for students not performing at grade level expectations and that there is someone else who needs to support those needs. Not me. Capacity isn’t there for teachers to meet the needs of all students.
- Why: Capacity isn’t there for teachers to meet the needs of all students....will/skillANDWe do not have clear definitions of our tiers of instruction and who is responsible for the implementation of each tier of instruction.... fidelity
- Why: We have not had the professional learning experiences WITHIN a singular framework/vision AND as part of the continuous improvement process (e.g. follow up/evaluate/etc.)

Challenge Statement: The district needs to install an MTSS framework to include the five essential components of MTSS (team based leadership; tiered delivery system; continuous data based decision making; comprehensive screening and assessment system; and selection and implementation of instruction, interventions, and supports), so the entire organization will be better equipped to make data-informed decisions connected to:
- matching student needs with evidence based supports
- allocating resources to programming, schools and/or students
- determining professional learning needs and effectiveness.

As a result of this work, student achievement - especially for black, brown, economically disadvantaged and English learner students - is expected to increase.
Expanded Learning Time

Owner: Dawn Linden

Start Date: 10/25/2023           Due Date: 09/30/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: $600,000.00
- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:
Method: Presentations, District Website Update
Audience: Educators, Staff, School Board, Parents

Strategy Implementation Plan Activities

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Due Date</th>
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<td>Before/Lunch/After School Support for K-12 students demonstrating learning gaps or loss</td>
<td>Dawn Linden</td>
<td>10/25/2023</td>
<td>09/30/2025</td>
<td>ONTARGET</td>
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Activity Buildings: All Buildings in Implementation Plan
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| Summer learning opportunities for eligible K-12 students to offer support in core subjects, up to 5 days a week to address learning gaps and unfinished education. To include: *Curriculum planning. *Prep and alignment including pre-program  
*Teacher hourly stipends  
*Admins hourly stipends  
*Behavior Interventionist hourly stipends  
*Office professional hourly stipends  
*Teacher Assistant hourly stipends for identified students  
*Counselor hourly stipends  
*Transportation for eligible students  
*Breakfast, lunch and snack  
*Instructional materials | Dawn Linden | 10/25/2023 | 09/30/2025   | ONTARGET |
| **Activity Buildings:** All Buildings in Implementation Plan | Dawn Linden | 10/25/2023 | 09/30/2025   | ONTARGET |
| Transportation for summer learning for eligible K-12 students | Dawn Linden | 10/25/2023 | 09/30/2025   | ONTARGET |

*Activity Buildings: All Buildings in Implementation Plan*
(3/3): 23g Tutoring

Owner: Dawn Linden

Start Date: 10/25/2023  
Due Date: 09/30/2025

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.

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Transportation for tutoring support for eligible K-12 students

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Before and after school support for eligible K-12 students in all core subject areas

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Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

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<tbody>
<tr>
<td>Establish vision for SEL in district</td>
<td>Kevin Karr</td>
<td>09/30/2025</td>
<td>COMPLETE</td>
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<tr>
<td>SEL / Wellbeing Data Points Action Team will recommend assessment tools for measuring student well-being to Executive leaders</td>
<td>Kevin Karr</td>
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### 23g Expanded Learning Time Activities

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<td>Summer learning opportunities for eligible K-12 students offer support in core subjects, potentially up to 4-5 days each week to address learning gaps and unfinished education.</td>
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<td>students in all core subject areas</td>
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**Monitoring Notes**

**Monitoring Notes: 23g Expanded Learning Time**

*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

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