

# MICIP Portfolio Report

## River Rouge, School District of the City of

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### Goals Included

#### Active

- Achievement ELA
  - Achievement Mathematics
  - Decrease chronic absenteeism
  - SEL, Wellness, & Behavior
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### Buildings Included

#### Open-Active

- Ann Visger Preparatory Academy
  - River Rouge High School
  - River Rouge Virtual Academy
  - Sabbath 6-8 Preparatory
  - STEM Academy
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## River Rouge, School District of the City of

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### Achievement ELA

*Status:* ACTIVE

*Statement:* During the 2024-25 school year, proficiency in ELA will increase at least 3% from the 2021-22 baseline of 7.3% as measured by MSTEP and PSAT.

*Created Date:* 09/29/2022

*Target Completion Date:* 07/09/2025

*Data Story Name:* Achievement ELA

*Initial Data Analysis:* As a result of the resource allocation review focused on resources and programming available to students in the River Rouge School District we reviewed the instructional inventory data and found that an inequity exist in curriculum resources and materials across the district. To address this we will conduct a curriculum audit to identify gaps, select materials to review, and pilot new resources across the district.

Students in River Rouge School District continue to be impacted by Covid-19 and the learning loss associated with the disruption of in-person instruction. Despite Covid, there was average growth in most grades except 6th and 7th on the NWEA assessment.

Although we have made growth in recent years with our reading proficiency, 2020-2021 set us back, and students are likely to benefit from supplemental support.

Achievement/Outcome Data-(Benchmarks, 9th-410, 450, 10th-430, 480, 11th-480, 530)

9th Grade 15.9% met college readiness benchmarks for EBRW 3.5% met college readiness benchmarks for Math

10th Grade 15.4% met college readiness benchmarks for EBRW 1.9% met college readiness benchmarks for Math

11th Grade 7.3% met college readiness benchmarks for EBRW 9% met college readiness benchmarks for Math

In reviewing Sabbath Middle School English Language Arts M-STEP 2022 Achievement/Outcome Data indicates that students are performing below grade level  
6TH Grade 3.3% were Proficient in ELA (Benchmark 1600 or above)  
7th Grade 9.6% were Proficient in ELA (Benchmark 1700 or above)  
8th Grade (PSAT) 19.5% were Proficient in EBRW (390 or above)

6th Grade

3.3% Proficient and Advance

3.3% Proficient

75.8% Not Proficient

7th Grade

9.6% Proficient and Advance

9.6% Proficient

9.3% Partically Proficient

71.1% Not Proficient

8th Grade

19.5% Proficient and Advance

7.1% Advance

12.4% Proficient

15.9% Partically Proficient

64.6% Not Proficient

Virtual Schoo

A review of ELA and Math MSTEP trend data from 2021-2022 indicates that student performance is below where they need to be for College and Career Ready.

Virtual School English Language Arts MSTEP 2022

6th Grade

0 % Proficient and Advance

0% Proficient

33.3% Partially Proficient

66.7 Not Proficient

7th Grade

0% Advance

50.0% Proficient

25% Partially Proficient

9th Grade PSAT

0% met college readiness benchmarks for ERW

10th Grade PSAT

0% met college readiness benchmarks for ERW

11th Grade SAT 1% met college readiness benchmarks for ERW

Ann Visger Preparatory Academy English Language Arts MSTEP 2022

3rd Grade MSTEP ELA (Reading): 14.9% proficient; 22.8 partially proficient; 62.4% not proficient

4th Grade MSTEP ELA (Reading): 7.6% proficient; 21.9% partially proficient; 70.5% not proficient

5th Grade MSTEP ELA (Reading): 8.7% proficient; 8.7% partially proficient; 82.6% not proficient

STEM

For MSTEP ELA, Grades 3-5 at STEM Academy had proficiency scores  $\leq 20\%$  in 2022. 6th grade at STEM Academy had a proficiency score  $\leq 10\%$  in 2022. 7th grade at STEM Academy had a proficiency score of 19% in 2022. 8th grade at STEM Academy had a proficiency score of 25% in 2022.

*Initial Initiative Inventory and Analysis:* What is the connection to district mission? The District's mission is to provide students with a safe and supportive educational learning community where students strive to acquire the 21st Century knowledge, skills, and values necessary for success in post-secondary education, successful careers and productive citizenship. What personnel are involved in the implementation? Central office administrators, Building administrators, Instructional Coaches, Teachers, Students, Parents, Community stakeholders What is the expected outcome? The expected outcome is to improve student academic performance in math and reading. What evidence for outcomes are there thus far? The evidence of outcome is NWEA, M-STEP, PSAT, SAT, Dibles, and formative assessment What is the financial commitment and source of funding? Federal,

State, Grant, Community Partnership Funding  
What fidelity measures exist? Instructional coaching, 5 Dimension evaluation system, District Diagnostic Audits, formative, interim, and summative assessments.  
What professional development exists including coaches and performance feedback? District Provided Professional Development, Wayne RESA ISD, and State and National Conferences.

