



YPSILANTI COMMUNITY SCHOOLS

1885 Packard Road

Ypsilanti, MI 48197

23g MI KID BACK ON TRACK PLAN

Ypsilanti Community Schools (YCS) is a small suburban school district of 3,800 students in Washtenaw County. The district serves a diverse student population that includes a high number of Black and Brown students, a large population of English Language learners, and a large population of Students with Special Needs. The district has two CSI Partnership Agreement Schools, one CSI in Alert, and two TSI schools. Our Multi-Tiered System of Support Model has been flipped creating a large number of students that have been negatively impacted by unfinished learning.

Ypsilanti Community Schools (YCS) is committed to addressing unfinished learning, supporting vulnerable students, providing academic assistance to at-risk students, and preparing high school students for post-secondary education through strategic evidence-based actions. To achieve these goals, YCS continues to implement evidence-based actions and invest in core practices aligned with our MICIP goals, strategies, and activities. In order to successfully utilize the 23g funding, we plan to focus on *High Dosage Tutoring*, the *Grizzly Learning Camp* during the summer, and *College and Career Exploration*. This comprehensive plan will ensure access and opportunities for success for all our students.

YCS also recognizes the impact of unfinished learning on student achievement. To address this challenge, our evidence-based actions will include targeted interventions, individualized instruction, and ongoing assessment to identify and address competency gaps. *High Dosage Tutoring* will be a key component of this strategy, providing students with intensive support from highly qualified tutors in both small group and one-on-one settings. By leveraging this research-based approach, we aim to accelerate learning and ensure students reach grade-level academic standards.

In order to support our most vulnerable students, YCS will provide additional academic assistance. We will allocate resources for specialized instructional support, including instructional coaches, intervention specialists, and counselors to address students'

unique needs. These professionals will work collaboratively with teachers, providing targeted support and interventions to help students overcome obstacles and achieve success.

Moreover, YCS recognizes the importance of proactive planning and preparation for post-secondary education. As part of our comprehensive plan, we will implement *College and Career Exploration* initiatives. These initiatives will expose students to a wide range of educational and career options, helping them make informed decisions about their future. By providing access to resources, guest speakers, and experiential learning opportunities, we will empower our high school students to pursue their goals beyond graduation.

To maximize the impact of our efforts, YCS will invest in the 23g funding by organizing our summer *Grizzly Learning Camp*. This camp will be designed to provide targeted academic support and enrichment opportunities during the summer break. By offering engaging and rigorous instruction, as well as access to technology and learning resources, we aim to mitigate summer learning loss and ensure that our students start the new school year on track.

In conclusion, Ypsilanti Community Schools is dedicated to addressing unfinished learning, supporting vulnerable students, providing additional academic assistance, and preparing high school students for post-secondary education. Through evidence-based actions and the allocation of the 23g funding, our core practices of *High Dosage Tutoring*, *Grizzly Learning Camp*, and *College and Career Exploration* will provide our students with access and opportunities for success. We believe that by implementing this comprehensive plan, we can ensure that all our students thrive academically and reach their full potential.

Our plan meets all of the following criterias as outlined in our MICIP Plan as well as our MI Kids Back On Track Plan Guidelines as outlined by the Michigan Department of Education.

Reflect input from educators, parents, legal guardians, and community members.

At YCS, we recognize the importance of inclusive collaboration and the active involvement of educators, parents, legal guardians, students, and community members in identifying the root causes contributing to unfinished learning. Our aim is to develop strategies that empower all students to succeed by ensuring equitable access to resources and opportunities. We believe in engaging each stakeholder group to inquire, reflect, and provide valuable input that shapes our approach.

To facilitate this collaborative process, we have utilized various methods, such as surveys, focus groups, and other forms of data collection, to gather diverse perspectives and insights. Through these efforts, we sought to embed the voices and choices of our stakeholders, granting them agency in this crucial decision-making process. By enabling each group to actively participate, we fostered a sense of ownership and shared responsibility towards achieving our goals.

Our commitment to equity is at the heart of our strategies to support struggling learners in becoming strong learners. Understanding that access and opportunity are vital factors in achieving academic success, we have developed a comprehensive plan to ensure that all students have access to high-quality resources, tailored interventions, and personalized support. By addressing the root causes of unfinished learning, we aim to eliminate barriers and provide equitable educational experiences that empower every student to thrive.

