

# MICIP Portfolio Report

## Multicultural Academy

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### Goals Included

#### Active

- Achievement : Reading
- Improve Math Proficiency in Mstep
- Reduce Chronic Absenteeism

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### Buildings Included

#### Open-Active

- Multicultural Academy

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### Plan Components Included

#### Goal Summary

#### Data

##### Data Set

##### Data Story

#### Analysis

##### Root Cause

##### Challenge Statement

#### Strategy

##### Summary

##### Implementation Plan

##### Buildings

##### Funding

##### Communication

##### Activities

##### Activity Text

##### Activity Buildings

#### Monitoring & Adjusting

##### Activity Status

##### Monitoring Notes by Strategy

##### Note Text

##### Evidence

##### Impact Notes

##### Interim Target Measures

##### Adjustment Notes

#### Evaluation Status

##### End Target Measures

##### Impact Questions & Responses

##### Responses

##### Evidence

# MICIP Portfolio Report

## Multicultural Academy

### Improve Math Proficiency in Mstep

**Status:** ACTIVE

**Statement:** The percent of FAY students in grades 3-8 proficient in mathematics will increase by 3%.

**Created Date:** 06/01/2021

**Target Completion Date:** 06/18/2026

**Data Set Name:** Math

Name	Data Source
Grades 3-8 Assessments: Math Scaled Scores 2021-22	MI School Data
NWEA Student Growth Data (Winter 2020-21) We need SPRING 21-22 for baseline	NWEA
School Index: School Index Growth 2021-22	MI School Data
School Index: School Index Proficiency 2021-22	MI School Data
IXL Assessment, Intervention and Growth	Other
ESSER Grant usage	District Determined
Staff Retention	District Determined
Survey details	District Determined
Student Growth Summary Fall 22-23	District Determined
Certified/ Non certified teacher numbers till 2023	District Determined
Grade 8 PSAT Math 2021-22 Scaled Scores	MI School Data
UM Partnership for Secondary Math	District Determined
Math PD Sign in Sheet	District Determined
Partnership with Tri County	District Determined
Math PD Common Core for ELs Sign in	District Determined
Math PD on Teaching Common Core 2023-24	District Determined

Name	Data Source
Teaching Staff list - Trainings	District Determined
NWEA Math Student Growth Summary 23-24	District Determined
Grades 3-8 Math Assessments: Proficiency 2021-22	MI School Data
Grade 8 PSAT Math: Proficiency 2021-22	MI School Data
NWEA Student Growth Summary Spring 2021-22	NWEA

### *Data Story Name:* Achievement in Math

*Initial Data Analysis:* A significant portion of our student population is currently performing below grade level in both Math and English Language Arts (ELA). Many of our students are English Language Learners, including a large number of immigrant students who have had limited formal schooling prior to joining our academy. As supported by extensive research, language acquisition takes several years to fully develop, particularly in an academic context.

Despite these challenges, our students are demonstrating positive growth, making steady progress in their learning journey. However, the task of bringing them to grade-level proficiency in all Common Core subjects remains complex. The intersection of language barriers and academic expectations presents a unique challenge, requiring ongoing targeted interventions and instructional support.

*Initial Initiative Inventory and Analysis:* District Report on Academic Support and Improvement Initiatives

**Mission Statement:** The mission of the district is to foster and sustain a learning environment that maximizes the potential of our diverse learners. This commitment is reflected in our targeted efforts to support students' academic growth, with a particular focus on proficiency in Reading and Math.

**Student Demographics and Focus Areas:** The majority of our diverse learners are English Language Learners (ELLs). Given this context, achieving proficiency in core areas such as Reading and Math serves as the foundation for ensuring long-term academic success. Language acquisition plays a critical role in academic performance, and our instructional strategies are aligned to meet these needs.

**Collaborative Stakeholder Involvement:** The successful implementation of our academic support programs requires the collaborative effort of all key stakeholders, including administration, content area teachers, paraprofessionals, and the ESL department. By working together with fidelity and consistency, we are confident that student outcomes will show improvement.

**Assessment and Evaluation:** Both formative and summative assessments will serve as key indicators of student progress. These assessments will provide the necessary data to inform instructional decisions and measure the effectiveness of our interventions.

**Funding Sources:** The programs and initiatives supporting our diverse learners are funded

through a combination of Title I and General Funds, ensuring that the necessary resources are available to meet the needs of all students.

**Monitoring and Review Process:** Administrators, the data team, subject area teachers, paraprofessionals, and the ESL department will convene monthly to assess student needs and areas of growth. These meetings will be focused on reviewing student data, identifying gaps in performance, and refining intervention strategies. Informal classroom observations will be conducted by administrators to provide immediate feedback, supporting the continuous improvement of teaching and learning processes. Additionally, all small group interventions will be documented weekly for administrative review.

**Professional Development and Instructional Support:** Professional development sessions will be held regularly to enhance instructional strategies in the areas of differentiation, SIOP (Sheltered Instruction Observation Protocol) methods, and the integration of online intervention programs such as Lexia, IXL, and Fountas & Pinnell. These sessions will be continuously updated with research-based information to ensure teachers are equipped with the latest tools and strategies to support student learning.

**Partnerships for Academic Support:** The Academy will collaborate with the Washtenaw Intermediate School District (WISD) to address specific areas of need, ensuring that we leverage external expertise and resources for the benefit of our students.

**Resource Allocation Review:** At Multicultural Academy, we are committed to ensuring that resource allocation is both equitable and aligned with the needs of our diverse student population. Through the application of an equity lens, our team is able to evaluate the clarity and impact of resource distribution on student outcomes. This approach allows us to consider whether current strategies are adequately resourced and to assess the broader impact of resource utilization on the implementation and success of these strategies across different student groups.

**Gaining Comprehensive Understanding:** To gain a comprehensive understanding of how the allocation and utilization of resources affect student outcomes, it is essential to incorporate multiple perspectives. Our team includes not only administrators and educators but also paraprofessionals, ESL specialists, and community members. This diversity of viewpoints ensures that all aspects of resource planning are examined, from human resources and time to instructional materials and funding. Regular feedback from these stakeholders allows us to continuously refine our approach and address any disparities that may arise.

