

# MICIP Portfolio Report

## Kensington Woods Schools

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### Goals Included

#### Active

- Improve ELA/Reading Proficiency and Growth
  - Improve Math Proficiency and Growth
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### Buildings Included

#### Open-Active

- Kensington Woods Schools
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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

## Kensington Woods Schools

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### Improve Math Proficiency and Growth

*Status:* ACTIVE

*Statement:* Our goal is to provide targeted support to students to increase student proficiency and quantity of students meeting growth goals in mathematics by:

- Increase students meeting math benchmarks on SAT by 5%
- Increase percentage of students meeting math proficiency on NWEA MAP Growth by 5% (grades 6-8)
- Increase Percentage of students have a Fall to Spring Growth Percentile of 50 or greater in Mathematics by 5% (grades 6-8)
- increase Student Growth by 5% in the MiSchoolData SGP rankings (grades 6, 7, 8, 11) by the end of the 25-26 school year

*Created Date:* 10/30/2023

*Target Completion Date:* 07/31/2026

*Data Story Name:* Improving Math Scores - 23

*Initial Data Analysis:* A significant amount of students are not performing on grade level in math, no matter what grade level. However, the longer a student is at Kensington Woods, the less likely they are to be considered not proficient/not meeting benchmark in mathematics.

In 22-23:

44% of 6-8th graders were considered proficient in mathematics according to the NWEA MAP Spring Achievement Benchmarks  
29% of 6th graders were considered proficient in mathematics according to the NWEA MAP Spring Achievement Benchmarks  
39% of 7th graders were considered proficient in mathematics according to the NWEA MAP Spring Achievement Benchmarks  
57% of 8th graders were considered proficient in mathematics according to the NWEA MAP Spring Achievement Benchmarks  
Average Fall to Spring Growth Percentile was 50% (grades 6-8) in Mathematics  
51% of students grades 6-8 had a Fall to Spring Growth Percentile of 50 or greater in Mathematics  
30% of 11th graders met benchmark on the SAT (Math portion).

Additional demographic data (22-23)

20.72% of students are students with disabilities (up from 17.4% in 20-21)  
35.14% economically disadvantaged (up from 31.3% in 20-21)  
41.3% of students chronically absent (up from 20.4% in 19-20)  
Retention rate averages 85-90% over the last 5 years, dipping to low to mid 80% retention in 22-23 and 23-24  
New enrollees average 25-30% of the school every year over the last 5 years  
63%, as of October 2023, of students considered at risk (31a), up from 43% in 19-20

*Initial Initiative Inventory and Analysis:* The school mission is "To prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values."

Meeting benchmark on standardized tests not only shows that a student is academically ready for college-level work but also supports them getting into their colleges of choice. If they choose not to go to college, they are better prepared for their choice of post-secondary training and/or the workforce through these skills (and prepared to go to college should they decide at a later date).

Expected outcomes are that more students will meet proficiency/benchmark in standardized assessments and/or meet growth goals.

Existing programs include after school tutoring, regular discussions and analysis of data in professional development, processes to address chronic absenteeism with families and community, dedicated Math Lab class for students who need extra math support, Academic Center class for all students to focus on goal setting, time management, executive functioning skills and academic progress.

Financial commitment includes paying teachers for after school tutoring and investing in professional development time for discussion, analysis and planning for programs regarding student performance. In addition, investment is being made in new math curriculum, training and resources and FTE is put towards all teachers having an Academic Center class.

Students are regularly discussed in staff meetings (at least 2x monthly) to monitor academic and social/emotional progress as part of the MTSS process. Regular data monitoring happens in whole staff meetings.

Equitable implementation, impact and outcomes are important to the school and regular evaluation of student performance and activities effect to maintain equitability.

**Gap Analysis:** A significant number of students are performing below grade level in mathematics. For 11th grade (in 22-23), 17% are meeting benchmark for the math portion of the SAT, which is far below state average (30%) and county average (41%). For grade 7, only 33% are considered proficient on the MSTEP, compared to 31% statewide and 45.7% in the county. For grade 8, only 55.6% are considered proficient on the PSAT, compared to 36.3% statewide and 50.5% in the county.