MTSS Framework-Academic

Credit Recovery

Tutoring

*Gap Analysis:* Objective: Improve student academic performance in reading and mathematics as measured by formative, interim, and summative data, and perception data.  
Current Reality: Students are underperforming in reading and mathematics.

Challenges: Transient population, staffing shortage, chronic absenteeism, Covid related disruption.

Action: High quality instruction; Systems and support to alleviate chronic absenteeism; Staff retention efforts, Increase support staff; Monitor and evaluate instructional staff for effectiveness and student performance

The MTSS framework does not meet the needs of ALL learners and there is a lack of awareness among the staff about instructional expectations as well as resources that are available.

*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? Healing through Doing Initiative, Multi-Tiered System of Supports, District Provided Professional Development, District Cultural Events  
Are there any major challenges not being addressed by a service, program, or activity? Yes; Transient Population  
Are learners at the greatest risk receiving prevention programs, services, and supports? Yes. If not, why? Are there duplicative services, programs, and supports attempting to address the same problem? Yes. If so, which are more effective, and which are less so? We are currently piloting various programs at the high, middle, and elementary level to determine which programs are most effective. Is there a braiding of funding across these various programs and efforts? Federal, state, grants, and community partnerships.

River Rouge School District is committed to supporting students and staff wellbeing through a trauma informed approach. With training and resources that align we will meet student needs. This approach will allow us to apply a different lens and care that provides support, access and opportunity. Additionally, we will see improvements in relationships and academic growth if roles and responsibilities are defined, implemented intentionally, and monitored continuously.

The majority of students in the district are non River Rouge residents and are bussed into the district from a variety of surrounding metropolitan Detroit areas. Due to the distance some students travel and the early pickup and late drop off times, academic performance and attendance may be impacted more so than if students were in district.

Given test scores, students in River Rouge School District need improvement in reading and

math proficiency. River Rouge staff will analyze current services and activities to identify any major challenges that may not be adequately addressed. This will involve gathering feedback from all stakeholders to determine the gaps or areas where improvement is needed and is necessary to assess whether learners at the greatest risk are receiving appropriate interventions, programs and supports.

**Strategies:**

(1/11): MTSS - Literacy (Reading)

Owner: Nichole German

Start Date: 09/29/2022

Due Date: 07/09/2025

**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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
MTSS	Nichole German	09/29/2022	07/09/2025	ONTARGET
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>Ann Visger Preparatory Academy</li> <li>River Rouge High School</li> <li>STEM Academy</li> <li>Sabbath 6-8 Preparatory</li> </ul>				
Credit Recovery	Nichole German	09/29/2022	07/09/2025	ONTARGET
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>River Rouge High School</li> <li>River Rouge Virtual Academy</li> </ul>				
60% of the staff will demonstrate strategies to create an engaging classroom community.	Nichole German	09/01/2023	06/28/2025	ONTARGET
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>River Rouge High School</li> </ul>				
During the 2023-24 school year 40% of the staff will demonstrate strategies to create an engaging classroom community.	Nichole German	09/01/2023	06/28/2025	ONTARGET
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>River Rouge High School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
Kindergarten teachers to provide daily instruction.	Nichole German	06/27/2023	07/09/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• STEM Academy</li> </ul>				

**(2/11): Instructional Coaching/Consulting for Mathematics**

**Owner:** Nichole German

**Start Date:** 06/05/2023

**Due Date:** 07/09/2025

**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**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional coaches will model best practices, develop common assessments, conduct PLCs, provide feedback to teachers and provide curriculum support.	Nichole German	06/05/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop instructional framework for K-12	Nichole German	06/05/2023	12/23/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement instructional framework	Nichole German	06/05/2023	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide 5D training for coaches, leaders and teachers	Nichole German	06/05/2023	09/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use common assessments focused on standards	Nichole German	06/05/2023	07/09/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide training on formative assessment	Nichole German	06/05/2023	08/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/11): IXL - Reading Comprehension**

**Owner:** Nichole German

**Start Date:** 06/12/2023

**Due Date:** 07/09/2025

**Summary:** 324 Reading Comprehension skills, sorted by grade level K-5.

**Buildings**

- Ann Visger Preparatory Academy
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Teachers provide Tier I and Tier II supplemental instruction 2+ times/week.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide refresher training to all staff	Nichole German	06/12/2023	09/01/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/11): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom**