**District Methodology and Equitable Distribution:** The district's methodology for school funding and its comparability report provide insight into the equitable distribution of resources. Our analysis of these reports indicates that the current allocation of resources is consistent across the district, ensuring that all schools, including Multicultural Academy, receive the necessary funds to meet the needs of their students. However, the application of the equity lens has highlighted areas where additional resources may be needed to support specific student groups, particularly our English Language Learners and students with limited formal education backgrounds.

**Ensuring Initiatives are Adequately Resourced:** The data we have gathered shows that while the district ensures initiatives are adequately resourced at their inception, ongoing monitoring is critical to maintaining adequate support throughout the life of an initiative. At Multicultural Academy, we conduct regular assessments of both fiscal and material

resources to ensure that programs such as MTSS, ESL services, and Special Education support remain well-funded and effective. However, in some instances, it has become evident that as initiatives evolve, additional resources may be required to meet the growing needs of our students.

**Under-Resourced Areas and Student Impact:** Our reflection on the data suggests that while most initiatives are adequately resourced, certain programs, such as extended day learning and advanced intervention strategies, may be under-resourced relative to their potential impact. The student groups most affected by these gaps are often those requiring the most support, including low-income students, English Language Learners, and students with special needs. Addressing these gaps is critical to ensuring that every student has access to the resources they need to succeed.

**Areas for Further Exploration:** To fully understand the impact of resource allocation and use, further exploration is necessary, particularly in understanding how resources are being utilized at the classroom level. This includes examining the effectiveness of instructional materials, technology use, and teacher time management in supporting student learning outcomes. Additionally, understanding how funds are being applied to support social-emotional learning and mental health services will be an important area of focus moving forward.

**Conclusion:** In conclusion, by applying the equity lens to our resource planning and usage, Multicultural Academy has gained valuable insights into the effectiveness of our resource distribution. Our analysis has revealed areas where resources are adequately supporting initiatives, as well as areas where additional investment is necessary. The findings from our team's reflection highlight the importance of continuous monitoring and reassessment to ensure that resource allocation aligns with the needs of our students, particularly those in vulnerable groups. Moving forward, this approach will guide our efforts to refine our strategies and enhance student outcomes, ensuring that all initiatives are fully supported and that every student has the opportunity to succeed.

**Gap Analysis:** The gap exists in what the students' state/federal assessment scores are projecting Vs the proficiency level that MDE desires the Academy to achieve.

**District Data Story Summary:** At Multicultural Academy, our commitment to supporting English Language Learner (ELL) students has led to notable targeted growth and improvement when learning plans are implemented with fidelity and intensity. However, it is important to acknowledge that the majority of our students are still performing below grade level, necessitating a reevaluation and intensification of our intervention strategies.

**Current Context:** As a Title I school serving a substantial population of ELL students, we recognize the imperative to follow all recommended instructional strategies with fidelity. This adherence is crucial not only for meeting academic benchmarks but also for ensuring equitable access to educational resources and opportunities for all students.

**Challenges Identified:** Despite our ongoing efforts, we face significant challenges in two primary areas:

**Hiring Certified and Highly Qualified Teachers:** The effectiveness of our interventions and programs is largely dependent on the quality of instruction provided by certified and highly qualified teachers and paraprofessionals. We must strategize on hiring practices to attract and retain individuals who are not only proficient in content delivery but also equipped to meet the unique needs of our diverse learners.

**Parental Involvement:** Engaging parents in

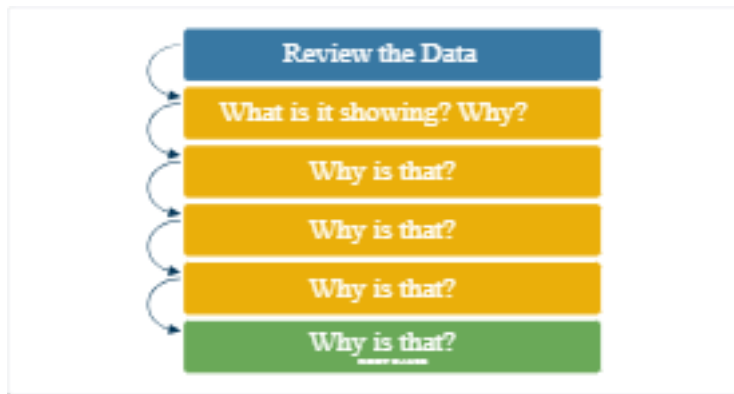
the educational process is vital for student success, yet school-wide regular attendance remains a challenge. We recognize that increased parental involvement and education regarding school norms and expectations are essential components in fostering a supportive home-school partnership. District Programs and Support Services: To address these challenges and enhance student outcomes, the district has designated a variety of programs, supports, and services aimed at meeting priority growth targets for students, classrooms, and leadership:

Professional Development for Teachers: Regular professional development sessions are provided to equip teachers with effective instructional strategies and methodologies tailored to the needs of ELL students. English Language Department: Dedicated support for bilingual students is offered through our English Language Department, which focuses on language acquisition and academic success. Title I Staff: Title I personnel are available to provide targeted interventions in core areas of English Language Arts (ELA) and Math, ensuring that students receive the support they need to improve their skills. Paraprofessionals: Paraprofessionals play a crucial role in supporting homeroom and subject teachers, aiding in the delivery of differentiated instruction and personalized support for students. Special Education Teachers: Special education teachers are on hand to support students with Individualized Education Programs (IEPs), ensuring that all learners receive the accommodations necessary for their success. Data Team: A dedicated data team assists teachers in analyzing academic scores and grades, identifying deficit skills, and developing instructional strategies to address student needs effectively. Curriculum Specialist: The curriculum specialist collaborates with teachers to support curriculum mapping and ensure that instructional practices align with student success goals. Future Directions: To address the major challenges of hiring certified and highly qualified teachers and enhancing parental involvement, we will consider duplicating existing programs to broaden their reach and effectiveness. This includes replicating successful intervention strategies and expanding our outreach efforts to engage parents in their children's education.

Conclusion: In summary, while targeted growth and improvement among our English Language Learner students are evident, a concerted effort is required to overcome the challenges we face in resource allocation, staffing, and parental engagement. By leveraging district programs and fostering a culture of collaboration among educators and families, we can create an environment that maximizes the potential of all students, ensuring that they achieve the academic success they deserve.

