

# MICIP Portfolio Report

## Hamtramck, School District of the City of

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### Goals Included

#### Active

- Climate and Culture Goal
  - Student Achievement Whole Child Approach
- 

### Buildings Included

#### Open-Active

- Dickinson East
  - Dickinson West
  - Early Childhood Elementary
  - Hamtramck High School
  - Holbrook Elementary
  - Horizon High School
  - Kosciuszko School
  - Tau Beta Elementary
- 

### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Hamtramck, School District of the City of

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### Student Achievement Whole Child Approach

*Status:* ACTIVE

*Statement:* By June 2027, we will increase student achievement in literacy and math by 5% utilizing multiple data sources to address academic, behavior, and social emotional needs of all students through a whole child approach.

*Created Date:* 03/24/2022

*Target Completion Date:* 06/30/2027

*Data Story Name:* Student Achievement Whole Child Approach

*Initial Data Analysis:* Hamtramck High School:

Achievement Report

For the academic year 2022-2023, Hamtramck High School (HHS) has had a total enrollment of 1,222 students, and a current enrollment of 1,016 students as of March 23, 2023.

This report will include data based on all students enrolled this academic year.

Demographic Data: Ethnicity data for HHS includes: 43% Middle Eastern 35% Asian 16%

African American 6% White (non-Middle Eastern) <1% Other Gender data for HHS

includes: 58% Male 42% Female Active EL data for HHS includes: 57% ELL 43% Non or Former

ELL MDE has identified HHS for extra support as a Targeted Support and Improvement (TSI) school due to proficiency, School Quality and Student Success, and Assessment

Participation data for the African-American population. Additionally, this group has been identified due to a combined graduation rate for the 4th, 5th, and 6th year cohort of 85%.

Achievement Data: iReady ELA The Winter 2023 data on the iReady ELA assessments show that a significant proportion of students are below grade level, with 69% of students being two or more grade levels below and 71% of all students assessed being at or below an 8th grade level.

14% of all students are at or above grade level.

All demographic groups that are below grade level statistically match total enrollment data, except ELL's, with 64% of ELL students scoring below grade level and only 36% of non or former ELL students falling below grade level.

There are outliers (+/-5 percentage points) in Ethnicity, ELL, and Gender data that don't align with general enrollment data.

Student groups at or above ELA grade level are:

Ethnicity: 30% Middle Eastern 56% Asian 3.3% African American 11% White (non-Middle

Eastern) ELL: 20% ELL 80% non or former ELL Gender: 52% Males 48% Females Math The

Winter 2023 data on the iReady Math assessments show that a significant proportion of students are below grade level, with 74% of students being below grade level and 89% of all students assessed being at or below an 8th grade level.

11% of all students are at or above grade level.

All demographic groups that are below grade level statistically match total enrollment data.

There are outliers (+/-5 percentage points) in Ethnicity and ELL data that don't align with general enrollment data.

Student groups at or above Math grade level are:

Ethnicity:ELL:35% ELL 65% non or former ELL Graduation Data:The graduation rates for HHS's four-year cohort are relatively high, with the majority of racial/ethnic groups having graduation rates above 88% and an overall 4-year graduation rate of 94.44%.

However, the graduation rates for students with disabilities and English Language Learners are lower compared to other groups.

Graduation Rates:88% White (including Middle Eastern)93% Asian92% African American89% ELL83% Students with DisabilitiesThe graduation rates for the four-year cohort are relatively high overall (17-18 92%, 18-19 92%, 21-22 94%). The graduation rate for economically disadvantaged students was 96%, English Learners 95.20%, White 93.85%, and Black or African American 85.05%

The data on Office Discipline Referrals suggests that the 10th graders have the highest number of disciplinary issues, and the African American (30%) and Middle Eastern (50%) students have a higher proportion of disciplinary referrals compared to their representation in the student population.

The attendance rates vary across the grades, with the 10th (62%) and 12th-grade (64%) students having the lowest attendance rates. The attendance rate data also reveals that African American students have the lowest attendance rate at 50%. The highest rate of attendance is our Bengali population (Asian).

The data on Advanced Placement Classes indicates that 39% of students who take AP classes pass. The pass rate for Bengali students is higher than other racial/ethnic groups. According to MDE's Index HPS has a lower number of African American students enrolled in AP classes.