**Owner:** Nichole German

**Start Date:** 06/12/2023

**Due Date:** 07/09/2025

**Summary:** "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students' academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state's literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students' language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students' knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)"

**Buildings**

- River Rouge High School
- River Rouge Virtual Academy
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Provide training on MAISA units to all ELA staff	Nichole German	06/12/2023	09/01/2023	OVERDUE
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• River Rouge High School</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
Provide training for questioning and discourse in the classroom.	Nichole German	06/12/2023	08/31/2024	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• River Rouge High School</li> <li>• STEM Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
Provide training on implementation of small group instruction.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• River Rouge High School</li> <li>• STEM Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
Academic support staff will provide small group instruction for Tier II and Tier III students.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

**(5/11): Essential Instructional Practices Grades K-3**

**Owner:** Nichole German

**Start Date:** 06/12/2023

**Due Date:** 07/09/2025

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

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge Virtual Academy
- STEM Academy

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Academic support staff will provide small group instruction for Tier II and Tier III students.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide training for questioning and discourse in the classroom.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide training on implementation of small group instruction.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• River Rouge Virtual Academy</li> <li>• STEM Academy</li> </ul>				

**(6/11): Essential Instructional Practices Grades 4-5**

**Owner:** Nichole German

**Start Date:** 06/12/2023

**Due Date:** 07/09/2025

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Academic support staff will provide small group instruction for Tier II and Tier III students.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Ann Visger Preparatory Academy</li> <li>River Rouge Virtual Academy</li> <li>STEM Academy</li> </ul>				
Provide training for questioning and discourse in the classroom.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Ann Visger Preparatory Academy</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>• River Rouge Virtual Academy</li> <li>• STEM Academy</li> </ul>				
Provide training on implementation of small group instruction.	Nichole German	06/12/2023	07/09/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• River Rouge Virtual Academy</li> <li>• STEM Academy</li> </ul>				

**(7/11): 23g Intensive, Individualized Support**

**Owner:** Nichole German

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

**Due Date:** 07/09/2025

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Chief Academic Officer: Program Manager in the River Rouge School District with expertise in providing intense individualized support, evidence-based practices, and procedure changes to address school-reported challenges.	Nichole German	10/30/2023	07/09/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
5 Student Advocates: Trained adult advocates will help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. 60,000 x .499 x 5 advocates = \$449,700	Nichole German	10/30/2023	07/09/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Social Worker/Wrap Around Specialist will ensure student advocates are	Nichole German	10/30/2023	07/09/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
trained and can fully identify the early warnings to ensure they get on the right pathway to be successful. $65000 \times .499 = \$97,435$				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(8/11): 23g Tutoring**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

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

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

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Online Before - After school academic tutoring for K-5 students in ELA and Math, up to 3 days each week, aimed at closing the learning gap and addressing unfinished learning.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Evaluator at River Rouge School District monitors high-impact tutoring implementation, conducts evaluations, and communicates progress to MDE and stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
5-interventionist will implement evidence-based interventions to address learning gaps and accelerate learning online	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
before or after school, three days each week for up to 3 hours. \$50 per hour x 3 days x 3 hours = \$100000				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coach offers professional development on evidence-based strategies and data use, providing solutions for intervention gaps.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The Literacy Footprints Intervention Partner Kit will be used to support short-term supplementary small-group literacy instruction. \$4200 x 5 = \$21000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• STEM Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
Study Island Program will be used as a tool for targeted support that build retention. \$12000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• STEM Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				

**(9/11): 23g Work-Based Learning Experiences (WBLE)**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

**Summary:** Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

**Buildings**

- River Rouge High School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Work based hands-on learning experiences to help students identify career interests, develop job skills, understand expectations in work environments, and clarify future employment goals.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Evaluator at the River Rouge School District will monitor work-based learning experiences, communicate progress to MDE and stakeholders	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Career Development Coordinator will coordinate career development services for students, promote career awareness, exploration, and planning. The coordinator will provide students with work-based	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
learning opportunities as well as facilitate partnerships among business, education, and community groups.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation will be provided to students to ensure they can attend offsite Job Corp 5 days a week for 3 hours per day. \$100,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Field Experience Stipends for 50 students to engage in field work aligned to career pathway 20 hours a week at \$15 x 20 weeks = \$300,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Career Development Coordinator 55000 salary .499 benefits = 82,445	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(10/11): 23g Career Pathways**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