### *Analysis:*

#### *Root Cause*



### Five Whys

- Why: Majority of our students are English Language Learners with many immigrants students with limited or none formal schooling before. While all our students have consistent growth, they need considerable number of years to score grade level as we work on their language acquisition and deficit skills.
- Why: Many of our teachers are either non certified or working towards certification. While Academy is working towards this, and we provide MTSS, Title, ESL, Sped support to work with our students on language acquisition and deficit skills, however, our students need few years to test at grade level RIT.

In addition, my students travel long distance to commute to school everyday and there is fatigue working, along with acculturation to settle in a new country.

**Challenge Statement:** The District needs to work towards getting additional funding for:

1. Hiring certified teachers and being able to offer competitive pay.
2. Hiring additional teachers/staff to run a successful New-Comer program.
3. Purchasing of variable curriculum and supplementary materials.
4. Administer an after-school program.
4. Purchasing school bus/s to be able to reduce student transportation time.
5. Expanding the school infrastructure to accommodate more students.

However, we have reviewed the budget and resource allocations for Multicultural Academy and determined that there are no inequities.

## Strategies:

### (1/3): Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning

**Owner:** Mohana Mukherjee

**Start Date:** 04/19/2023

**Due Date:** 06/17/2026

**Summary:** Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning refers to implementing instructional practices and strategic scaffolds to increase access and understanding for students with diverse learning needs and strengths. Both conceptual understanding and the language of mathematics are developed as students engage in language-rich tasks. With appropriate scaffolds and engaging instruction, students are able to process and produce the language of mathematics giving themselves and their teachers a clearer window into their understanding. Educators will engage in frequent, ongoing professional learning to develop an understanding of language-rich environments, instructional practices, appropriate scaffolds, and the concept of "differentiated products". Individual educators as well as those working in teams will access and learn to effectively use the "Language Supports for Mathematics" as presented in the MAISA Mathematics Units for grades 3 through Algebra 2. Educators will also learn to use these models for refining their own tools and practice.

## Buildings

- Multicultural Academy

**Total Budget:** \$400,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part C, Migration Education (Federal Funds)
- Title I Part D (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)
- General Fund (Other)
- Other Local Funds (Other)
- Other State Funds (State Funds)

## Communication:

### Method

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

### Audience

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

## Strategy Implementation Plan Activities



Activity	Owner	Start Date	Due Date	Status
Purchase Updated K-5 Math Curriculum	Mohana Mukherjee	04/20/2023	06/18/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Collaboration with DAPCEP	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Collaboration with WISD for Contracted Services	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Technology	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Math Manipulatives	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Supplemental and Intervention Math Programs	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Hire Math Interventionist	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Provide Professional Learning Opportunities Focused on Mathematics.	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Provide EL Support in Mathematics	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Hands-on Math Materials.	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Supplies and Materials to support language rich Mathematics activities	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				

## (2/3): Multi-Tiered System of Supports (MTSS) Framework (General)

**Owner:** Mohana Mukherjee

**Start Date:** 12/14/2023

**Due Date:** 06/17/2026

**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

- Multicultural Academy

**Total Budget:** \$50,000.00

- Title I Part A (Federal Funds)
- Title I Part C, Migration Education (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

Method	Audience
<ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul>

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development on MTSS	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
Regular Data Talks	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Center Based Instructions	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Tier Based Instructions	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Quarterly Parent Teacher Meetings	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				

### (3/3): 23g Tutoring

**Owner:** Mohana Mukherjee

**Start Date:** 02/20/2024

**Due Date:** 06/18/2026

**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**

- Multicultural Academy

**Total Budget:** \$15,000.00

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

#### **Communication:**

##### **Method**

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

##### **Audience**

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

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
After School Extended day Program ( Tutoring Students )	Mohana Mukherjee	02/20/2024	06/18/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				

#### **Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
At least 25% of students in grades K-8 will meet their growth target on the Spring Math NWEA MAP Growth Assessment. for NWEA Student Growth Summary Spring 2021-22		11/20/2024	OVERDUE
Increase by 1.0% for Grades 3-8 Assessments: Math Scaled Scores 2021-22		11/20/2024	OVERDUE
Increase by 1.0% for Grade 8 PSAT Math: Proficiency 2021-22		11/20/2024	OVERDUE
By November of 2024, 75% of K-5 teachers will receive training on best practices and instruction in Mathematics.	Mohana Mukherjee	11/20/2024	OVERDUE
By May of 2024, administration will develop a partnership with a local university or community organization to help provide supplemental math support at the secondary level.	Mohana Mukherjee	11/20/2024	OVERDUE

### Impact Notes

Date	Note	Author
11/05/2024	<p>During the 2023-2024 school year at least 25 % of students in grades K-8 will meet their growth target on the Spring Math NWEA MAP Growth Assessment.</p> <p>All grades had at least 65 % of students meet their growth projection on the Spring Math NWEA Growth Assessment in the 2023-24 school year. This was well above our Interim Target of 25% in grades K-8. With our support systems in place we believe this will also be the case for our End Target this Spring.</p>	Mohana Mukherjee
11/05/2024	By May of 2024, 75% of K-5 teachers will receive training on best practices and instruction in Mathematics.	Mohana Mukherjee

Date	Note	Author
	100% of K-5 teachers received training, we are now working towards a consistent demonstration of implementation from trainings.	
11/05/2024	<p>By May of 2024, administration will develop a partnership with a local university or community organization to help provide supplemental math support at the secondary level.</p> <p>We have had staff members and students participate in the Tri-county Meaningful Mathematics Showcase and teachers have participated in the Culturally Responsive Pedagogy sessions.</p> <p>Following the format of the Meaningful Mathematics Showcase we have instituted a schoolwide Math Showcase (photos included in the Structured Conference slides).</p>	Mohana Mukherjee
11/05/2024	<p>By May of 2024, administration will develop a partnership with a local university or community organization to help provide supplemental math support at the secondary level.</p> <p>The Partnership with the University of Michigan Young Science Innovators was formed as a result of our goals in the MDE Partnership Agreement. We are currently in our second year of this partnership. We also have photos in our Structured Conference slides that show this partnership in action.</p>	Mohana Mukherjee