MDE has identified HHS for extra support as a Targeted Support and Improvement (TSI) school due to proficiency, School Quality and Student Success, and Assessment Participation data for the African-American population. Additionally, this group has been identified due to a combined graduation rate for the 4th, 5th, and 6th year cohort of 85%. The data suggest some areas of concern related to student attendance and academic performance in Reading and Math. The data revealed disparities in academic achievement and progress across different racial/ethnic and student groups (graduation rate, AP courses). Also, we need to investigate why 50% of our African American students have excessive absences. Additionally, a concern for the High School is an overrepresentation of African American and Middle Eastern males being recommended and placed in the alternative setting. The data shows a higher percentage of male students (58%) than female students (42%), are being placed in the alternative setting. which may impact classroom dynamics and gender-based experiences. Demographically speaking, in the alternative setting, this is the current population: 18 African American Females, 33 African American Males, 4 Bengali Females, 7 Bengali Males, 2 Causaian Females, 1 Causian Male, 6 Middle Eastern Females, 23 Middle Eastern Males.

Horizon High School

Achievement Report

For the academic year 2022-2023, Horizon High School (HOZ) has had a total enrollment of 135 students and a current enrollment of 99 students as of March 23, 2023.

This report will include data based on all students enrolled this academic year.

Demographic Data: Ethnicity data for HOZ includes: 33% Middle Eastern 16% Asian 47% African American 4% White (non-Middle Eastern) Gender data for HOZ includes: 73% Male 27% Female Active EL data for HOZ includes: 55% ELL 45% Non or Former ELL MDE has identified HOZ for a second time as a Comprehensive Support and Improvement (CSI) school due to a low overall Index score, low Graduation rate, and not meeting previous CSI exit criteria for the building.

Achievement Data: iReady ELA The Winter 2023 data on the iReady ELA assessments show that a significant proportion of students are below grade level, with 93% of students being two or more grade levels below and 89.1% of all students assessed being at or below an 8th grade level.

2.2% of all students are at or above grade level.

There are outliers (+/-5 percentage points) in Ethnicity and ELL data that don't align with general enrollment data.

Student groups below ELA grade level are:

Ethnicity: 42% Middle Eastern 9% Asian ELL: 50% ELL With only a total of 2 students scoring at or above grade level in ELA, there is no significant demographic data that can be drawn.

The data shows that a significant percentage of students at Horizon are performing below grade level in both Reading and Math. For iReady Reading, 88% of students are more than two grade levels below, and for Math, a majority of 54% are three or more grade levels below in the numbers and operations and measures and data domains. 0% of students met the growth or proficiency component aggregates according to Mischool Data Index report for reading and math

Math The Winter 2023 data on the iReady Math assessments show that a significant proportion of students are below grade level, with 99% of students being 2 or more grade levels below and below an 8th grade level.

1% of all students are at or above grade level.

There are outliers (+/-5 percentage points) in Ethnicity data that don't align with general enrollment data.

Student groups at or above ELA grade level are:

Ethnicity: 42% Middle Eastern 10% Asian Graduation Data: The graduation rates for HOZ's four-year cohort are low, with the majority of racial/ethnic groups having graduation rates below 75% and an overall 4-year graduation rate of 64.6%.

Graduation Rates: 74% White (including Middle Eastern) 80% Asian 48% African American 74% ELL

Horizon High School has made gains in its graduation rate. Their graduation rate was 61% in 17-18, 62% in 18-19, 69% in 21-22, 72% in 22-23. Graduation rates for 4-year cohorts: Black or African American (50%); Economically Disadvantaged (66%); English Learners (78%); White (77%). Graduation rates for 5-year cohorts: Asian (77%); Black or African American (84%), Economically Disadvantaged (68%); English Learners (58%); White (62%). Limited English Language Proficiency: Almost half of the students at Horizon (45%) are identified as Multi-Language learners, and the WIDA proficiency levels indicate that many students are scoring below proficient levels, which may impact their ability to comprehend and communicate in English.

Limited Diversity: While the student body at Horizon is diverse, with a significant

percentage of Middle Eastern and African American students, there is a limited representation of other ethnicities. Another concern is an overrepresentation of African American males placed in the alternative setting.

Gender Imbalance: The data shows a higher percentage of male students (58%) than female students (42%), which may impact classroom dynamics and gender-based experiences. Demographically speaking, there are 18 AA F, 33 AA M, 4 A F, 7 A M, 2 C F, 1 C M, 6 ME F, 23 ME M

Limited Reading Proficiency in Some Domains: While 100% of students are proficient in phonological awareness domain, a significant percentage of students are performing below grade level in other domains, such as phonics and vocabulary, which may impact their ability to comprehend and analyze text.

A high rate of no disciplinary incidents: The Office Discipline Referral Report on 3/15/23 indicates that Horizon has a 99% rate of no disciplinary incidents, which is a positive indicator of a safe and supportive learning environment.

Proficiency in phonemic awareness and high-frequency work: According to the summary, 100% of students at Horizon are proficient in the domain of phonemic awareness, and 100% are on target for high-frequency words. These are important foundational skills for reading that can lead to further reading success.