The mean student growth percentage for all 6, 7, 8 and 11th graders from 21-22 is 45.1, which does exceed state (40.0) and county (42.4) levels.

Our desired state is to exceed the state and county averages but also support all students reaching benchmark and demonstrating more than a year's growth.

**District Data Story Summary:** Kensington Woods students are behind in math. They were before the Covid-19 pandemic and the pandemic only increased that deficiency. They come to the school as new students often academically behind and/or lacking confidence in their skills from previous educational experiences and slowly close the gap by the time they reach 11th grade, but they do not close the gap enough to have more than 50% proficient in math. Students who receive extra targeted support (often economically disadvantaged students due to existing after school tutoring programs) often exceed non-economically disadvantaged students' growth.

Students that come to Kensington Woods rely on support from their teachers to be successful - that's often why they enroll. More support from their teachers through targeted methods as well as building confidence and academic skills is needed to help students increase proficiency and growth.

**Strategies:**

(1/8): "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**Summary:** Professional learning using Dr. Peter Liljedahl's "Building Thinking Classrooms in Mathematics". This book and related resources encompass 14 optimal practices identified, researched, and shared by Dr. Liljedahl. Each practice helps to create an ideal setting for deep mathematics learning to occur. When these research-based practices are combined, a teaching and learning environment is created with optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning. Such conditions and practices have the power to transform mathematics classrooms. Educators will participate in frequent, ongoing professional learning which includes receiving individual copies of Dr. Liljedahl's book for book study/ planned professional learning. Educators will also practice and apply their learning through support from ongoing coaching and a collegial community of practice; this support is necessary to ensure successful changes in practice by educators as they grow in their understanding and strategic implementation of the 14 practices.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Train teachers in Building Thinking Classrooms processes and techniques	Jessie MacGonigal Pratt	10/30/2023	07/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Building Thinking Classrooms strategies and processes into the math classrooms with fidelity	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/8): CPM (College Preparatory Mathematics) Curriculum**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**Summary:** CPM is a student-centered, problem-based curriculum aligned to Michigan standards. The research-based principles that guide the course are Cooperative Learning, Problem-Based Learning, and Mixed-Spaced Practice. The curriculum balances procedural fluency, deep conceptual understanding, problem solving, and adaptive reasoning. CPM Educational Program provides professional learning to build the capacity of all teachers to have confidence in the mathematical content, plan lessons purposefully, assess understanding and give feedback to students. Professional learning events may include workshops, webinars, bimonthly newsletters, implementation mentoring with classroom visits, coaching, small group cohorts, conferences, institutes and academies.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Reorganize Math class structure to allow for integrated math curriculum at the high school level and a focus on strong skill foundation	Jessie MacGonigal Pratt	10/30/2023	07/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement CPM curriculum 6-12th grade in district	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Train all math teachers on use of CPM curriculum and strategies, using CPM training modules and resources	Jessie MacGonigal Pratt	10/30/2023	07/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student data (local and statewide assessments) analyzed to focus on correct course placement for students	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/8): Choice Theory**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**Summary:** Equity doesn't mean the same. To achieve learning outcomes from different brains requires different input to each - whatever each brain needs to arrive at the standard end point. Because all have prior experiences, different intelligence strengths, different personality types and brain processes, offering choices to students that are well crafted and specially selected gives power to both learning and positive emotional effects. Setting up an environment to allow students to make choices or by applying choice theory, turns the responsibility of learning to the individual - one of the areas in Blooms - freedom. While initially needing more time and energy to do this, in the long run it reduces the amount of re-teaching and remedial work.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Continue to implement school policies, procedures and processes that align with Choice Theory in regards to school discipline, social emotional learning, academic behaviors and academic mindset	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Staff will participate in annual professional development of Choice Theory to help develop a successful learning environment, including an intensive training for new staff.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Employ a Student Engagement Specialist to work with students and parents, addressing chronic absenteeism, student motivation and educating on Choice Theory	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Educate students on brain science and Choice Theory through Academic Center and Advisory classes	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Support student choice and motivation through post-secondary plan development through EDPs, college presentations, college tours, and other post secondary planning activities	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Develop and implement Social Emotional Learning activities and events to support students SEL growth and further understanding of Choice Theory and it's effect on their academic and social well being.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