#### Adjust Notes:

No Data Available

#### Activity Status:

#### Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning Activities

Activity	Owner	Start Date	Due Date	Status
Purchase Updated K-5 Math Curriculum	Mohana Mukherjee	04/20/2023	06/18/2025	ONTARGET
Collaboration with DAPCEP	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Collaboration with WISD for Contracted Services	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Purchase Technology	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Purchase Math Manipulatives	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Purchase Supplemental and Intervention Math Programs	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Hire Math Interventionist	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Provide Professional Learning Opportunities Focused on Mathematics.	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Provide EL Support in Mathematics	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Purchase Hands-on Math Materials.	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET
Purchase Supplies and Materials to support language rich Mathematics activities	Mohana Mukherjee	04/19/2023	06/19/2025	ONTARGET

#### *Multi-Tiered System of Supports (MTSS) Framework (General) Activities*

Activity	Owner	Start Date	Due Date	Status
Professional Development on MTSS	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
Regular Data Talks	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
Center Based Instructions	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET
Tier Based Instructions	Mohana	12/14/2023	06/17/2026	ONTARGET



Activity	Owner	Start Date	Due Date	Status
	Mukherjee			
Quarterly Parent Teacher Meetings	Mohana Mukherjee	12/14/2023	06/17/2026	ONTARGET

### 23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
After School Extended day Program ( Tutoring Students )	Mohana Mukherjee	02/20/2024	06/18/2026	ONTARGET

### Monitoring Notes

#### Monitoring Notes: 23g Tutoring

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

No Data Available

*Implementation with Fidelity / Integrity - 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

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#### Monitoring Notes: Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning

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

Date	Note	Author
11/06/2024	<p>Multicultural Academy is making measurable progress in supporting the implementation of language-rich mathematics instruction. Through ongoing PD opportunities, collaborative reflection, access to instructional resources, and targeted coaching, we are equipping our teachers with the tools they need to successfully integrate language development into their math teaching. The evidence—ranging from teacher feedback, classroom observations, to student work samples—demonstrates that these strategies are leading to stronger student engagement, improved language skills, and a deeper understanding of mathematical concepts. We remain committed to continually providing sufficient resources and support to ensure the ongoing success of this initiative.</p>	Mohana Mukherjee

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

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

Date	Note	Author
11/06/2024	The evidence is showing in student academic growth in formative and summative assessments.	Mohana Mukherjee
<i>Evidence Data Set for 'The evidence is...'</i>		
Date	Data Name	Provider
11/06/2024	Grades 3-8 Assessments: Scaled Scores	MI School Data

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### Monitoring Notes: Multi-Tiered System of Supports (MTSS) Framework (General)

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

No Data Available

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

Date	Note	Author
11/06/2024	We are making steady and measurable progress in implementing the MTSS framework for both reading and math at Multicultural Academy. Our evidence—ranging from data reviews, classroom observations, progress monitoring, and teacher feedback—indicates that the selected strategies are being implemented with fidelity. We are seeing positive results, such as increased student achievement in both reading and math, with significant growth in students receiving targeted interventions. Moving forward, we will continue to refine our practices, ensure ongoing professional development, and adjust interventions based on data to further support all students in achieving their academic potential.	Mohana Mukherjee

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

*What is the evidence?:*

No Data Available

### **Evaluation Status:**

#### **Evaluate Goal: End Target Measures**

Measure	Due Date	Status
At least 50% of students in grades K-8 will meet their growth target on the Spring Math NWEA MAP Growth Assessment. for NWEA Student Growth Summary Spring 2021-22	06/17/2026	ONTARGET
Increase by 3.0% for Grade 8 PSAT Math: Proficiency 2021-22	06/17/2026	ONTARGET
Staff will implement aspects of the training received. for Survey details	06/18/2026	ONTARGET
Supplemental Secondary Math support will be provided by partnering with other resources. for Survey details	06/18/2026	ONTARGET
Increase by 3.0% for Grades 3-8 Assessments: Math Scaled Scores 2021-22	06/18/2026	ONTARGET

#### **Evaluate Goal: Impact Questions and Responses**

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

No Data Available

**Fidelity/Integrity - 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

**Impact - How did student outcomes improve?**

No Data Available

## Achievement : Reading

**Status:** ACTIVE

**Statement:** By June 2025, 50% of the full academic year (FAY) students in grades K-8 will meet or exceed their growth target.

**Created Date:** 05/26/2022

**Target Completion Date:** 06/16/2026

**Data Set Name:** Reading Data and Related Data Points

Name	Data Source
NWEA Reading only Fall 2021-22 to Spring 2021-22-Mean RIT	District Determined
NWEA Reading Winter 2021-22-Mean RIT for Grades KG- Grade 8	NWEA
NWEA Reading Winter 2021-22-Mean RIT for Grades KG- Grade 8	NWEA
Student Survey 21-22	Survey Monkey Survey
Parent Survey May 21-22	Survey Monkey Survey
Staff Survey May 21-22	Survey Monkey Survey
NWEA Student Growth Summary Report Math and ELA Term: Winter 2023-2024	NWEA
NWEA Student Growth Summary Math and ELA Spring 23-24	NWEA
UM partnership : Reading	District Determined
Reading Month Partnership Initiatives	District Determined
NWEA Reading Student Growth Summary 23-24	District Determined
Grades 3-8 ELA Assessment Trend from 2014-24: Proficiency	MI School Data
Grade 8 PSAT student Count Proficiency 2014-24	MI School Data
MI School Index 2021-22	MiDataHub
K-8 Teachers Literacy Training	District Determined
Teacher Training Sign Ins for Reading ( ELA )	District Determined
NWEA Student growth Summary 2021-22	NWEA

Name	Data Source
NWEA Student Growth Summary ELA Reading 2021-2022	NWEA
NWEA Student Growth Summary ELA Reading Spring 2023-24	NWEA
Grades 3-8 Assessments: ELA Proficiency 2021-22	MI School Data
PSAT ELA: Proficiency 2021-2022	MI School Data

### *Data Story Name:* Achievement in Reading

*Initial Data Analysis:* The data indicates that our students are demonstrating consistent growth over time. A significant portion of our student body consists of English Language Learners, with a considerable immigrant population. As a result, our overall grade-level performance currently falls below state standards.