46% of students at Horizon are on grade level for numbers and operations, which is higher than the percentages for the other main domains. This suggests there may be strengths in teaching and learning in this area.

MDE has identified Horizon for a second time as a Comprehensive Support and Improvement (CSI) school due to a low overall Index score, low Graduation rate, and not meeting previous CSI exit criteria for the building.

The data suggests significant areas for improvement such as low reading comprehension and math proficiency levels for most students and a large proportion of students identified as MultiLanguage Learners with varying levels of English language proficiency. Additionally, there is a gender imbalance. Also, after reviewing the data, it was noted that there might be an over-identification of African American and Middle Eastern males being placed in the alternative setting. Addressing these areas for improvement will be critical in helping students reach their full potential.

Dickinson West:

DW is identified for Comprehensive Support and Improvement (CSI) Year 1 due to being previously identified for Additional Targeted Support (ATS) in 2017-18 but not meeting ATS exit criteria in 2021-2022. It was identified for ATS in 2017-18 due to an overall subgroup index value among the bottom 5% for the following student subgroup(s): Black or African American\*. The school moves to year 1 of a 3-year CSI cohort.

On March 1, 2023, DW reported that 221 students were chronically absent (10% or more), with Middle Eastern students having the highest number of absences (83 or 39.2%), followed by African American students (71 students or 33.5%), Asian students (46 or 21.7%), and white (non-Middle Eastern) students (12 students or 5.7%). The number of students in special education varies, with Speech/Language having the most (5) and LD having the least (1).

In terms of Major office discipline referrals, 178 students in the 0-1 ODR range had 10% or more absences, followed by 20 students in the 2-3 ODR range, and 14 students in the 1-2

ODR range. Of the students with 10% or more absences by ethnicity, 17 African American students had the most ODRs, followed by 13 Middle Eastern students, 2 Asian students, and 2 white (non-Middle Eastern) students.

DW reviewed the annual typical growth data for reading and found that 72% of students were on track to meet the typical annual growth. However, during the winter, 41% of students met typical growth, with 13% achieving stretch growth. When it comes to iReady reading scores, the majority of students (32%) were three grade levels below, while only 9% were mid or above.

DW reviewed the annual typical growth data for math and found that the medium percent progress toward typical growth is 67%. For math, 30% of students met typical annual growth during the winter, while 8% achieved stretch growth. Regarding iReady math scores, only 2% were mid or above, 4% were early on grade level, and the majority (38%) were one grade level below.

Finally, on March 1, 2023, DW reported the number of students by grade level, with fourth grade having the highest number of students (82). Additionally, DW noted that students who identify as Bengali are captured as Asian in the MiStar system, with 20% of African American students, 32% of Asian American students, 7% of white (non-Middle Eastern) students, and 39% of Middle Eastern students.

MDE has identified DW for Comprehensive Support and Improvement (CSI) Year 1 due to being previously identified for Additional Targeted Support (ATS) in 2017-18 but not meeting ATS exit criteria in 2021-2022. It was identified for ATS in 2017-18 due to an overall subgroup index value among the bottom 5% for the following student subgroup(s): Black or African American\*. The school now moves to year 1 of a 3-year CSI cohort.

Based on the data provided, it appears that DW's strengths may include a diverse student body, as evidenced by the representation of Middle Eastern, African American, Asian, and white (non-Middle Eastern) students, as well as attention to special education needs, as shown by the varying levels of special education services provided.

Regarding academics, DW seems to be progressing in reading, with 72% of students on track to meet typical annual growth and 13% achieving stretch growth during the winter. This suggests that the school is providing effective support for struggling readers.

Additionally, fourth grade has the highest number of students, which indicates a strong retention rate and a focus on ensuring that students are well-prepared for higher grade levels.

However, there are also areas where DW may need improvement. Chronic absenteeism is a significant issue, with 221 students reporting 10% or more absences. This may suggest a need for more support and resources to help students stay engaged in school. Similarly, math scores are a challenge for the school, with only 2% of students scoring at mid or above and most (38%) performing one grade level below. This may indicate a need for more targeted interventions and support for struggling math students.

The district overall has a very low proficiency in ELA even prior to the pandemic. The only grade level that had a consistent upward trajectory prior to 2019 was 3rd and they are still only 17.9% proficient as of 2019. 31.9% students showed below average growth on the ELA 20-21 State Assessment (please note: only 256 students tested as HPS was still learning virtually up to the testing window during the 20-21 school year).

*Initial Initiative Inventory and Analysis:* District:

Each teacher and each building do what they think is right to intervene. The district adopted the MAISA units many years ago. Within that framework, they should use Jan Richardson's guided reading model, Foundations for phonemic awareness and phonics (k-3), and Just Words for (4-6). The writing model primarily utilized in MAISA units is based on Lucy Calkins.