**(4/8): Mathematics Strategy - Kensington Woods**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**Summary:** Teachers will continue researching best practices around Math instruction for the identified low achieving group of students and use these instructional techniques in a math lab class where these students will be placed in addition to their regular math class. Determine areas of student weakness in math and appropriately place students in remedial math programs and/or additional courses to help students meet MMC requirements for math. Teachers will be trained in formative assessment and collaborative learning process. Teachers will spend time analyzing (unpacking) the common core state standards and in articulating mathematics achievement to and for students. Teachers will identify students behind grade level and provide targeted support to identified students.

Better Evidence Encyclopedia: Math, Fall 2009

What Works Clearinghouse Practice Guides ([http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx)):

The Education Week Spotlight on Math Instruction

(<http://www.edweek.org/ew/marketplace/products/spotlight-math-instruction.html>)

Learning activities will be screened through What Works in Schools, and submitted in Understanding by Design template format.

Instruction that focuses on the application of mathematics in practical and relevant settings, as well as opportunities for students to work collaboratively to solve problems, find solutions, generate and test hypotheses, and monitor their progress are necessary to increase student engagement and mathematics achievement.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Math teachers trained in integrating technology such as Texas Instruments Inspire and Smart Board into instruction and using technology to increase student engagement and achievement	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Students identified through classroom assessments, NWEA, PSAT and SAT testing will be placed in weekly tutoring/advisory	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET



Activity	Owner	Start Date	Due Date	Status
sections/math lab for math assistance.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will analyze data from NWEA and practice (P)SAT tests to determine instructional gaps and devise strategies to address in the classroom.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will develop assessments to place students in additional math course and develop assessments that accurately reflect high school math readiness.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data analysis of NWEA and PSAT data to indicate areas requiring a change in curriculum and instructional strategies.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Implement Academic Center, Math 2 Achieve and Math Lab classes to focus on filling learning gaps, remediation, support for students, academic and executive functioning skills and enrichment opportunities.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement online programs like IXL and Khan Academy to focus on learning gaps, remediation and enrichment	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide differentiated learning opportunities for students while working towards and beyond MMC requirements through alternate programs like Edgenuity, Michigan Virtual, CTE classes, dual enrollment and Early Middle College to allow students accelerated opportunities for growth and remediation and to mitigate the impacts of lost instructional time.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/8): 23g Career Pathways**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Early College Program support and implementation	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Employ a College/Post Secondary Counselor to support students through their post secondary planning process to develop motivation to focus on the MMC requirements.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Support student choice and motivation through post-secondary plan development through EDPs, college presentations, college tours, and other post secondary planning activities	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(6/8): 23g Expanded Learning Time**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Extended reading activities during the school day focused on increasing comprehension and fluency will be provided to all students.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/8): 23g Intensive, Individualized Support**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Extended reading activities during the school day focused on increasing comprehension and fluency will be provided to all students.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Focus on building relationships with students through academic and social/emotional avenues	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of Choice Theory practices	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide differentiated learning opportunities for students while working towards and beyond MMC requirements through alternate programs like Edgenuity, Michigan Virtual, CTE classes, dual enrollment and Early Middle College to allow students accelerated opportunities for growth and remediation and to mitigate the impacts of lost instructional time.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small School/Small Class Sizes	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Employ a Student Engagement Specialist to work with students and parents, addressing chronic absenteeism, student motivation and educating on Choice Theory	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Improve ELA/Reading Proficiency and Growth

*Status:* ACTIVE

*Statement:* Our goal is to provide targeted support to students to increase student proficiency and quantity of students meeting growth goals in reading/ELA by:

