

MICIP Portfolio Report

Summit Academy North

Goals Included

Active

- Elementary Target Assist
- Improve ELA M-Step Growth
- Improve Math Scores
- MS Target Assist Goal
- Summer Learning: Improve Growth Data

Buildings Included

Open-Active

- Summit Academy North Elementary School
- Summit Academy North High School
- Summit Academy North Middle School

Plan Components Included

Goal Summary

Data

Data Set

Data Story

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Activity Text

Activity Buildings

MICIP Portfolio Report

Summit Academy North

Improve Math Scores

Status: ACTIVE

Statement: Summit Academy North will provide daily structured and individualized intervention for all students in grades K-12 in order to improve Math M-Step and SAT scores by 5% by 2026.

Created Date: 04/22/2021

Target Completion Date: 06/23/2026

Data Set Name: Summit Academy North Data

Name	Data Source
High School Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: ELA Proficiency	MI School Data
Grades 3-8 Assessments: Math Proficiency	MI School Data
Student Counts: Student Count	MI School Data

Data Story Name: M-STEP Data

Initial Data Analysis: Over the past 5 years, we have seen decreases in student achievement or stagnant student achievement. As we analyze student data, we see that our student population has changed over the same span of time. Our high risk population has increased as our student achievement data has decreased.

Initial Initiative Inventory and Analysis: We are currently focused on increasing student test scores across all content areas. Our current plans include strategies focused on professional development and differentiation. Although these plans include solid strategies and activities that we will continue to utilize, we believe that a more global approach to intervention could be more effective. Our student data shows that our tier I interventions should be more global and more focused on individualized student support.

Gap Analysis: Our desired outcome is for students to demonstrate a continuous positive trend with student achievement. The current data shows decreases or stagnant data.

District Data Story Summary:

What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently?
What district programs, supports, and services are designated to meet student, classroom,

leadership and support priority growth targets needs?

Are there any major challenges not being addressed by a service, program, or activity?

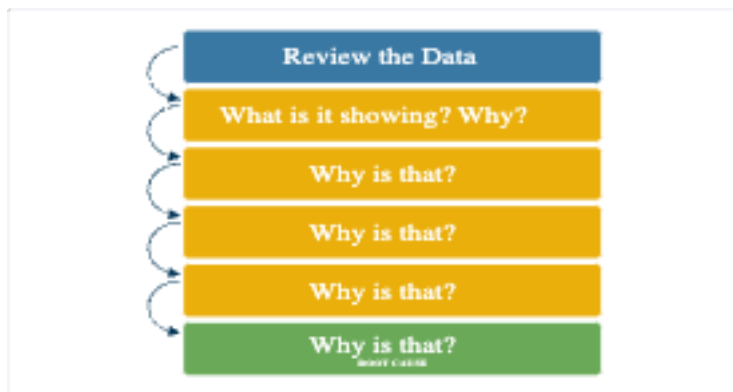
Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?

Is there a braiding of funding across there various programs and efforts?

Analysis:

Root Cause



Five Whys

- Why: Student data is showing a decrease/flat results.
- Why: Our students are coming to us with more academic holes and a higher need for intervention.
- Why: Our student population has changed over the past years and our teaching styles and teaching techniques are no longer creating the positive impact we experienced in the past.
- Why: We have had increased teacher turnover and both our experienced and new teachers have struggled to meet the vast academic needs of the students we currently server.
- Why: We have not been able to differentiate and adjust instruction to meet our current students where they are.

Challenge Statement: Summit Academy North will need to adjust learning schedules and provide the human resources needed to implement schoolwide, structured intervention.

Strategies:

(1/3): Instructional Coaching/Consulting for Mathematics

Owner: Alicia Jenkins

Start Date: 05/24/2021

Due Date: 06/23/2026

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings

- Summit Academy North Elementary School
- Summit Academy North Middle School

Total Budget: \$200,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coach Support for Teachers	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Rigor and Relevance Lesson Planning Support	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Number Talks	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): MTSS Framework (General)

Owner: Alicia Jenkins

Start Date: 05/24/2021

Due Date: 06/23/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$750,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessional support for intervention	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
WIN/Climb Time	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Improve Growth Mindset	Alicia Jenkins	05/24/2021	06/17/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer Learning	Alicia	05/24/2021	06/17/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
	Jenkins			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): Appropriately support fact fluency

Owner: Alicia Jenkins

Start Date: 05/31/2022

Due Date: 06/23/2026

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

Buildings

- Summit Academy North Elementary School

Total Budget: \$6,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Use of online resources: Extra Math, Imagine Math, etc.	Alicia Jenkins	05/31/2022	06/17/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve ELA M-Step Growth

Status: ACTIVE

Statement: Our goal is to provide high quality Tier 1 and Tier 2 instruction in order to improve ELA M-STEP growth measure. By 2024, we will see at least 75% of our students growing at or above the average level.