Throughout the development of our MICIP (Michigan Integrated Continuous Improvement Plan), we have consistently sought input from educators, parents, legal guardians, students, and community members. We conducted surveys to gather quantitative data on their experiences and perceptions. Additionally, we organized focused groups where participants could engage in open discussions to understand their viewpoints, concerns, and suggestions.

By engaging with our stakeholders through these various methods, we have fostered a collaborative environment that facilitates open and transparent communication. Their invaluable insights have been instrumental in designing a comprehensive and student-centered MICIP Plan that addresses the unique needs of our learners.

In conclusion, our proposal showcases the ways in which YCS has involved educators, parents, legal guardians, students, and community members in the identification of root causes contributing to unfinished learning. We emphasize the importance of inclusive collaboration and the use of multiple data sources to gather information, ensuring that the voices and choices of stakeholders are embedded throughout our MICIP Plan. By prioritizing access, opportunities, and equitable resources, we are committed to empowering struggling learners to become strong learners, in alignment with the aspirations and vision of our community.

Include an analysis of student data and describe student needs.

We are pleased to present our comprehensive continuous improvement plan that addresses the diverse needs of our students. Through rigorous and thorough analysis of student data, we have identified the key areas where additional support and resources are required to enhance student success.

The MICIP (Michigan Integrated Continuous Improvement Plan) Team has been diligently working for the past ten months to develop a comprehensive plan that reflects the voices of many stakeholders, including teachers, administrators, parents, and students. This inclusive and collaborative approach ensures that the plan truly captures the unique needs and aspirations of our student body.

Our analysis of student data has allowed us to identify specific areas where targeted interventions and resources are needed. By examining academic performance, attendance records, behavioral patterns, and socio-economic factors, we have gained a holistic understanding of our students' needs and challenges.

The MICIP Team has conducted numerous focus groups, surveys, and meetings to gather input from various stakeholders. This inclusive process has enabled us to incorporate a wide range of perspectives and ideas into our continuous improvement plan. By valuing the input of all stakeholders, we are confident that our plan provides a well-rounded and comprehensive approach to addressing student needs.

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Furthermore, our continuous improvement plan is not a static document. It is designed to be a living, breathing roadmap that will evolve and adapt as new data and insights emerge. Regular monitoring and evaluation of our strategies will ensure that we are constantly refining and enhancing our efforts to meet the ever-evolving needs of our students.

In conclusion, our thorough analysis of student data, combined with the collaborative efforts of the MICIP Team, have resulted in a comprehensive continuous improvement plan that is grounded in the voices of our stakeholders. We are confident that our plan will provide the necessary support and resources to foster student success and empower our students to achieve their full potential. Our MICIP analysis of student data that describes our current needs are as follows:

- In 2023, 449 out of 556 (80.8 %) of all YCS students, in grade 3, are reading below a 3rd-grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 304 out of 503 (60.4%) of all YCS students, in grade 4, are reading below a 3rd-grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 197 out of 408 (48.3%) of all YCS students, in grade 5, are reading below a 3rd-grade reading level according to Spring '23 NWEA MAP data.
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- In 2023, 199 out of 338 (58.9 %) of all YCS students, in grade 6, are reading below a 3rd-grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 132 out of 317 (41.6%) of all YCS students, in grade 7, are reading below a 3rd-grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 122 out of 348 (35.1%) of all YCS students, in grade 8, are reading below a 3rd-grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 92 out of 217 (33.9%) of all YCS students, in grade 9, are reading below a 3rd grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 65 out of 246 (26.4 %) of all YCS students, in grade 10, are reading below a 3rd grade reading level according to Spring '23 NWEA MAP data.
- In 2023, 43 out of 199 (21.6 %) of all YCS students, in grade 11, are reading below an 3rd grade reading level according to Spring '23 NWEA MAP data.
- In 2022, 190 out of 260 (73.1%) of all YCS students, in grade 3, are reading below a 3rd-grade reading level according to Spring '22 NWEA MAP data.