#### Resource Allocation Review:

The school district's financial statements present fairly, in all material respects, the financial position of Hamtramck Public Schools as of June 30, 2022, and the year then ended in accordance with accounting principles generally accepted in the US. Per-Pupil analysis of general fund revenues, expenditures, and transfers have increased from 2018 to 2022. 12,398 in revenues and 12,312 in expenses were reported per-pupil in 2018. In 2022 the expenses were reported as 16,150, and revenues were reported per-pupil as 15,246 as a district average. The total per-pupil expenditures per building were as follows: Dickinson East (16,191); Dickinson West (16,062); Horizon (14,303); Kosciuszko (16,927); Tau Beta (16,493); Early Childhood Elementary (25,787); Hamtramck High School (15,293); Holbrook (18,347). The district's student enrollment: 2013 (2,900); 2014 (2,878); 2015 (2,834); 2016 (2,959); 2017 (3114); 2018 (3271); 2019 (3308); 2020 (3332); 2021 (3323); 2022 (3118). Additionally, the general fund balance has increased from 2018 (9,769,670) to 2022 (14,023,653). Yearly the district tests the internal controls. During the 2022 school year, the following internal controls were tested: journal entries, receipts, disbursement, review state compliance, pupil membership, budget, payroll, bid process, governance, sinking fund compliance, and unpredictable procedures. All areas had no material weaknesses, significant deficiencies, or material noncompliance issues. However, there was a finding with food services, and As a result of the COVID-19 pandemic and flexibilities awarded related to edibility and food distribution, meal claim revenues were more than anticipated amounts. Additionally, due to the required school closure, expenditures did not increase at the same rate as revenues, resulting in the food service fund balance being added to over this fiscal year and last. Also noted was that the district did not record indirect cost transfers within the food service fund, even though they had an excess fund balance at year-end. We noted that the district developed a spend-down plan and submitted it to the state for approval. We recommend that in the future, the district reviews the fund balance at year-end and determines if indirect costs should be allocated to the food service fund. Additionally, we recommend that the district follows this spend-down plan and lowers its fund balance in the next fiscal year.

Even though the district has adopted those resources and methods for teaching the MAISA Units, each building and each teacher seemingly chooses to enact the curriculum by substituting the district's adopted resources with things they would rather use.

The Dickinson West Initiative Inventory: MTSS addresses diverse student populations' needs by providing targeted support and resources for equity and success. The initiative recognizes that different students may require different types of assistance.

Administrators, teachers, specialists, and staff support implementation, including professional development in language, literacy, assessment and ELL.

The professional development available for the MTSS program includes Language and Literacy PDs, F&P Training, Foundations, SIOP (for specific staff), and one literacy consultant who is shared district-wide. The lack of Coaching support is an area of weakness for DW.

Measures such as M-Step, WIDA, IReady, F&P, attendance and behavior data, teacher observations, and MiSchool data provide insights into student performance, engagement, and success to adjust the program as necessary. Some critical positions for this system are very difficult to fill or maintain.

The Literacy initiative is designed to support a diverse population of students who may face various academic and non-academic challenges, such as economically disadvantaged students, gifted and talented students, English Learners, students with disabilities, students experiencing homelessness or foster care, and migratory students. The program involves the school principal, classroom teachers, reading and math specialists, ELD staff, special education teachers, and paraeducators who deliver instruction and interventions to students with diverse needs. The program is supported by professional development opportunities, performance feedback, and implementation and impact measures to ensure it meets all students' needs. Finally, the literacy program requires various fiscal resources, such as federal funds, state funds, and local funds to implement effectively. We lack a balanced literacy program and a district-wide set of evidence-based strategies.

Additionally, we need walkthrough tools or Look-for to assess strategies such as the workshop model.

Family engagement is measured through various methods such as Title 1 meetings, open house attendance, parent-teacher conferences, coffee with the principal attendance, other school-sponsored activities, and perception surveys. These measures help DW to assess the level of parent engagement in the program and identify areas for improvement. To reduce barriers to family engagement, we allocate funds for parent engagement activities, provide communication in multiple languages, and offer interpreters. We have dedicated staff supporting family engagement efforts, providing information, resources, and connecting families with school services. Visual signage in Arabic and Bengali to welcome and guide families helps to create a welcoming environment and helps families navigate the school building and resources. These strategies promote family engagement critical to student success, improving attendance, academic achievement, and positive attitudes toward learning. We lack family engagement at our school and could use consistent support. The family engagement team at the district level has large caseloads and is split between several buildings.

It was noted during our initiative inventory that we could use a dedicated staff member to focus on family engagement and chronic absenteeism. The Attendance Clerk Role, which we had .5 FTE in the past, was ineffective.