- Increase students meeting EBRW benchmarks on SAT by 5%
- Increase percentage of students meeting reading proficiency on NWEA MAP Growth by 5% (grades 6-8)
- Increase Percentage of students have a Fall to Spring Growth Percentile of 50 or greater in reading by 5% (grades 6-8)
- increase Student Growth by 5% in the MiSchoolData SGP rankings (grades 6, 7, 8, 11) by the end of the 25-26 school year

*Created Date:* 10/31/2023

*Target Completion Date:* 07/31/2026

*Data Story Name:* Improving ELA - 23

*Initial Data Analysis:* A significant amount of students are not performing on grade level in reading/ELA, no matter what grade level. However, the longer a student is at Kensington Woods, the less likely they are to be considered not proficient/not meeting benchmark in Reading/ELA.

In 22-23:

51% of 6-8th graders were considered proficient in Reading according to the NWEA MAP Spring Achievement Benchmarks  
 43% of 6th graders were considered proficient in Reading according to the NWEA MAP Spring Achievement Benchmarks  
 44% of 7th graders were considered proficient in Reading according to the NWEA MAP Spring Achievement Benchmarks  
 64% of 8th graders were considered proficient in Reading according to the NWEA MAP Spring Achievement Benchmarks  
 Average Fall to Spring Growth Percentile was 37% (grades 6-8) in Reading  
 41% of students grades 6-8 had a Fall to Spring Growth Percentile of 50 or greater in Reading  
 58% of 11th graders met benchmark on the SAT (EBRW portion).

Additional demographic data (22-23)

20.72% of students are students with disabilities (up from 17.4% in 20-21)  
 35.14% economically disadvantaged (up from 31.3% in 20-21)  
 41.3% of students chronically absent (up from 20.4% in 19-20)  
 Retention rate averages 85-90% over the last 5 years, dipping to low to mid 80% retention in 22-23 and 23-24  
 New enrollees average 25-30% of the school every year over the last 5 years  
 63%, as of October 2023, of students considered at risk (31a), up from 43% in 19-20

*Initial Initiative Inventory and Analysis:* The school mission is "To prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values." Meeting benchmark on standardized tests not only shows that a student is academically ready for college-level work but also supports them getting into their colleges of choice. If they choose not to go to college, they are better prepared for their choice of post-secondary training and/or the workforce through these skills (and prepared to go to college should they decide at a later date).



Expected outcomes are that more students will meet proficiency/benchmark in standardized assessments and/or meet growth goals.

Existing programs include after school tutoring, regular discussions and analysis of data in professional development, processes to address chronic absenteeism with families and community, Academic Center class for all students to focus on goal setting, time management, executive functioning skills and academic progress.

Financial commitment includes paying teachers for after school tutoring and investing in professional development time for discussion, analysis and planning for programs regarding student performance. In addition, investment is being made in new math curriculum, training and resources and FTE is put towards all teachers having an Academic Center class.

Students are regularly discussed in staff meetings (at least 2x monthly) to monitor academic and social/emotional progress as part of the MTSS process. Regular data monitoring happens in whole staff meetings.

Equitable implementation, impact and outcomes are important to the school and regular evaluation of student performance and activities effect to maintain equitability.

**Gap Analysis:** A significant number of students are performing below grade level in Reading/ELA. For 11th grade (in 22-23), 58% are meeting benchmark for the EBRW portion of the SAT, which is above state average (52.2%) but not county average (64.4%). For grade 6, only 25% are considered proficient on the MSTEP, compared to 37.5% statewide and 47.6% in the county. For grade 7, only 42.9% are considered proficient on the MSTEP, compared to 36.9% statewide and 48.8% in the county. For grade 8, 83.3% are considered proficient on the PSAT, compared to 59.7% statewide and 71.3% in the county.

The mean student growth percentage for all 6, 7, 8 and 11th graders from 21-22 in ELA is 47.2, which does exceed state (46.3) but not county (48.7) levels.

Our desired state is to exceed the state and county averages but also support all students reaching benchmark and demonstrating more than a year's growth.