However, after a thorough review of the budget and resource allocations at Multicultural Academy, we have found no evidence of inequities in the distribution of resources.

*Initial Initiative Inventory and Analysis:* Students are making measurable progress in core subjects, particularly in Reading. However, a number of positions are currently being filled by long-term substitute teachers. From the Academy's side, we provide extensive support to educators through ongoing Professional Development and mentorship from experienced veteran teachers.

Our students benefit from a wide range of services, including ESL, Title I, MTSS support, Extended Day Learning (when applicable), and Special Education services for eligible students. Additionally, all students are provided with Chromebooks and technology support for instructional purposes. We also offer access to online intervention programs such as Lexia, Imagine Math, and IXL to further enhance student learning.

Our staff is committed to maintaining active communication with parents, utilizing interpreters when necessary to facilitate this process.

Following a comprehensive review of the budget and resource allocations at Multicultural Academy, we have confirmed that there are no inequities in the distribution of resources.

*Resource Allocation Review:* At Multicultural Academy, where over 90% of our students are English as a Second Language (ESL) learners and we operate as a Title 1 school, applying an equity lens to resource planning is crucial for enhancing academic growth and reducing absenteeism. Our team's reflection on resource allocation and utilization has yielded several key insights:

**Comprehensive Understanding of Impact**To fully grasp how resource allocation affects student outcomes, we recognize the need for diverse perspectives, including insights from teachers, families, and community stakeholders. Engaging these voices will deepen our understanding of barriers faced by ESL students and identify tailored strategies to meet their unique needs.

**District Methodology and Resource Distribution**The district's funding methodology and comparability report suggest that while financial resources are allocated to schools, discrepancies exist in how these resources are distributed across different programs. This

indicates a need for further analysis to ensure equitable distribution that prioritizes high-needs areas, especially for ESL students who may require additional language support and academic resources.

**Adequate Resource Allocation for Initiatives**Data suggests that while many initiatives are well-supported initially, there is often a decline in resource allocation over time. For instance, language support programs, which are vital for our ESL population, may face funding cuts after the initial rollout. Continuous investment is necessary to maintain the effectiveness of these programs and support sustained academic growth.

**Identification of Under-Resourced Areas**Our analysis highlights specific programs, such as after-school tutoring and mental health services, that are currently under-resourced. These programs are critical for addressing both academic and emotional needs of our students, particularly those facing challenges related to language barriers and cultural adjustment.

**Impact on Student Groups**The most impacted group by insufficient resources is our ESL students, who require intensive language support and academic interventions. A lack of sufficient staffing and materials in language acquisition programs directly correlates with higher absenteeism and lower academic performance among these students.

**Further Exploration Needed**Further exploration is necessary to assess how the allocation of resources affects student engagement and success. Understanding the specific challenges faced by our diverse student body will help tailor interventions that promote equity and access to learning opportunities.

**Conclusion**In summary, our findings underscore the critical need for equitable resource allocation to support the diverse needs of our ESL students. By continuously applying an equity lens, we can ensure that resources are not only allocated effectively but also utilized in a manner that maximizes student outcomes. Ongoing reflection and data analysis will guide our strategies to enhance academic growth and reduce absenteeism, ultimately fostering a more equitable learning environment for all students at Multicultural Academy.

*Gap Analysis:* Students are not reading at grade levels.

*District Data Story Summary:* At Multicultural Academy, we have implemented a comprehensive support system to ensure that students receive targeted interventions designed to enhance their academic growth. Small group instruction, MTSS (Multi-Tiered System of Support) interventions, and ESL services are available to address the needs of students who require additional support. These interventions are particularly effective in helping “bubble” students—those on the cusp of proficiency—make significant gains. However, fluency requirements, particularly for English Language Learners, have not yet been fully met, highlighting the need for continued focus on literacy and language acquisition.

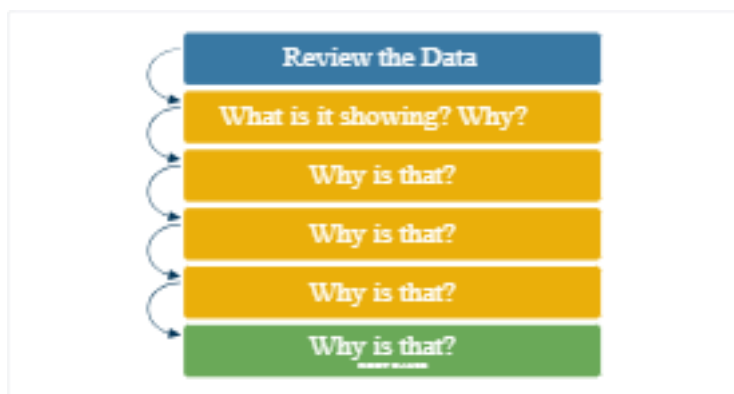
In support of our instructional staff, we invest in Professional Development with a focus on MTSS, ESL, and Special Education services. Teachers engage in data-driven discussions that inform their instructional practices, and mentorship programs provide additional support to newer teachers. Technological tools, including Chromebooks and online platforms such as Lexia, Imagine Math, and IXL, are integrated into instruction to further support student learning and provide real-time intervention where necessary.

A challenge we face is the long commute for students traveling from distant districts, which can lead to fatigue and diminished learning capacity. Despite this, we ensure that

students who are at the greatest academic risk have access to a variety of prevention programs and services that cater to their specific needs. This includes MTSS, ESL, Title I, Special Education, and Extended Day Learning, ensuring a holistic approach to intervention. However, while our intervention programs are comprehensive, we have identified instances of duplicative services and supports that may be attempting to address the same issues. To streamline efficiency and maximize impact, we are braiding funding across our various programs and initiatives to create a more cohesive and integrated approach. Following a thorough review of our budget and resource allocations, we are confident that there are no inequities within the distribution of resources at Multicultural Academy. All students, regardless of their background or needs, are provided with equitable access to the services and supports necessary for their academic success.