Horizon Inventory

Horizon (CSI): What is important to know about the school?

This is an alternative; we service students that the district and community would otherwise not graduate.

Horizon (CSI): What are the greatest barriers to students thriving in this school?

Some of our barriers include poverty, parents taking a hands-off approach, and it is on the student to take a second chance for themselves. Often students enroll with bad study habits, and their attendance is an issue. Outside work and family obligations get in the way of school. Some students have housing and transportation barriers. Also, the way a student is placed at Horizon is not clear. The process needs to be outlined at Hamtramck High School.



Horizon (CSI): What resources would be most helpful for the school to achieve its whole child goals?

We need a full-time social worker that does not have a huge caseload at other buildings. We need clarity about how a student is placed at Horizon (flow chart and training for all levels). We would like to offer other services and become a hub for the community (act as a community school). Parents need legal help and support.

Horizon (CSI): What might staff say is the best part of this school?

Like students, the staff enjoys the small class sizes too so they can give 1-1 attention to students. They also report liking the block scheduling and being in a small building with “like-minded” student-centered people and students. They also enjoy the freedom to flex the curriculum and use non-traditional teaching methods.

Horizon (CSI): What might students say is the best part of this school?

Students love our “Open Lunch” policy and the freedom that comes along with that. They also enjoy the small setting, caring and understanding staff, and block scheduling. Additionally, online and in-person flexibility is conducive for our working students. Also, students report not feeling overwhelmed by our program due to our support.

Horizon (CSI): What brings students joy in this school?

Students are joyful when they get to graduate with their peers. Students enjoy the small settings and clear expectations with a focused graduation plan. Their friends and their relationships with the teaching staff bring them joy.

Horizon (CSI): What might families say is the best part of this school?

Parents often comment that they like the schedule because some of our students care for their younger siblings or have families themselves. Also, they must walk their siblings home; this is convenient for the parents. Furthermore, parents state that their children are more social and have more confidence after one quarter at Horizon. Additionally, they talk about their child showing decreased signs of stress in the smaller and calmer setting. Parents have noted that Horizon has a strong support system, and with a smaller population of students, they get more 1-1 support.

Horizon (CSI): What might staff say is the best part of this school?

Like students, the staff enjoys the small class sizes too, so they can give 1-1 attention to students. They also report liking the block scheduling and being in a small building with “like-minded” student-centered people and students. They also enjoy the freedom to flex the curriculum and use non-traditional teaching methods.

Horizon (CSI): What might students say is the best part of this school?

Students love our “Open Lunch” policy and the freedom that comes along with that. They also enjoy the small setting, caring and understanding staff, and block scheduling. Additionally, online and in-person flexibility is conducive for our working students. Also, students report not feeling overwhelmed by our program due to our support.

Horizon (CSI): What brings students joy in this school?

Students are joyful when they get to graduate with their peers. Students enjoy the small settings and clear expectations with a focused graduation plan. Their friends and their relationships with the teaching staff bring them joy.

Horizon (CSI): What should be celebrated?

The school is diverse and small. Relationship building is very strong, and we pride ourselves on being a second-chance school for many students.

Hamtramck High School:

Ms. Beilet will teach AP courses and training in this area. We will also include AP Government and Politics through College Board. We will create a class entitled “AP African American Studies” - Target population African American.

Teachers now target historically marginalized students in AP Science classes. Recruitment will be important in the future; however, we must discuss strategies. Additionally, students do not see representation in the AP courses. We are considering the Windows, Mirrors, and Sliding Glass Doors concept.

The student-led writing center will be in full swing next year. (December) Since the summer, Laura and Jeff have been working with Hamtramck High School on building a writing center to support their students further. This has included holding a half-day kickoff to build important equity foundations, running a three-session book study to build teacher capacity around peer tutoring, establishing connections with Eastern Michigan and the University of Michigan, connecting the Writing Center work to the work of our Equity-Based Disciplinary Literacy Network, and building early data collection models for sustainability. Additionally, Jeff has been visiting their PLC meetings to support their ELA team in writing a proposal based on our shared learning. The building and district administration quickly accepted the proposal, including the budget. Last week, the team interviewed tutors and selected their first group of 11 tutors, and last night the school board unanimously approved the Writing Center.

This year, the Writing Center will be open after school on Tuesday, Wednesday, and Thursday, and it will be embedded in the school day starting in 2023-2024.

During the MS tours, the highlights were:

9th-grade students can take courses at the local college, “We want you to have an associate's degree when you leave us.” We are promoting college and career readiness - working towards certification in various trades. There are nine areas currently offered by Wayne County Community College. (culinary, fashion design - industrial sewing, autobody, CNT, H-Vac, dental hygiene, nursing, construction) Xello was used to understand the areas of interest for WC3. We tried to offer programs that appealed to all students. Kiner and O’Donahough are involved in organizing these pieces. We are increasing these programs to support career exploration.