Created Date: 05/13/2022

Target Completion Date: 05/31/2024

Data Set Name: Reading

Name	Data Source
Student Assessment: Student Growth	MI School Data

Data Story Name: Reading

Initial Data Analysis: When looking at the 20/21 school year data, we noticed that of the students tested, about 23% had above average growth, about 38% had average growth, and about 39% had below average growth. These numbers are similar to the average in Wayne County.

We had a significantly low number of students test during the 20/21 school year on M-STEP due to the pandemic.

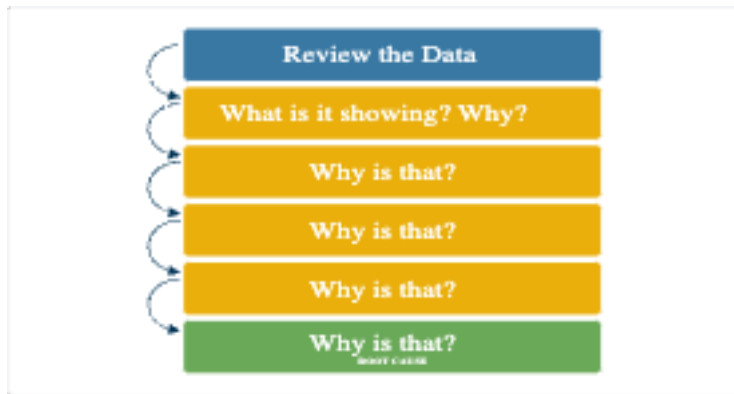
Initial Initiative Inventory and Analysis: Current initiatives include MTSS, WIN, Academic Assist, etc. Based on the needs created by the pandemic, special attention to high quality Tier I is essential for the success of our students.

Gap Analysis: Our students are not performing or growing at the rate we would like to see. In the 21/22 school year, we have established a system to help support learning and close the learning gap. We are eager to see the end of year data to see if the efforts we have put in place have worked to help close the gap.

District Data Story Summary: Strengths include MTSS and WIN, but translating the successes into the classroom remains a challenge. Improving Tier I instruction is essential, but teacher turnover and burn out creates challenges. Addressing the school schedule to provide additional planning time has helped and we hope to continue that process.

Analysis:

Root Cause



Five Whys

- Why: Students at Summit Academy North did not meeting growth targets on MSTEP in the 20/21 school year.
- Why: Students were not as academically focused during the pandemic.
- Why: Students and teachers were balancing SEL instruction and academic instruction to meet the needs of students.
- Why: High quality Tier I instruction and MTSS instruction had to adapt during the pandemic based on the emotional needs of the students.

Challenge Statement: Students need consistent, high quality Tier 1 and Tier 2 instruction to have the highest level of academic growth and success. The district needs to provide the training, support, and time for high quality instruction.

Strategies:

(1/3): Michigan Department of Education Early Literacy Coaching Model

Owner: Alicia Jenkins

Start Date: 05/13/2022

Due Date: 05/31/2024

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

- Summit Academy North Elementary School

Total Budget: \$65,000.00

- Other Local Funds (Other)

Communication:

Method

- Other
- Email Campaign
- Presentations

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Early literacy coach to help promote and support the literacy essentials (COSA funded by Wayne RESA for the 22/23 school year).	Alicia Jenkins	05/13/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

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

Owner: Alicia Jenkins

Start Date: 05/13/2022

Due Date: 05/31/2024

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

Buildings: All Active Buildings

Total Budget: \$1,300,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
WIN time provided for targeted literacy intervention to highest needs students provided by teachers and highest qualified instructors to the students with the highest needs.	Alicia Jenkins	05/13/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Differentiated instruction	Alicia Jenkins	05/13/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development	Alicia Jenkins	05/13/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
ELA Resource Implementation	Alicia Jenkins	05/13/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Formative Assessment Process

Owner: Alicia Jenkins

Start Date: 06/02/2022

Due Date: 05/31/2024

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Title I Part A (Federal Funds)

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Differentiation based on Formative Assessments	Alicia Jenkins	06/02/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Data Literacy to understand formative assessments	Alicia Jenkins	06/02/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development	Alicia Jenkins	06/02/2022	05/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

MS Target Assist Goal

Status: ACTIVE

Statement: Our goal is to be in the 26th percentile or higher in testing participation, growth, achievement, and school attendance for our Special Education Subgroup by June 2025.