**Summary:** Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

**Buildings**

- River Rouge High School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Offer dual enrollment as a career pathway to prepare students for college and career opportunities leading them to postsecondary institutions and successful employment.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Evaluator at the River Rouge School District will monitor dual enrollment program, conduct evaluations, and communicate progress to MDE and stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Dual Enrollment Coordinator will work with college partners, parents, and students to serve as a conduit between the high school and the college faculty. They will be responsible for working with college partners, collecting and analyzing student data and ensuring students are able to enroll	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
and are actively participating in college courses per the MOU.				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Tuition Cost \$350 per credit x 18 credits x 35 students = \$252,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Book fee per course 6 classes at 3 credits x 200 x35 students = \$42,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Dual Enrollment Coordinator 55000 salary .499 benefits = 82,445	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(11/11): 23g Personalized Learning Environments

Owner: Nichole German

Start Date: 10/31/2023

Due Date: 07/09/2025

**Summary:** A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

**Buildings**

- Ann Visger Preparatory Academy
- STEM Academy

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Create a personalized learning environment with smaller class sizes.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The Chief Academic Officer: Program Evaluator is responsible for monitoring teaching and learning, reviewing and analyzing performance data, and communicating progress to the MDE and other stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will be hired to teach all content specific subject areas. 4 teachers = $70000 \times .499 \times 4 = 419,720$	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional coaches provide professional development on evidence-based strategies and data analysis to improve teaching and learning.	Nichole German	10/31/2023	07/09/2025	UPCOMING

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

## Achievement Mathematics

*Status:* ACTIVE

*Statement:* During the 2024-25 school year, proficiency in Math will increase at least 3% from the 2021-22 baseline of 0.9% as measured by MSTEP and PSAT.

*Created Date:* 09/30/2022

*Target Completion Date:* 07/09/2025

*Data Story Name:* Achievement Math

*Initial Data Analysis:* As a result of the resource allocation review focused on resources and programming available to students in the River Rouge School District we reviewed the instructional inventory data and found that an inequity exist in curriculum resources and materials across the district. To address this we will conduct a curriculum audit to identify gaps, select materials to review, and pilot new resources across the district.

The River Rouge School District students lag behind peers on National Mathematics averages across grade levels. Despite Covid, there was average growth in all K-8 grades except 6th and 7th on the NWEA assessment. Although we have made growth in recent years with our reading proficiency, 2020-2021 set us back, and students are likely to benefit from supplemental support.

Achievement/Outcome Data-(Benchmarks, 9th-410, 450, 10th-430, 480, 11th-480, 530)

9th Grade 15.9% met college readiness benchmarks for EBRW 3.5% met college readiness benchmarks for Math

10th Grade 15.4% met college readiness benchmarks for EBRW 1.9% met college readiness benchmarks for Math

11th Grade 7.3% met college readiness benchmarks for EBRW 9% met college readiness benchmarks for Math

Grades 3-5 at STEM Academy had proficiency scores  $\leq 20\%$  in 2022. 6th grade at STEM Academy had a proficiency score  $\leq 10\%$  in 2022. 7th grade at STEM Academy had a proficiency score of 11.9% in 2022. 8th grade at STEM Academy had a proficiency score of 10.4% in 2022.

Sabbath Middle School MSTEP 2022 Achievement/Outcome Data M-Step Math

6th Grade 1.1% were Proficient in Math (Benchmark 1600 or above) 7th Grade 2.5% were

Proficient in Math (Benchmark 1700 or above) 8th Grade (PSAT) 2.6% were Proficient in Math (430 or above)

6th Grade

1.1% Proficient and Advance

1.1% Proficient

6.7% Partially Proficient

92.2% Not Proficient

7th Grade

2.5% Proficient and Advance

2.5% Proficient

7.4% Particaly Proficient

90.1 % Not Proficient

8th Grade

2.6% Proficient and Advance

2.6% Proficient

35.1% Partially Proficient

62.3% Not Proficient

STEM

For MSTEP Math, Grades 3-5 at STEM Academy had proficiency scores  $\leq 20\%$  in 2022. 6th grade at STEM Academy had a proficiency score  $\leq 10\%$  in 2022. 7th grade at STEM Academy had a proficiency score of 11.9% in 2022. 8th grade at STEM Academy had a proficiency score of 10.4% in 2022.

*Initial Initiative Inventory and Analysis:* What is the connection to district mission? The District's mission is to provide students with a safe and supportive educational learning community where students strive to acquire the 21st Century knowledge, skills, and values necessary for success in post-secondary education, successful careers and productive citizenship. What personnel are involved in the implementation? Central office administrators, Building administrators, Instructional Coaches, Teachers, Students, Parents, Community stakeholders. What is the expected outcome? The expected outcome is to improve student academic performance in math and reading. What evidence for outcomes are there thus far? The evidence of outcome is NWEA, M-Step, PSAT, SAT, Dibles, and formative assessment. What is the financial commitment and source of funding? Federal, State, Grant, Community Partnership Funding. What fidelity measures exist? Instructional coaching, 5 Dimension evaluation system, District Diagnostic Audits, formative, interim, and summative assessment. What professional development exists including coaches and performance feedback? District Provided Professional Development, Wayne RESA ISD, and State and National Conferences.