## Analysis:

### Root Cause



### Five Whys

- Why: Majority of our students are English language learners with many of the being immigrants with little to none formal schooling before. They are placed in grade levels when they enroll, but we need many years to close the gap before of language barrier and deficit skills.
- Why: We have a majority of teachers who are not certified and are on long-term sub permits. While the Academy to working towards it, we also acknowledge that many of our students need time to acquire a new language, learn deficit skills and master the concept of standardized testing. The students have been showing consistent growth patterns, but their academic scores in standardized tests inevitably fall below grade levels.  
To add to the above, many of our students travel a long distance to school each way and there is fatigue in consideration too.

**Challenge Statement:** Maintaining a growth continuum amid an influx of immigrant and ESL students presents several challenges for Multicultural Academy, including the need to hire certified and highly qualified teachers, employ efficient paraprofessionals, reduce transportation time for all students, and educate immigrant parents to aid in their assimilation and acculturation, yet a thorough review of the budget and resource allocations has confirmed that there are no inequities within the academy's current framework.



## Strategies:

### (1/3): Culturally Responsive-Sustaining Education

**Owner:** Mohana Mukherjee

**Start Date:** 04/25/2023

**Due Date:** 06/19/2025

**Summary:** Creates student-centered learning environments that affirm racial, linguistic, and cultural identities; prepares students for rigor and independent learning; develops students' ability to connect across lines of difference; elevates historically marginalized voices; and empowers students as agents of social change.

### Buildings

- Multicultural Academy

**Total Budget:** \$500,000.00

- Erate (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part C, Migration Education (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)
- General Fund (Other)
- ISD Reimbursement (Other)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

#### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- District Website Update
- Social Media

#### Audience

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

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Creation of an EL Department	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
Creation of Newcomer	Mohana	04/25/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
curriculum	Mukherjee			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Collaboration with ISD for Contracted Services	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Provide Professional Opportunities Focused on Reading.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Provide Professional Opportunities Focused on Literacy.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Technology	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Supplemental and Intervention ELA Program.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Hire a Reading Specialist	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Updated ELA curriculum.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Create Classroom Libraries	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Supplies and Materials to support Culturally Responsive Sustaining Education.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				

## (2/3): 23g Expanded Learning Time

**Owner:** Mohana Mukherjee

**Start Date:** 10/30/2023

**Due Date:** 06/19/2025

**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

- Multicultural Academy

**Total Budget:** \$30,000.00

- Other Federal Funds (Federal Funds)
- Title I Part C, Summer Migrant (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

#### Method

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

#### Audience

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

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS	Mohana Mukherjee	06/25/2024	06/19/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
ESL program	Mohana Mukherjee	06/25/2024	06/19/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
Allot Principal to oversee	Mohana	06/24/2024	08/16/2024	OVERDUE

Activity	Owner	Start Date	Due Date	Status
the implementation of Expanded Learning Time.	Mukherjee			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Enrichment Summer School	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Hire Summer School Staff	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Provide Transportation	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Materials	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Staffing will be provided for identified interventions and summer school , under the supervision of the Principal	Mohana Mukherjee	10/30/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Transportation for summer and/or, outside school hours learning opportunity will be provided.	Mohana Mukherjee	10/30/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Assessment and Instructional Resources	Mohana Mukherjee	10/30/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
will be determined based on MTSS framework.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				

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

**Owner:** Mohana Mukherjee

**Start Date:** 12/14/2023

**Due Date:** 06/15/2026

**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

- Multicultural Academy

**Total Budget:** \$50,000.00

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

#### Communication:

##### Method

- MI School Data
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Social Media

##### Audience

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

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development on MTSS	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
Regular Data Talks	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
Center Based Instructions	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
<b>Activity Buildings:</b>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Tier Based Instructions	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Quarterly Parent Teacher Conference	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				

### Monitoring and Adjusting:

#### Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2.0% for MI School Index 2021-22		11/20/2024	OVERDUE
Increase by 1.0% for Grades 3-8 Assessments: ELA Proficiency 2021-22		11/20/2024	OVERDUE
Increase by 1.0% for PSAT ELA: Proficiency 2021-2022		11/20/2024	OVERDUE
By May of 2024, administration will develop a partnership with a local university or community organization to help provide supplemental reading support at the secondary level.	Mohana Mukherjee	11/20/2024	OVERDUE
Teachers will receive training . for K-8 Teachers Literacy Training		11/20/2025	ONTARGET
Teachers will receive training. for Teacher Training Sign Ins for Reading ( ELA )		11/20/2025	ONTARGET
At least 25% of students in		06/15/2026	ONTARGET



Measure	Owner	Due Date	Status
grades K-8 will meet their growth target on the Spring Reading NWEA MAP Growth Assessment. for NWEA Student Growth Summary ELA Reading Spring 2023-24			

### Impact Notes

Date	Note	Author
11/05/2024	During the 2023-2024 school year, at least 25% of students in grades K-8 will meet their growth target on the Spring Reading NWEA MAP Growth Assessment. We met this Interim Target last spring with the lowest % being 1st grade with 45%. We are using Fall and will use Winter data this year to help ensure that we will meet our End Target of at least 50% of students in grades K-8 will meet their growth target on the Spring Reading NWEA MAP Growth Assessment.	Mohana Mukherjee
11/05/2024	We met the Interim Target of 75% of K-8 teachers receiving Early Literacy training, we had 8 out of 9 K-8 teachers attend which is 89%. We are currently monitoring, through observations, the implementation of the strategies from these training so we can meet our End Target by June 2025.	Mohana Mukherjee
11/05/2024	We wanted 75% attendance of K-5 teachers in the trainings on best practices and instruction in reading, we had an average attendance of 96%. We are currently monitoring, through observation, the demonstration of implementation of these practices to meet our End Target.	Mohana Mukherjee
11/05/2024	Multicultural Academy's Reading Month event, celebrated in March 2023 and 2024, serves as an inspiring partnership to support supplemental reading at the secondary level by engaging students in a variety of activities that promote reading as both a fun and essential part of their lives. The event encourages a love for reading through interactive, creative, and community-driven initiatives, such as:  - Kahoot games to boost literary knowledge and comprehension.	Mohana Mukherjee