Created Date: 05/04/2023

Target Completion Date: 06/21/2025

Data Set Name: Middle School Targeted Assist 2023

Name	Data Source
Historical Accountability: Scorecard Summary	MI School Data

Data Story Name: Middle School Targeted Assist Status 2023

Initial Data Analysis: Math and ELA are pretty far below the cut score in achievement, but closer in growth. We wondered about the impacts of covid on testing scores, attendance, and test participation. We know that our special education sub group has a long way to go, but we are wondering how much these things impacted our data story.

Initial Initiative Inventory and Analysis: WIN

Priority Standard Focus

Special Educaiton Live on Friday

Smaller Class Sizes

Resource Math and ELA

inTandem students get less special eduation support

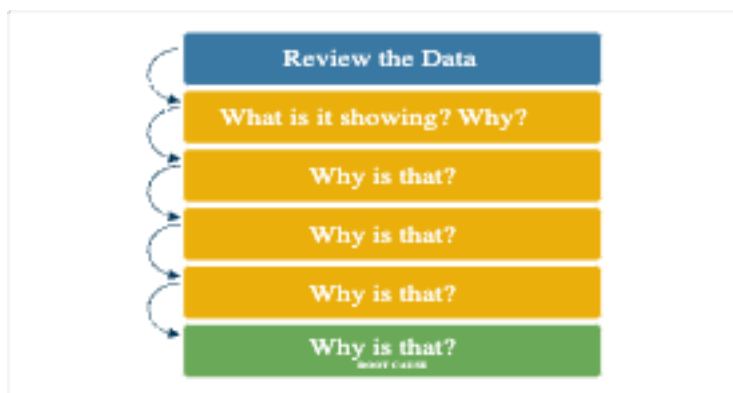
Gap Analysis: Currently, we are in the bottom 25 % for all 4 categories. Our desired reality is that we are not in the bottom 25% for any of the categories.

District Data Story Summary: Strenghts: Close in test participation and in growth.

Weaknesses: Student attendance and achievement.

Analysis:

Root Cause



Five Whys

- Why: Test Participation: School and families felt it wasn't as high of a priority, especially in light of COVID concerns.
Attendance: Families believe school attendance isn't as important as it was pre-

pandemic, focus and messaging from school was inconsistent.

Academics: Tier I instruction isn't as rigorous and looping as students experience on the test, which results in testing fatigue/giving up.

Challenge Statement: Testing: The schools needs to educate parents and students on the importance of taking the tests.

Attendance: The school needs to increase parent awareness of the importance of daily school attendance.

Academics: The school needs to improve Tier I instruction to align with M-STEP rigor level.

Strategies:

(1/1): MTSS Framework (General)

Owner: Alicia Jenkins

Start Date: 06/05/2023

Due Date: 06/21/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings

- Summit Academy North Middle School

Total Budget: \$90,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Chronic Absence Reduction: Proactive Systematic Communication	Alicia Jenkins	09/05/2023	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Test Participation Tracking	Alicia Jenkins	09/05/2023	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier I Instruction: Focus on Rigor	Alicia Jenkins	06/05/2023	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Elementary Target Assist

Status: ACTIVE

Statement: Our goal is to be in the 26th percentile or higher for student attendance, testing participation, growth, and achievement for the special education, economically disadvantaged, and black/African American subgroups.