MTSS Framework-Academic

Credit Recovery

Tutoring

*Gap Analysis:* Objective: Improve student academic performance in reading and mathematics as measured by formative, interim, and summative data, and perception data. Current Reality: Students are underperforming when compared to peers throughout the state. Challenges: Transient population. Action: Monitor and evaluate instructional staff for effectiveness and student performance

RRHS: The MTSS framework does not meet the needs of ALL learners and there is a lack of awareness among the staff about instructional expectations as well as resources that are available.

*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? Healing through Doing Initiative, Multi-Tiered System of Supports, District Provided Professional Development, District Cultural Events. Are there any major challenges not being addressed by a service, program, or activity? Yes; Transient Population. Are learners at the greatest risk receiving

prevention programs, services, and supports? Yes. If not, why? Are there duplicative services, programs, and supports attempting to address the same problem? Supplemental and Intervention supports before and after school. If so, which are more effective, and which are less so? Is there a braiding of funding across these various programs and efforts? Federal, state, grants, and community partnerships

River Rouge School District is committed to supporting students and staff wellbeing through a trauma informed approach. With training and resources that align we will meet student needs. This approach will allow us to apply a different lens and care that provides support, access and opportunity. Additionally, we will see improvements in relationships and academic growth if roles and responsibilities are defined, implemented intentionally, and monitored continuously.

The majority of students in the district are non River Rouge residents and are bussed into the district from a variety of surrounding metropolitan Detroit areas. Due to the distance some students travel and the early pickup and late drop off times, academic performance and attendance may be impacted more so than if students were in district.

Given test scores, students in River Rouge School District need improvement in reading and math proficiency. River Rouge staff will analyze current services and activities to identify any major challenges that may not be adequately addressed. This will involve gathering feedback from all stakeholders to determine the gaps or areas where improvement is needed and is necessary to assess whether learners at the greatest risk are receiving appropriate interventions, programs and supports.

## Strategies:

### (1/8): MTSS Framework (General)

**Owner:** Nichole German

**Start Date:** 09/30/2022

**Due Date:** 07/09/2025

**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

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Train all staff on Formative Assessment	Nichole German	09/30/2022	08/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use IXL Math for universal support	Nichole German	09/30/2022	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use Edmentum to provide credit recovery opportunities to students	Nichole German	09/30/2022	07/09/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• River Rouge High School</li> </ul>				
Academic interventionists will target supports to close the achievement gap.	Nichole German	09/30/2022	07/09/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
Provide tutoring/after school tutoring program to assist struggling students.	Nichole German	09/30/2022	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use Espark Learning for universal support.	Nichole German	09/30/2022	07/09/2025	ONTARGET
<i>Activity Buildings:</i> • STEM Academy				
Implement the instructional framework	Nichole German	09/30/2022	07/09/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop an instructional framework	Nichole German	09/30/2022	12/23/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide 5D training to all coaches, leaders and teachers	Nichole German	09/30/2022	09/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Kindergarten teachers to provide daily instruction.	Nichole German	06/27/2023	07/09/2025	ONTARGET
<i>Activity Buildings:</i> • Ann Visger Preparatory Academy • STEM Academy				

**(2/8): Instructional Coaching/Consulting for Mathematics**

**Owner:** Nichole German

**Start Date:** 06/05/2023

**Due Date:** 07/09/2025

**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**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Model best teaching practices, develop common assessments, conduct PLCs, coach and provide feedback and curriculum support.	Nichole German	06/05/2023	07/09/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/8): Delta Math Rtl Program**

**Owner:** Nichole German

**Start Date:** 06/05/2023

**Due Date:** 07/09/2025

**Summary:** The Delta Math Rtl Program provides readiness screeners and standard based reports to identify students who may struggle learning math in 1st grade through Algebra 2. Tier 2 and Tier 3 targeted intervention lessons integrate evidence-based recommendations from the Institute of Education Sciences that include explicit instruction that is systematic, visual representations of mathematical ideas, progress monitoring and motivational strategies such as personal goal setting.