**Gap Analysis:** Our district’s role in providing the fundamentals necessary to implement and sustain MTSS across all our buildings needs to be enhanced.

Dickinson West has been identified for Comprehensive Support and Improvement (CSI) Year 1 due to being previously identified for Additional Targeted Support (ATS) in 2017-18 but not meeting ATS exit criteria in 2021-2022. It was identified for ATS in 2017-18 due to an overall subgroup index value among the bottom 5% for the following student subgroup(s): Black or African American.

Horizon High School is identified for Comprehensive Support and Improvement (CSI) Year 4 due to both an overall building index among the bottom 5% and an overall graduation rate at or below 67% in 2021-2022 and is in year 1 of its second time in a 3-year cohort.

Hamtramck High School was identified for Targeted Support and Improvement (TSI) due to subgroup index values among the bottom 25% for each applicable component in

2021-2022 for the following student subgroup(s): Black or African American.

*District Data Story Summary:* District Resource Allocation Review

The analysis of the school district's financial statements and related findings can be summarized as follows:

The financial statements of Hamtramck Public Schools for the year ended June 30, 2022. The per-pupil analysis of general fund revenues, expenditures, and transfers shows an increase from 2018 to 2022. In 2018, the reported per-pupil revenues were \$12,398, and expenses were \$12,312. In 2022, the expenses increased to \$16,150, while revenues per pupil were reported as \$15,246 on average for the district. The breakdown of per-pupil expenditures by building shows varying amounts across different schools within the district. The highest per-pupil expenditure was observed at the Early Childhood Elementary school with \$25,787, while the lowest was at Horizon with \$14,303.

The district's student enrollment has experienced fluctuations over the years. From 2013 to 2015, enrollment gradually declined, with numbers dropping from 2,900 to 2,834. However, in 2016, there was a slight increase to 2,959 students. The trend continued upward in 2017 and 2018, reaching 3,114 and 3,271 students, respectively.

In 2019, there was a modest increase to 3,308 students, followed by a minimal rise to 3,332 in 2020. However, in 2021, the enrollment decreased slightly to 3,323 students. The most notable decline occurred in 2022, with enrollment dropping to 3,118 students.

Overall, the district's student enrollment has experienced both growth and decline during this period, with some years showing increases while others showing decreases. These fluctuations may have implications for the district's resource allocation, budgeting, and future planning.

The general fund balance of the district has increased from \$9,769,670 in 2018 to \$14,023,653 in 2022. This indicates that the district's financial position has improved over time, potentially providing a buffer for future expenditures or unforeseen circumstances. The district tests internal controls yearly. In 2022, various areas such as journal entries, receipts, disbursements, compliance review, pupil membership, budget, payroll, bid process, governance, sinking fund compliance, and unpredictable procedures were tested. No material weaknesses, significant deficiencies, or material noncompliance issues were identified, except for a finding related to the food services fund.

Due to the COVID-19 pandemic and flexibility related to eligibility and food distribution, the meal claim revenues exceeded the anticipated amounts. Additionally, because of the required school closure, expenditures did not increase at the same rate as revenues. As a result, the food service fund balance increased over the fiscal year. Despite having an excess fund balance at year-end, the district did not record indirect cost transfers within the food service fund.

*District Data Story Summary*

Overall, the school district faces various challenges and areas for improvement. Several schools have been identified by the Michigan Department of Education (MDE) for additional support due to factors such as low proficiency levels, low graduation rates, and disparities in academic achievement and progress among different student groups. Hamtramck High School (HHS) has been identified as a Targeted Support and Improvement (TSI) school due to proficiency and student success data for the African-American population. Concerns regarding student attendance and academic performance

in reading and math have been raised, along with the overrepresentation of African American and Middle Eastern males in the alternative setting. Addressing these issues will be crucial in ensuring equitable education and opportunities for all students.

Horizon High School has been identified as a Comprehensive Support and Improvement (CSI) school for the second time due to low overall Index scores and graduation rates, as well as not meeting previous CSI exit criteria. The school struggles with low reading comprehension and math proficiency levels, as well as a significant number of MultiLanguage Learners with varying levels of English language proficiency. Efforts to improve student outcomes and address the gender imbalance should be a priority.

Dickinson West (DW) has been designated as a CSI Year 1 school after being previously identified for Additional Targeted Support (ATS). Strengths of DW include a diverse student body and attention to special education needs. However, chronic absenteeism and low math scores present areas for improvement, indicating the need for additional support and interventions.