Date	Note	Author
	<ul style="list-style-type: none"> <li>- DEAR (Drop Everything and Read) sessions, where students and teachers set aside time to read.</li> <li>- A Character Parade, allowing students to connect with literature by dressing up as favorite characters.</li> <li>- Honoring women authors in conjunction with Women's History Month, introducing students to diverse literary voices.</li> <li>- Einstein Science Day, blending science and reading to show the interdisciplinary value of reading.</li> <li>- Various competitions (e.g., story writing, poetry, book inspired door decorations) that foster creativity and writing skills.</li> <li>- Involvement of parents in reading aloud to classes, promoting family engagement in reading.</li> <li>- Visits from University of Michigan professors and a public librarian, who provide expertise and resources to expand students' reading habits.</li> </ul> <p>By incorporating these activities, the event creates a school-wide culture of reading, emphasizes the importance of lifelong learning, and encourages students to view reading as an enjoyable, enriching part of both their academic and personal lives. The partnership between the school, families, and outside experts helps strengthen students' literacy skills and broadens their understanding of reading's relevance across subjects.</p> <p>This partnership helps us meet our End Target by having more than one partnership aimed at providing supplemental reading support at the secondary level.</p>	
11/05/2024	<p>The University of Michigan Young Science Innovators program supports secondary reading by integrating multimedia and hands-on activities into science lessons. Each lesson is designed to align with grade-level science standards and includes direct instruction through videos or other media, where students read subtitles and answer related questions. This is especially helpful for classes with a higher ESL population. After the instruction, volunteers demonstrate hands-on activities like building windmills or creating a heart model with syringes to illustrate blood flow. These activities encourage independent learning and engagement. Afterward, students answer</p>	Mohana Mukherjee

Date	Note	Author
	<p>additional questions to reinforce comprehension. The program also includes multilingual support, with volunteers assisting students in various languages such as Spanish, Arabic, and Korean, helping them understand the material and complete written responses in English.</p> <p>This partnership was developed to support our PA agreement goal.</p>	

#### Adjust Notes:

No Data Available

#### Activity Status:

##### Culturally Responsive-Sustaining Education Activities

Activity	Owner	Start Date	Due Date	Status
Creation of an EL Department	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Creation of Newcomer curriculum	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Collaboration with ISD for Contracted Services	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Provide Professional Opportunities Focused on Reading.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Provide Professional Opportunities Focused on Literacy.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Purchase Technology	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Purchase Supplemental and Intervention ELA Program.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Hire a Reading Specialist	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Purchase Updated ELA	Mohana	04/25/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
curriculum.	Mukherjee			
Create Classroom Libraries	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET
Purchase Supplies and Materials to support Culturally Responsive Sustaining Education.	Mohana Mukherjee	04/25/2023	06/19/2025	ONTARGET

### 23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
MTSS	Mohana Mukherjee	06/25/2024	06/19/2025	ONTARGET
ESL program	Mohana Mukherjee	06/25/2024	06/19/2025	ONTARGET
Allot Principal to oversee the implementation of Expanded Learning Time.	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
Enrichment Summer School	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
Hire Summer School Staff	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
Provide Transportation	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
Purchase Materials	Mohana Mukherjee	06/24/2024	08/16/2024	OVERDUE
Staffing will be provided for identified interventions and summer school , under the supervision of the Principal	Mohana Mukherjee	10/30/2023	06/19/2025	ONTARGET
Transportation for summer and/or, outside school hours learning opportunity will be provided.	Mohana Mukherjee	10/30/2023	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Assessment and Instructional Resources will be determined based on MTSS framework.	Mohana Mukherjee	10/30/2023	06/19/2025	ONTARGET

### MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development on MTSS	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
Regular Data Talks	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
Center Based Instructions	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
Tier Based Instructions	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET
Quarterly Parent Teacher Conference	Mohana Mukherjee	12/14/2023	06/15/2026	ONTARGET

### Monitoring Notes

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

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

No Data Available

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

Date	Note	Author
11/04/2024	In summary, the school's MTSS approach emphasizes using data to inform targeted, tiered interventions and maintains thorough documentation, fostering a systematic and responsive support system that addresses academic, behavioral, and social-emotional needs.	Mohana Mukherjee
<i>Evidence Data Set for 'In summary, the...'</i>		



## Evaluation Status:

### Evaluate Goal: End Target Measures

Measure	Due Date	Status
At least 25% of students in grades K-8 will meet their growth target on the Spring Reading NWEA MAP Growth Assessment. for NWEA Student Growth Summary ELA Reading 2021-2022	11/20/2024	OVERDUE
To improve supplemental reading. for UM partnership : Reading	06/15/2026	ONTARGET
Teachers will implement high quality literacy strategies. for K-8 Teachers Literacy Training	06/15/2026	ONTARGET
Teachers will get trained and implement reading strategies. for Teacher Training Sign Ins for Reading ( ELA )	06/15/2026	ONTARGET
Increase by 5.0% for MI School Index 2021-22	06/15/2026	ONTARGET
Increase by 3.0% for Grades 3-8 Assessments: ELA Proficiency 2021-22	06/15/2026	ONTARGET
Increase by 3.0% for PSAT ELA: Proficiency 2021-2022	06/15/2026	ONTARGET

### Evaluate Goal: Impact Questions and Responses

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

No Data Available

**Fidelity/Integrity - 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

**Impact - How did student outcomes improve?**

No Data Available



## Reduce Chronic Absenteeism

**Status:** ACTIVE

**Statement:** By June 2025, the percent of chronic absenteeism at the Multicultural Academy will reduce by at least 3% from the baseline 2021-2022 data of 21.6%.

**Created Date:** 04/26/2023

**Target Completion Date:** 06/19/2026

**Data Set Name:** Improvement in Student Attendance

Name	Data Source
Staff Survey 23-24	District Determined
Student Survey 23-24	District Determined
Parent survey 23-24	District Determined
Absenteeism Report : 2021-22 Through 2023-24	District Determined
Chronic Absenteeism Process	District Determined
EWIMS PD Sign in Sheet	District Determined
New Hire : Parent Liaison: Job Description	District Determined
Demographic Trend from 2021-2025	District Determined
Student Counts: Student Count Comparison : Last few years	MI School Data
Parent Communication Log	District Determined
Innovative Initiatives and Programs	District Determined
Student Counts: Attendance Trend	MI School Data
Student Attendance data 2021-22	MI School Data

**Data Story Name:** Improvement in Student Attendance

**Initial Data Analysis:** Data shows that we have a substantial percentage of chronic absences in our student population.