Created Date: 06/05/2023

Target Completion Date: 06/24/2025

Data Set Name: Elementary School Targeted Assist 2023

Name	Data Source
Historical Accountability: Scorecard Summary	MI School Data

Data Story Name: Elementary School Targeted Assist 2023

Initial Data Analysis: Noticed that we are really close with participationHow related are the test participation and chronically absentWondering what percentage of kids are not in any of the categoriesWhat are we doing differently, how do kids who have been with us differ? Notice writing is higher from outside kids

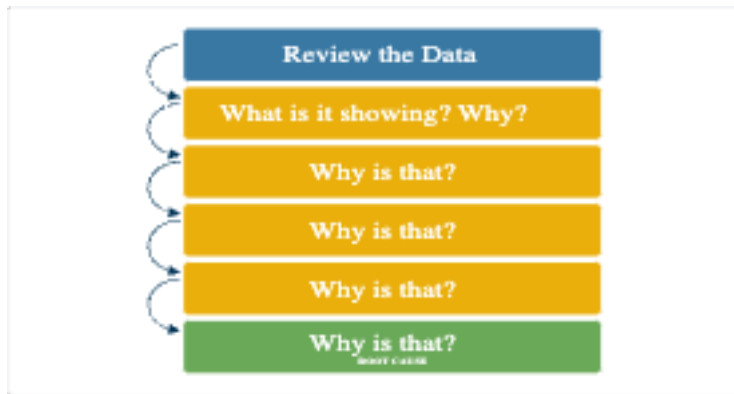
Initial Initiative Inventory and Analysis: Shift at the same time as the pandemicSelf-containedTracking of studentsTeacher turn-over/teacher retention, leadership changelInstructional Model ChangelInventoryIncentives for attendance for parentsTruancy LiaisonAttendance monitoringAbsent phone callsParas in every classroomClimb Time/ InterventionSupport Staff (academic, SEL)Sensory RoomSnack on M-STEP DaysStudent academic awardsGoal settingData Wise focus on vocabulary

Gap Analysis: Pre-pandemic, we were making slight increased in academic performance. We have seen a steep decline post pandemic. Our desired reality is to exceed pre-pandemic scores and ensure that all groups, including our most vulnerable groups, are making progress.

District Data Story Summary: Number of students who tested for M-Step were impacted by COVIDStudent attendance is having an impact on educationRemote instruction impacted student achievementTrend data shows that we were having success, COVID had a greater impact on our more vulnerable studentsAlmost all of the students were taking the MStep for the first year

Analysis:

Root Cause



Five Whys

- Why: Attendance: Students and parents don't view school as a priority.
Test Participation: Testing didn't seem mandatory to parents/students.
Academics: Tier I instruction and rigor level.

Challenge Statement: The district needs to focus on implementing strong Tier I instruction and changing the mindset of students and parents around attendance and testing.

Strategies:

(1/3): Impact of Mathematics coaching

Owner: Alicia Jenkins

Start Date: 06/05/2023

Due Date: 06/24/2025

Summary:

Buildings

- Summit Academy North Elementary School

Total Budget: \$75,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier I Math Coaching	Alicia Jenkins	06/05/2023	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): MTSS Framework (General)

Owner: Alicia Jenkins

Start Date: 06/05/2023

Due Date: 06/24/2025

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

- Summit Academy North Elementary School

Total Budget: \$150,000.00

- General Fund (Other)
- ISD Reimbursement (Other)

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier I Instruction Focus: Identify, train, support, and monitor the non-negotiable best practices.	Alicia Jenkins	06/05/2023	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Attendance Tracking System	Alicia Jenkins	06/05/2023	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Test Participation Monitoring System	Alicia Jenkins	06/05/2023	06/24/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Essential Coaching Practices for Elementary Literacy

Owner: Alicia Jenkins

Start Date: 06/05/2023

Due Date: 06/24/2025

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Summit Academy North Elementary School

Total Budget: \$75,000.00

- ISD Reimbursement (Other)

Communication:

Method

- School Board Meeting

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier I Literacy Training	Alicia Jenkins	06/05/2023	06/24/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Summer Learning: Improve Growth Data

Status: ACTIVE

Statement: Our goal is to provide summer learning opportunities for students in elementary, middle, and high school to help improve NWEA growth (percent of students meeting growth projections) in Math and Reading from Spring to Spring by 5% in both subject areas.

Created Date: 10/17/2023

Target Completion Date: 10/31/2024

Data Set Name: MI Kids Back on Track

Name	Data Source
School Index: School Index Growth	MI School Data
School Index: School Index Growth	MI School Data
School Index: School Index Growth	MI School Data
Student Assessment: Top 30 / Bottom 30 Analysis	MI School Data
School Index: School Index Proficiency	MI School Data

Data Story Name: MI Kids Back on Track

Initial Data Analysis: Our data analysis indicates that we are struggling to help our lowest students and students in the bottom 30% grow in a way that is closing the achievement gap for our students.