**Buildings**

- River Rouge High School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Teachers will use program as a Tier 2 support in the math classroom	Nichole German	06/05/2023	07/09/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/8): 23g Intensive, Individualized Support**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Trained adult advocates will help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Manager in the River Rouge School District with expertise in providing intense individualized support, evidence-based practices, and procedure changes to address school-reported challenges.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
5 Student Advocates: Trained adult advocates will help students who have fallen off track by providing individualized support to	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
meet their academic, personal, and emotional needs. 60,000 x .499 x 5 advocates = \$449,700				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Worker/Wrap Around Specialist will ensure student advocates are trained and can fully identify the early warnings to ensure they get on the right pathway to be successful. 65000 x .499 = \$97,435	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/8): 23g Tutoring**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

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

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Online Before - After school academic tutoring for K-5 students in ELA and Math, up to 3 days each week, aimed at closing the learning gap and addressing unfinished learning.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Evaluator at River Rouge School District monitors high-impact tutoring implementation, conducts evaluations, and communicates progress to MDE and stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
5-interventionist will implement evidence-based interventions to address learning gaps and accelerate learning online before or after school, three days each week for up to 3 hours. \$50 per hour x 3 days x 3 hours = \$100000	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coach offers professional development on evidence-based strategies and data use, providing solutions for intervention gaps.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Study Island Program will be used as a tool for targeted support that build retention. \$12000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• River Rouge Virtual Academy</li> <li>• STEM Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
The Literacy Footprints Intervention Partner Kit will be used to support short-term supplementary small-group literacy instruction. \$4200 x 5 = \$21000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• River Rouge Virtual Academy</li> <li>• STEM Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				

**(6/8): 23g Work-Based Learning Experiences (WBLE)**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

**Summary:** Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

**Buildings**

- River Rouge High School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Work based hands-on learning experiences to help students identify career interests, develop job skills, understand expectations in work environments, and clarify future employment goals.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Chief Academic Officer: Program Evaluator at the River Rouge School District will monitor work-based learning experiences, communicate progress to MDE and stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Career Development Coordinator will coordinate career development services for students, promote career awareness, exploration, and planning. The coordinator will provide students with work-based	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
learning opportunities as well as facilitate partnerships among business, education, and community groups.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation will be provided to students to ensure they can attend offsite Job Corp 5 days a week for 3 hours per day. \$100,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Field Experience Stipends for 50 students to engage in field work aligned to career pathway 20 hours a week at \$15 x 20 weeks = \$300,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Career Development Coordinator 55000 salary .499 benefits = 82,445	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(7/8): 23g Career Pathways**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

**Summary:** Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

**Buildings**

- River Rouge High School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Offer dual enrollment as a career pathway to prepare students for college and career opportunities leading them to postsecondary institutions and successful employment.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Evaluator at the River Rouge School District will monitor dual enrollment program, conduct evaluations, and communicate progress to MDE and stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Dual Enrollment Coordinator will work with college partners, parents, and students to serve as a conduit between the high school and the college faculty. They will be responsible for working with college partners, collecting and analyzing student data and ensuring students are able to enroll	Nichole German	10/31/2023	07/09/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
and are actively participating in college courses per the MOU.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tuition Cost \$350 per credit x 18 credits x 35 students = \$252,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Book fee per course 6 classes at 3 credits x 200 x35 students = \$42,000	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Dual Enrollment Coordinator 55000 salary .499 benefits = 82,445	Nichole German	10/31/2023	07/09/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(8/8): 23g Personalized Learning Environments**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 07/09/2025

**Summary:** A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

**Buildings**

- Ann Visger Preparatory Academy
- STEM Academy

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Create a personalized learning environment with smaller class sizes.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
The Chief Academic Officer: Program Evaluator is responsible for monitoring teaching and learning, reviewing and analyzing performance data, and communicating progress to the MDE and other stakeholders.	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Teachers will be hired to teach all content specific subject areas. 4 teachers = $70000 \times .499 \times 4 = 419,720$	Nichole German	10/31/2023	07/09/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Instructional coaches provide professional development on evidence-based strategies and data analysis to improve teaching and learning.	Nichole German	10/31/2023	07/09/2025	UPCOMING

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

## SEL, Wellness, & Behavior

*Status:* ACTIVE

*Statement:* Our goal is to provide SEL strategies to students to improve their behavior and overall well being, in order to decrease office discipline referrals and suspensions by 10% by 2025.

*Created Date:* 06/12/2023

*Target Completion Date:* 06/28/2025

*Data Story Name:* MTTs- Social and Emotional Well Being/Behavior

*Initial Data Analysis:* Based on the Sown to Grow survey data associated with SEL Casel Competencies:

- 2.9 to 3 Relationship Skills (increase)
- 2.92 to 3.04 Responsible Decision Making (increase)
- 2.8 to 3 Self Awareness (increase)
- 2.91 to 2.74 Self Management (decrease)
- 2.95 to 2.86 Self Belonging (decrease)
- 2.94 to 2.95 Social Awareness (increase)

Sabbath Middle School perception data is showing us how students feel about themselves. According to the data 15%to 35% have challenges around the five social emotional competencies (self awareness, social awareness,self management, relationship skills, and responsible decision making.