**Initial Initiative Inventory and Analysis:** There is a need to address issues that will improve student attendance. Evidence shows that we have a high chronic absence percentage. The Management and administration team is involved in the implementation. We are working with ISD to work on SEL to improve positive classroom experiences. However, our students travel a long distance to come to school every day and there is a travel fatigue that we need to consider. On winter days, the travel time is longer than others and this adds to fatigue and exhaustion. In addition to having PBL and SEL, we need to provide less travel times for students.

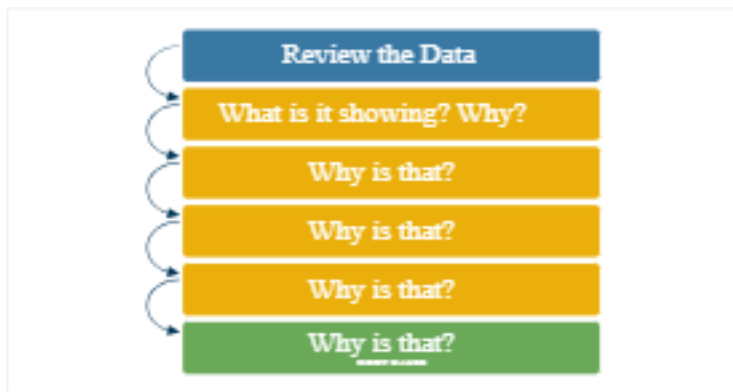
**Resource Allocation Review:**

**Gap Analysis:** The current reality is that students are not regular in attending school and we want to improve overall attendance so that chronic absences reduce.

**District Data Story Summary:** The identified opportunity for growth lies in the areas of behavior education, SEL integration, and being able to reduce travel times for students. There are no duplicate services attempting to address the same problem.

## Analysis:

### Root Cause



### Five Whys

- **Why:** The data shows that we have chronic absences, with, students either not showing up regularly to school and/or, parents not excusing them, on time. With a majority of ESL students, and with students traveling far distances, it is important to improve parental coordination, and communication so that all stakeholders understand the importance of attending school regularly.

**Challenge Statement:** The district needs to allocate resources to develop a system to reduce chronic absences.

## Strategies:

### (1/1): Dropout Prevention - Creating Small and Personalized Learning Communities

Owner: Mohana Mukherjee

Start Date: 04/26/2023

Due Date: 06/20/2025

**Summary:** Creating small and personalized learning communities (SLCs) is a proven strategy to prevent high school dropouts by fostering strong, individualized connections between students and educators. In SLCs, students are grouped into smaller cohorts with dedicated teachers who provide consistent academic and social support. This structure allows for a more personalized approach to learning, tailored to each student's needs, interests, and goals. SLCs promote a sense of belonging and accountability by creating close-knit environments where students feel seen, heard, and valued. Teachers in these communities can monitor progress closely, identify challenges early, and collaborate with families and support staff to intervene effectively.

#### Buildings

- Multicultural Academy

**Total Budget:** \$700,000.00

- Erate (Federal Funds)
- Other Federal Funds (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

#### Communication:

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

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Create newcomer program	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Multicultural Academy</li> </ul>				
Increase playground structures and surfaces.	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Hire Behavior Educator	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Purchase Bus	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Helping Hands Community	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Hire home-school liaison	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Create Parent Education Sessions	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Provide Additional Translation Services	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Create and purchase attendance incentives	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				
Create a process to overcome transportation	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
shortages.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Multicultural Academy</li> </ul>				

### Monitoring and Adjusting:

#### Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
During the 2023-2024 school year, the administration and staff will develop a process to address chronic absenteeism.	Mohana Mukherjee	06/19/2025	ONTARGET
Decrease by 1.0% for Student Attendance data 2021-22		06/18/2026	ONTARGET

#### Impact Notes

Date	Note	Author
11/04/2024	<p>Progress on Improving Student Attendance at the Multicultural Academy</p> <p>1. Bus Routing and Services: To address high absenteeism linked to long and early bus routes, the Academy acquired an additional bus for the 2023-24 school year. This has allowed for shorter routes and later pick-up times, making it easier for students to attend school.</p> <p>2. Parent Liaison/Behavior Assistant: A Parent Liaison was hired to enhance communication with families from non-English speaking backgrounds. This role is crucial for explaining school expectations and proactively addressing chronic absenteeism through direct outreach.</p> <p>3. MTSS Training Expansion: Staff training on the Multi-Tiered System of Supports (MTSS) has been successfully expanded to include behavior and attendance. Expert-led training sessions commenced in August 2024, equipping staff with the skills needed to support students in these critical areas.</p> <p>4. New Absenteeism Tracking: Beginning in the 2024-25 school year, the Academy implemented a new absenteeism tracking protocol. Attendance monitoring will now start after two consecutive absences, rather than waiting for ten, enabling earlier intervention for students at risk of chronic absenteeism.</p> <p>These initiatives represent significant strides toward improving student attendance and fostering a supportive school environment.</p>	Mohana Mukherjee

*Adjust Notes:*

No Data Available

*Activity Status:*

*Dropout Prevention - Creating Small and Personalized Learning Communities Activities*

Activity	Owner	Start Date	Due Date	Status
Create newcomer program	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Increase playground structures and surfaces.	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Hire Behavior Educator	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Purchase Bus	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Helping Hands Community	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Hire home-school liaison	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Create Parent Education Sessions	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Provide Additional Translation Services	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Create and purchase attendance incentives	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET
Create a process to overcome transportation shortages.	Mohana Mukherjee	04/26/2023	06/20/2025	ONTARGET

### Monitoring Notes

#### Monitoring Notes: Dropout Prevention - Creating Small and Personalized Learning Communities

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

No Data Available

*Implementation with Fidelity / Integrity - 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

## Evaluation Status:

### Evaluate Goal: End Target Measures

Measure	Due Date	Status
By June 2025, administration and staff will implement the process to address chronic absenteeism. for Chronic Absenteeism Process	06/18/2026	ONTARGET
Decrease by 3.0% for Student Attendance data 2021-22	06/18/2026	ONTARGET

### Evaluate Goal: Impact Questions and Responses

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

No Data Available

**Fidelity/Integrity - 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

**Impact - How did student outcomes improve?**

No Data Available