**District Data Story Summary:** Kensington Woods students are behind in reading/ELA. They were before the Covid-19 pandemic and the pandemic only increased that deficiency. They come to the school as new students often academically behind and/or lacking confidence in their skills from previous educational experiences and slowly close the gap by the time they reach 11th grade, but they do not close the gap enough to have, on average, more than 60% proficient in Reading/ELA. Students who receive extra targeted support (often economically disadvantaged students due to existing after school tutoring programs) often exceed non-economically disadvantaged students' growth.

Students that come to Kensington Woods rely on support from their teachers to be successful - that's often why they enroll. More support from their teachers through targeted methods as well as building confidence and academic skills is needed to help students increase proficiency and growth.

**Strategies:**

(1/7): Choice Theory

Owner: Jessie MacGonigal Pratt

Start Date: 10/30/2023

Due Date: 07/31/2026

**Summary:** Equity doesn't mean the same. To achieve learning outcomes from different brains requires different input to each - whatever each brain needs to arrive at the standard end point. Because all have prior experiences, different intelligence strengths, different personality types and brain processes, offering choices to students that are well crafted and specially selected gives power to both learning and positive emotional effects. Setting up an environment to allow students to make choices or by applying choice theory, turns the responsibility of learning to the individual - one of the areas in Blooms - freedom. While initially needing more time and energy to do this, in the long run it reduces the amount of re-teaching and remedial work.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Continue to implement school policies, procedures and processes that align with Choice Theory in regards to school discipline, social emotional learning, academic behaviors and academic mindset	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Educate students on brain science and Choice Theory through Academic Center and Advisory classes	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Employ a Student Engagement Specialist to work with students and parents, addressing chronic absenteeism, student motivation and educating on Choice Theory	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in	Jessie	10/30/2023	07/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
annual professional development of Choice Theory to help develop a successful learning environment, including an intensive training for new staff.	MacGonigal Pratt			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Support student choice and motivation through post-secondary plan development through EDPs, college presentations, college tours, and other post secondary planning activities	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement Social Emotional Learning activities and events to support students SEL growth and further understanding of Choice Theory and it's effect on their academic and social well being.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/7): ELA/Writing Strategy - Kensington Woods

Owner: Jessie MacGonigal Pratt

Start Date: 10/30/2023

Due Date: 07/31/2026

**Summary:** Teachers will continue researching and implementing writing across the curriculum, refine school wide writing rubrics and train in looking at student work protocols. Students will be trained in and practice critiquing writing. Teachers will be trained in formative assessment and collaborative learning processes. Technology will be used both, to encourage student writing, increase engagement and provide more opportunities for assessment and collaboration.