The school district's financial statements show an increase in per-pupil revenues and general fund balance. Internal controls have been tested with no significant issues identified, except for the food services fund. The finding suggests that revenues exceeded anticipated amounts due to the COVID-19 pandemic, and indirect cost transfers were not recorded properly. As a result we will review the fund balance, allocate indirect costs appropriately, and follow a spend-down plan to lower the fund balance in the future. To address the district's challenges and promote student success, we will establish clear expectations, provide professional development opportunities, and implement a system of escalating targeted supports for students who require additional assistance. By fostering collaboration and implementing evidence-based interventions, the district can work towards achieving better outcomes for all students.

**Strategies:**

(1/4): MTSS Framework (General)

Owner: Jaleelah Ahmed

Start Date: 02/02/2023

Due Date: 06/30/2027

**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
Establish MTSS Leadership Teams	Heather Kuehneman	02/02/2023	06/30/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Conduct HPS Self Assessment	Heather Kuehneman	02/02/2023	06/30/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Establish district MTSS Framework & Handbook	Heather Kuehneman	02/02/2023	06/30/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS Instructional Strategies PD	Heather Kuehneman	02/02/2023	06/30/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS Coordinator	Heather Kuehneman	02/02/2023	06/30/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): Guaranteed and Viable Curriculum**

**Owner:** Heather Kuehneman

**Start Date:** 02/01/2023

**Due Date:** 06/30/2027

**Summary:** A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Set 3 year implementation and PD plan	Widad Luqman	02/01/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Perform curriculum reviews/audits	Heather Kuehneman	02/01/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create Curriculum Map & Scope & Sequence	Heather Kuehneman	02/01/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

### (3/4): Early Warning Intervention and Monitoring System (EWIMS)

**Owner:** Jaleelah Ahmed

**Start Date:** 06/26/2023

**Due Date:** 06/30/2027

**Summary:** EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

#### Buildings

- Hamtramck High School
- Horizon High School

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish and train a team to use the early warning monitoring system	Jaleelah Ahmed	06/26/2023	01/09/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Track Attendance, Behavior, and Course Performance	Jaleelah Ahmed	06/26/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use a data system and establish a process for routinely creating and using reports	Jaleelah Ahmed	06/26/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Activity 4: Map and evaluate appropriate interventions per student progress	Jaleelah Ahmed	06/26/2023	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Director to serve	Heather	06/26/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
as knowledgeable EWIMS program Manager for the district with expertise in EWIMS, resource allocation, data systems, and procedure changes to address school-reported challenges.	Kuehneman			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Acquire EduClimber to track and identify student needs, gain actionable risk insights, enhance attendance, and reduce dropout rates	Heather Kuehneman	06/26/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Counselor – Participate in school-level meetings, routinely communicate with EWIMS teams and identify students for additional support, implement evidence-based interventions, and adjust based on student needs.	Heather Kuehneman	06/26/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Read 180 curriculum and resources to integrate effective reading intervention strategies to address learning gaps of students in grades 6-12 who are reading below grade level.	Heather Kuehneman	06/26/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math 180 curriculum and resources to incorporate effective math intervention strategies to address students' learning gaps in	Heather Kuehneman	06/26/2023	06/30/2027	ONTARGET



Activity	Owner	Start Date	Due Date	Status
grades 6-12 who perform below grade level in math.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/4): 23g Expanded Learning Time**

**Owner:** Heather Kuehneman

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**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
K-12 teacher stipends will support core subjects in summer and before/after school programs, potentially up to 4 days each week, up to 6 hours per day, to address learning gaps and unfinished learning.	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Non-certified teacher to provide small group or 1-1 support in core subjects, potentially up to 5 days each week, addressing learning gaps and unfinished education.	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Pre-service and ongoing training that covers pedagogy and classroom management for non-certified teachers	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionists will	Heather	10/24/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implement evidence-based interventions, offering support in core subjects before and/or after school and during mandatory summer programs, potentially up to 4 days each week, to address students not meeting proficiency as determined by benchmark assessments.	Kuehneman			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer learning opportunities for K-12 students offer support in core subjects, potentially up to 4 days each week, addressing learning gaps and unfinished education.	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Director to serve as Expanded Learning Program Manager with expertise in expanded learning, evidence-based practices, and procedure changes to address unfinished learning and students not meeting proficiency as determined by benchmark assessments.	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation for summer learning	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Resources for tutoring, summer learning, and small group instruction including	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
hands-on materials and diverse classroom libraries.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches (up to 8) offers professional development on evidence-based strategies and data use, providing solutions for intervention gaps.	Heather Kuehneman	10/24/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Climate and Culture Goal

*Status:* ACTIVE

*Statement:* Our goal is promote and enhance a positive and collaborative school environment for all stakeholders that is focused on student and staff well being and centered around a culture of positive morale, outcomes, and achievement.