While we are seeing some growth (as monitored using NWEA and as seen on state data), the amount of growth is not enough. Our students need to exceed their growth goals and targets to close the achievement gap. Although the focus on Tier I and Tier II instruction in the classrooms can help increase growth, our most struggling students need supports outside of school hours and outside of the school year.

Initial Initiative Inventory and Analysis: Initiate Inventory: MTSS for Struggling Students
We have school wide MTSS systems, which allow for daily targeted systematic instruction. We have also recently adopted new curricular resources in math and ELA to help teachers provide high quality Tier I instruction.

The schoolwide system currently supports all students, the intervention takes place during the school day during WIN.

All certified staff are involved, as well as interventionists, paraprofessionals, and other support staff.

Currently, the intervention is funded from the primary funding source for each involved individual.

The implementation and impact are still under review, but initial data sets show that our students working with our Math and ELA teachers are benefiting the most. These students are the most struggling students, by design.

Although the current intervention system is showing positive results, to get our students on track, we will need to expand the opportunities for intervention. Extra intervention and support outside of the typical school day is essential.

Gap Analysis: Our largest gap is in the area of growth. We would like to see our students who are below grade level grow at a rate that exceeds thier "maintenance" goals. If they are able to grow above the 50th percentile, they will be able to begin to close the achievement gap.

District Data Story Summary: Summit Academy North will need to provide additional supports to students who are below grade level to close the achievement gaps that have been widened by the pandemic.

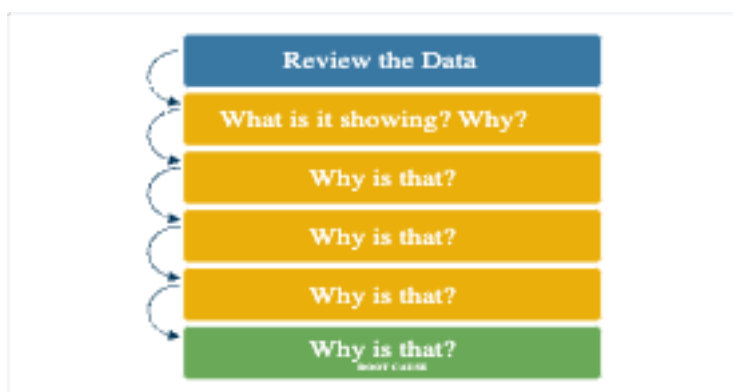
A current strength is a systematic approach to intervention K-12. An area of need is the expansion of time and opportunity outside of the school day.

This would allow a reallocation to ensure that the students with the greatest needs have the highest supports.

Our current data does show some progress in growth, but students will need to outgrow the growth targets to close the achievement gap. Additional time is needed.

Analysis:

Root Cause



Five Whys

- Why: As a charter school, we have several academic challenges. One challenge is that our population is more transient that a typical public school. We also draw from several communities and have a diverse population of students with very diverse educational and emotional needs.
- Why: Our students come to us below grade level and are not growing at a fast enough rate to close the achievement gap.
- Why: Our students are not growing at a fast enough rate becuae they don't have supports at home and they need an increased amount of Tier II and Tier III intervention from highly qualified staff.
- Why: Our students who are behind need an increased amount of time with highly qualified staff to gain the skills they need. Time outside of the regular school day/ calendar is imparative.

Challenge Statement: The district needs to allocate resources to develop a robust summer learning program to help increase student growth and close the achievement gap for our struggling students.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Alicia Jenkins

Start Date: 06/25/2024

Due Date: 08/17/2024

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: \$260,630.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- Email Campaign

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer Learning Program: 6 Week Summer program for students K-12 who are struggling the most. Focus on recovery of skills to keep/get students on track academically.	Alicia Jenkins	06/25/2024	08/17/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Summer Learning Program will be monitored by the Program Managers. The Program Managers will be certified teachers, instructional coaches, or administrators with experience supervising and supporting Summer Learning. Staff TBD.	Alicia Jenkins	06/25/2024	08/17/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer Learning Program will be taught by certified teaching staff and supported by paraprofessionals and support staff. Certified staff will include teachers, special education, Social Workers, etc.	Alicia Jenkins	06/25/2024	08/17/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer Learning Program Transportation: Transportation for families to ensure that students are able to attend summer learning.	Alicia Jenkins	06/26/2024	08/16/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				