**Buildings:** All Active Buildings

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Data analysis of NWEA and PSAT data to indicate areas requiring a change in curriculum and instructional strategies.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Academic Center and Read 2 Achieve classes to focus on filling learning gaps, remediation, support for students, academic and executive functioning skills and enrichment opportunities.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement online programs like IXL and Khan Academy to focus on learning gaps, remediation and enrichment	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Students identified through	Jessie	10/30/2023	07/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
classroom assessments, NWEA, PSAT and SAT testing will be placed in weekly tutoring/advisory sections for assistance.	MacGonigal Pratt			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ELA teachers will continue researching best practices for writing instruction using books, recommendations from "What Works in Schools Clearinghouse." ELA teachers will refine instructional strategies and lessons that spiral up by grade level.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Students will participate in cross curricular writing assignments. This will occur during school hours. Writing assessment data will be used to target assistance for students and to create differentiated, individualized instruction to increase writing skills to be used across multiple subjects.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Incorporate cross-curricular/subject-area integrated learning opportunities to bring math across the curriculum and create more exposure and real world relevance	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Extended reading activities during the school day	Jessie MacGonigal	10/30/2023	07/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
focused on increasing comprehension and fluency will be provided to all students.	Pratt			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will continue receiving instruction in writing across the curriculum and how to implement in all classrooms. Content area teachers will develop assignments that incorporate writing and the use of technology. All teachers will submit learning plans for peer review on incorporating writing in the classroom in UbD templates. SI team and Principal will monitor. Teachers will meet collaboratively to determine scoring.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers in all content areas will be trained by ELA teachers in using trade texts, creating anchor activities for differentiation and assessing students for comprehension and fluency.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will analyze feedback from NWEA and (P)SATs to identify areas of deficiency and to refine school wide writing rubrics.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide differentiated learning opportunities for students while working towards and beyond MMC requirements through alternate programs like Edgenuity, Michigan Virtual, CTE classes, dual enrollment and Early Middle College to allow students accelerated opportunities for growth and remediation and to mitigate the impacts of lost instructional time.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/7): Reading Strategy - Kensington Woods**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**Summary:** Teachers will research best practices for adolescent literacy. Teachers will research and be trained in using high engagement techniques, especially for adolescent males. A school-wide emphasis on reading informational texts across content areas (outside of textbooks) will be used in unit planning and teachers will plan collaboratively to identify appropriate texts and strategies for their use.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implement Academic Center and Read 2 Achieve classes to focus on filling learning gaps, remediation, support for students, academic and executive functioning skills and enrichment opportunities.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement online programs like IXL and Khan Academy to focus on learning gaps, remediation and enrichment	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Incorporate cross-curricular/subject-area integrated learning opportunities to bring math across the curriculum and create more exposure and real world relevance	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Students identified through classroom assessments, NWEA, PSAT and SAT testing will be placed in weekly tutoring/advisory sections for reading assistance.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET



Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will develop assessments to place students in additional ELA course and develop assessments that accurately reflect high school reading readiness.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will participate in content-specific professional development to support reading throughout the curriculum.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers in all content areas will be trained by ELA teachers in using trade texts, creating anchor activities for differentiation and assessing students for comprehension and fluency.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Extended reading activities during the school day focused on increasing comprehension and fluency will be provided to all students.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ELA teachers will continue researching best practices for reading instruction and adolescent literacy and share with staff on using trade texts and high interest reading in all content areas.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data analysis of NWEA and PSAT data to indicate areas requiring a change in curriculum and instructional strategies.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide differentiated learning opportunities for students while working towards and beyond MMC requirements through alternate programs like Edgenuity, Michigan Virtual, CTE classes, dual enrollment and Early Middle College to allow students accelerated opportunities for growth and remediation and to mitigate the impacts of lost instructional time.	Jessie MacGonigal Pratt	10/30/2023	07/31/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/7): 23g Career Pathways**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Support student choice and motivation through post-secondary plan development through EDPs, college presentations, college tours, and other post secondary planning activities	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Employ a College/Post Secondary Counselor to support students through their post secondary planning process to develop motivation to focus on the MMC requirements.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Early College Program support and implementation	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/7): 23g Expanded Learning Time**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

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

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Extended reading activities during the school day focused on increasing comprehension and fluency will be provided to all students.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(6/7): 23g Intensive, Individualized Support**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
10 teachers to provide supplemental after school instruction and tutoring to identified Title I students up to 2 times per week each.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Additional support staff member hired to support students with small group and one on one direct instruction, remediation and developing academic and executive functioning skills	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Extended reading activities during the school day focused on increasing comprehension and fluency will be provided to all students.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/7): 23g Personalized Learning Environments**

**Owner:** Jessie MacGonigal Pratt

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

**Due Date:** 07/31/2026

**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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Focus on building relationships with students through academic and social/emotional avenues	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Provide differentiated learning opportunities for students while working towards and beyond MMC requirements through alternate programs like Edgenuity, Michigan Virtual, CTE classes, dual enrollment and Early Middle College to allow students accelerated opportunities for growth and remediation and to mitigate the impacts of lost instructional time.	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Employ a Student Engagement Specialist to work with students and parents, addressing chronic absenteeism, student motivation and educating on Choice Theory	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Implementation of Choice Theory practices	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small School/Small Class Sizes	Jessie MacGonigal Pratt	10/31/2023	07/31/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				