River Rouge School Virtual Academy perception data shows: Above 80% of parents agree that River Rouge Virtual Academy has high expectations for students. Above 77% of parents agree that there are opportunities for parents to be involved at school.Above 89% of parents get regular communication from their child's teacher on their progress. Student Survey DataAbove 97% of students agree that River Rouge Virtual Academy has high expectations for students. Above 89% of students agree that they are prepared to succeed in school. Above 93% of students get regular Parent Survey Data:communication from their child's teacher on their progress.

*Initial Initiative Inventory and Analysis:* SEL Interventionist

Zones of Regulations

Sown to Grow

Guidance Center

Pink Panthers Mentor Group

Young Achievers Mentor Group

Sabbath Middle SchoolSEL Curriculum Restorative PracticesHomeroom Advisory

PeriodSchool CounselorSocial WorkerGuidance Center

River Rouge Virtual Academy:Student Success Coordinator

*Gap Analysis:* Based on the data, we increased our scores in four of the six areas our school focused on this year. The goal is to see an increase in all areas as our scholars strive for their own well-being and forge relationships with their peers.

Based on the data Sabbath Middle School SEL curriculum has not been implemented with fidelity by staff. Staff needs training around the SEL competencies and embedding them

into the curriculum.

*District Data Story Summary:* River Rouge School District is committed to supporting students and staff wellbeing through a trauma informed approach. With training and resources that align we will meet student needs. This approach will allow us to apply a different lens and care that provides support, access and opportunity. Additionally, we will see improvements in relationships and academic growth if roles and responsibilities are defined, implemented intentionally, and monitored continuously.

The majority of students in the district are non River Rouge residents and are bussed into the district from a variety of surrounding metropolitan Detroit areas. Due to the distance some students travel and the early pickup and late drop off times, academic performance and attendance may be impacted moreso than if students were in district.

Given test scores, students in River Rouge School District need improvement in reading and math proficiency. River Rouge staff will analyze current services and activities to identify any major challenges that may not be adequately addressed. This will involve gathering feedback from all stakeholders to determine the gaps or areas where improvement is needed and is necessary to assess whether learners at the greatest risk are receiving appropriate interventions, programs and supports.

Due to the isolation and stresses created by stay-at-home protocols, our scholars have had a difficult time returning to learn. This year without interruptions we have worked very hard to support our scholars with social and emotional skills that will help them to self regulate and form positive relationships.

**Strategies:**

(1/4): Restorative Practice/Restorative Justice

Owner: Nichole German

Start Date: 06/12/2023

Due Date: 06/28/2025

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Restorative Practice facilitators pull students to resolve conflict and repair relationships as needed.	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide training on Restorative Practices to staff as needed.	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): Wellness Checks**

**Owner:** Nichole German

**Start Date:** 06/12/2023

**Due Date:** 06/28/2025

**Summary:** The Wellness Team including the Truancy Officer connects with families of identified students to determine the underlying issue, provides support, training, and/or resources to help the family get back on track.

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Wellness team screens for stress and mental state of students as needed based on receipt of referral	Nichole German	06/12/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/4): Social Emotional Learning (SEL) CASEL**

**Owner:** Nichole German

**Start Date:** 06/12/2023

**Due Date:** 06/28/2025

**Summary:** School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
SEL interventionist will support students using the CASEL framework.	Nichole German	06/12/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• River Rouge High School</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
SEL interventionist will use Sown to Grow program to support SEL.	Nichole German	06/12/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• River Rouge High School</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
Teachers will use Zones of Regulation to track students' emotional self assessment	Nichole German	06/12/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> </ul>				
School wide assemblies will include SEL framework	Nichole German	06/12/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Ann Visger Preparatory Academy</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
Animal Assistance Therapy	Nichole	06/12/2023	06/28/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
	German			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Department of Culture Health and Wellness will focus on SEL, mental health support, and culture/ climate	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use peer mediation to allow students to address peer to peer conflicts, Restorative Practices	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• River Rouge High School</li> <li>• Sabbath 6-8 Preparatory</li> </ul>				
Provide training to staff on use of PBIS in the classroom	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PBIS coordinators will coordinate building wide PBIS programming and rollout expectations to staff and students	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Dean of Students will lead the improvement of culture/ climate in the building by conduct town hall meetings, restorative circles, etc.	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/4): 23g Intensive, Individualized Support**

**Owner:** Nichole German

**Start Date:** 10/31/2023

**Due Date:** 06/28/2025

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings**

- Ann Visger Preparatory Academy
- River Rouge High School
- STEM Academy
- Sabbath 6-8 Preparatory