*Created Date:* 02/02/2023

*Target Completion Date:* 02/09/2027

*Data Story Name:* Climate and Culture

*Initial Data Analysis:* There were 4 recommendations based on the results of the data. These recommendations included:

1. Addressing School Maintenance Issues
2. Focus on supporting positive and more adaptive student attitudes toward learning.
3. Consider employing anti-bullying interventions and professional development
4. Model district-level engagement and transparency after school-level practices.

These recommendations were the result of the districts high rate of turnover from staff in the last 3 years, the lack of systems for communication, the lack of consistency and continuity of curriculums district wide, the need for stronger PBIS implementation, and the need for culturally diverse responsive awareness and education.

*Initial Initiative Inventory and Analysis:* We currently have Hanover Research supporting our collection of Climate and Culture data and facilitating how to address these in our strategic framework. We are now have a Climate and Culture committee to help steer the work that needs to be done in this area of focus. We also created a Hiring committee to ensure our hiring process is equitable and represents all voices from within and outside the district.

*Gap Analysis:* In order for students to experience a positive climate and culture, which data demonstrates is the foundation for their academic achievements, we must solidify the climate and culture of the district at all levels, including central office, administrative levels, building levels, and in the community. We must create a positive climate and culture not only for students, but with all stakeholders including ALL staff, families, and the community members. Shifting our climate and culture to meet the recommendations would mean the implementation of more systemic and transparent communication processes, systemic PBIS programs that are implemented with fidelity across the district, and systemic social-emotional support that is student centered and culturally responsive.

*District Data Story Summary:* HPS has experienced many transitions within the last 3 years, including the pandemic, that have shifted the climate and culture of the district. This shift, the data demonstrates, has left room for changes that need to be addressed in order to move student achievement and meet student needs. HPS will need to address the recommendations made by Hanover Research in order to begin the process of shifting our climate and culture where all stakeholders feel voiced, visible, and valued. In order to ensure this, HPS must implement systems to address communication, transparency, PBIS, and social-emotional supports that are student centered and culturally responsive.

**Strategies:**

(1/4): Restorative Practice/Restorative Justice

Owner: Widad Luqman

Start Date: 02/02/2023

Due Date: 02/09/2027

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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Set 3 year Restorative Practices implementation and PD plan	Widad Luqman	02/02/2023	02/09/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement a consistent schedule for collaboration around the districts implementation of our Restorative Practices action plan	Widad Luqman	02/02/2023	02/09/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Train Administrators and staff in Restorative Practices	Heather Dorogi	02/02/2023	02/09/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Restorative Practice District Coaches	Widad Luqman	02/02/2023	02/09/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): MTSS - PBIS (Behavior)**

**Owner:** Heather Dorogi

**Start Date:** 02/02/2023

**Due Date:** 02/09/2027

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory 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
Set 3 year PBIS implementation and PD plan	Heather Dorogi	02/02/2023	02/09/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Train Administrators and staff in PBIS	Heather Dorogi	02/02/2023	02/09/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement a consistent schedule for collaboration around the districts implementation of our PBIS action plan	Heather Dorogi	02/02/2023	02/09/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/4): Family Engagement Tied to Learning**

**Owner:** Widad Luqman

**Start Date:** 04/24/2023

**Due Date:** 02/09/2027

**Summary:** "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children’s education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Parent Liaison for each building	Widad Luqman	04/24/2023	02/09/2027	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



**(4/4): Mindfulness Based Social and Emotional Learning, MBSEL**

**Owner:** Widad Luqman

**Start Date:** 04/24/2023

**Due Date:** 02/09/2027

**Summary:** Mindfulness Based Social and Emotional Learning, MBSEL, is the missing piece in education. It ensures that we educate the whole child. MBSEL is as important as any other subject taught in school, in fact it is foundational and will help children to be successful students. It teaches skills to improve stress management, emotional regulation, improve attention, focus and concentration, as well as foster emotional well-being and a more positive outlook. Preliminary research indicates that cultivating these inner skills can improve interpersonal relationships, develop empathy, increase awareness of assumptions and biases, and help to nurture global stewardship. The intended purpose of providing mindfulness education in schools is to enhance inner resilience, self-awareness and self-regulation in students and staff, while creating safer, kinder, healthier, more supportive and productive schools and communities. MBSEL helps children to become critical thinkers and helps them to reach their full potential.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Annual Climate and Culture Survey	Afrin Alavi	04/24/2023	02/09/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District PLC's, CLC's, Climate and Culture Committee Engagement	Afrin Alavi	04/24/2023	02/09/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD for mental health, mindfulness, self-care, positive mindset, and other social emotional needs	Afrin Alavi	04/24/2023	02/09/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				