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Trained adult advocates will help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs.	Nichole German	10/31/2023	06/28/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Chief Academic Officer: Program Manager in the River Rouge School District with expertise in providing intense individualized support, evidence-based practices, and procedure changes to address school-reported challenges.	Nichole German	10/31/2023	06/28/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
5 Student Advocates: Trained adult advocates will help students who have fallen off track by providing individualized support to	Nichole German	10/31/2023	06/28/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
meet their academic, personal, and emotional needs. 60,000 x .499 x 5 advocates = \$449,700				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Worker/Wrap Around Specialist will ensure student advocates are trained and can fully identify the early warnings to ensure they get on the right pathway to be successful. 65000 x .499 = \$97,435	Nichole German	10/31/2023	06/28/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Decrease chronic absenteeism

*Status:* ACTIVE

*Statement:* Our goal is to decrease chronic absenteeism rate by 3% by 2025.

*Created Date:* 06/12/2023

*Target Completion Date:* 06/28/2025

*Data Story Name:* River Rouge School District MTSS-Attendance

*Initial Data Analysis:* The enrollment at River Rouge High School has declined by approximately 67 students and is currently at 948 students. Many students are bussed from all over the metropolitan Detroit area. Chronic absenteeism is a factor as over 90% fall into this category. There is chronic absenteeism, varied use of MTSS Framework, and varied curricular resources and less than 15.9% percent of students in ELA and 3.5% of students in math are meeting college readiness benchmarks.

*Initial Initiative Inventory and Analysis:* MTSS-Attendance: Attendance officer

- Tiered delivery system
  - Selection and Implementation of Instruction, Interventions and Supports
  - Continuous Data-Based Decision Making
- MTSS-SEL: SEL Interventionist
- Team Based Leadership
  - Tiered Delivery System
  - Selection and Implementation of Instruction, Interventions and Supports
  - Continuous Data-Based Decision Making

*Gap Analysis:* Gap Statement #1: There is a lack of awareness among the staff about instructional expectations as well as resources that are available.

Gap Statement #2: The MTSS framework does not meet the needs of ALL learners.

Gap Statement #3: There is a need for training of staff in the area of SEL support, programming, and implementation.

Gap Statement #4: Roles and responsibilities are not clearly defined for addressing chronic absenteeism.

Gap Statement #5: Progress monitoring of school systems and protocols must be established.

Gap Statement #6: The use of substitute and uncertified teachers leads to low quality instruction.

*District Data Story Summary:* River Rouge School District is committed to supporting students and staff wellbeing through a trauma informed approach. With training and resources that align we will meet student needs. This approach will allow us to apply a different lens and care that provides support, access and opportunity. Additionally, we will see improvements in relationships and academic growth if roles and responsibilities are defined, implemented intentionally, and monitored continuously.

The majority of students in the district are non River Rouge residents and are bussed into the district from a variety of surrounding metropolitan Detroit areas. Due to the distance some students travel and the early pickup and late drop off times, academic performance

and attendance may be impacted more so than if students were in district.

Given test scores, students in River Rouge School District need improvement in reading and math proficiency. River Rouge staff will analyze current services and activities to identify any major challenges that may not be adequately addressed. This will involve gathering feedback from all stakeholders to determine the gaps or areas where improvement is needed and is necessary to assess whether learners at the greatest risk are receiving appropriate interventions, programs and supports.

**Strategies:**

(1/1): MTSS Framework (General)

Owner: Nichole German

Start Date: 06/12/2023

Due Date: 06/28/2025

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Provide training for accurate recording of virtual attendance	Nichole German	06/12/2023	08/31/2023	COMPLETE
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>River Rouge Virtual Academy</li> </ul>				
Provide training to staff around district attendance protocol	Nichole German	06/12/2023	08/31/2023	COMPLETE
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Ann Visger Preparatory Academy</li> <li>River Rouge High School</li> <li>STEM Academy</li> <li>Sabbath 6-8 Preparatory</li> </ul>				
Provide training to the wellness ambassadors on protocols for wellness visits and proper documentation	Nichole German	06/12/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Teachers will implement policies to increase student attendance, i.e. phone calls,	Nichole German	06/12/2023	06/28/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
referrals				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide training to staff responsible for documenting attendance in SIS	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Building leaders will monitor implementation weekly and follow up appropriately with staff as needed	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Concentric will coordinate with the wellness team and attendance officer to retrieve information regarding chronic absenteeism and send reengagement tracker report	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>River Rouge High School</li> </ul>				
Attendance officer tracks student attendance, runs reports, conducts home visits, and communicates with parents and staff as needed	Nichole German	06/12/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				