- In 2022, 149 out of 224 (66.5%) of all YCS students, in grade 4, are reading below a 3rd-grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 132 out of 249 (53.0%) of all YCS students, in grade 5, are reading below a 3rd-grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 106 out of 250 (42.4%) of all YCS students, in grade 6, are reading below a 3rd-grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 72 out of 242 (29.8%) of all YCS students, in grade 7, are reading below a 3rd-grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 74 out of 242 (30.6%) of all YCS students, in grade 8, are reading below a 3rd-grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 33 out of 137 (24.1%) of all YCS students, in grade 9, are reading below a 3rd grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 29 out of 155 (18.7%) of all YCS students, in grade 10, are reading below a 3rd grade reading level according to Spring '22 NWEA MAP data.
 - In 2022, 33 out of 105 (31.4%) of all YCS students, in grade 11, are reading below an 3rd grade reading level according to Spring '22 NWEA MAP data.
- Based upon our 2021-2022 M-STEP ELA data, approximately 20.2% of students in grades 3-7 were either proficient or advanced. We want to increase that number to at least 22.2% by June 14, 2024, and to at least 23.2% by June 14, 2025.
 - Reduce the percentage of 3rd through 8th grade students across all subgroups (Black, EL and Special Education students) that are reading below the 3rd grade level, thus significantly decreasing the number of identified students from 49.3% to 46% by June 14, 2025 as measured by NWEA reading assessments.
 - Based on our 2021-22 school year baseline of (9%) the percentage of students scoring at least proficient on SAT evidence-based writing will increase by 2% (11%) district-wide by June 14, 2024, and by 3% (12%) district-wide by June 14, 2025.
 - Based on our 2021-22 school year baseline of (31.8%) the percentage of students scoring at least proficient on PSAT 8 evidence-based writing will increase by 2% (33.8%) district-wide by June 14, 2024, and by 3% (34.8%) district-wide by June 14, 2025.

Identify evidence-based best practices, such as high-impact tutoring programs from the MiStrategyBank to be implemented or expanded in response to student needs.

YCS is committed to addressing unfinished learning in our students by implementing evidence-based best practices from the MiStrategyBank. Through careful analysis and consideration, we have identified the following three 23g key strategies in our MICIP

Plan that we believe will have a significant impact on our students' readiness for success. We propose the implementation of *High Dosage Tutoring*, *Grizzly Learning Camp*, and *College and Career Exploration* as our primary interventions.

Firstly, *High Dosage Tutoring* has been proven to be an effective approach in improving student achievement. This strategy involves providing students with targeted, one-on-one tutoring sessions that focus on specific areas of need. By implementing *High Dosage Tutoring*, we can provide our students with additional support and guidance, allowing them to catch up on missed content and acquire the necessary skills and knowledge to bridge any gaps in their learning.

Secondly, *Grizzly Learning Camp* provides our students with a structured and engaging learning environment during the summer break. This evidence-based best practice allows for targeted instruction and enrichment activities that address areas of unfinished learning. By offering the *Grizzly Learning Camp*, we can ensure that our students are actively engaged in their education year-round, enabling them to make significant progress in closing any learning gaps that may exist.

Lastly, *College and Career Exploration* is a crucial component of preparing our students for success beyond high school. By implementing this practice, we aim to expose our students to various post-secondary options and career pathways. By providing them with guidance and resources, we can help them make informed decisions about their future, ensuring that they are equipped with the necessary skills and knowledge to pursue their chosen paths confidently.

By implementing these evidence-based best practices, YCS is taking a proactive approach to address unfinished learning in our students. We are confident that *High Dosage Tutoring*, *Grizzly Learning Camp*, and *College and Career Exploration* will provide our students with the necessary support, engagement, and guidance they need to succeed academically and be prepared for their futures.

Describe how the implementation of the evidence-based practices will be supported by individuals who can provide training and coaching to teachers and/or tutors

At YCS, we are committed to ensuring that our students receive the best education possible. To fulfill this commitment, we propose implementing three evidence-based practices with fidelity: *High Dosage Tutoring*, *Grizzly Learning Camp*, and *College and Career Exploration*. We believe that by leveraging these strategies, we can enhance student learning and success.

To guarantee successful implementation, our team will provide comprehensive coaching and support. Our dedicated coaches will work closely with teachers and staff, offering guidance and resources to ensure fidelity in the implementation of the evidence-based practices. Through regular check-ins and ongoing feedback, our coaches will help promote continuous improvement and address any challenges that arise.

Furthermore, YCS recognizes the importance of professional development in supporting effective implementation. We will provide targeted professional development opportunities for our teachers and staff, equipping them with the knowledge and skills necessary to effectively implement the evidence-based practices. These sessions will include workshops, seminars, and collaborative sessions where educators can share best practices and troubleshoot common issues.

A critical component of our approach to implementing evidence-based practices is high dosage tutoring. We will ensure that students receive individualized and intensive support through the allocation of additional resources for tutoring. By providing students with structured and focused academic support, we aim to boost their confidence, improve learning outcomes, and close achievement gaps.

Another essential initiative is the *Grizzly Learning Camp*, which will offer an extended learning opportunity during school breaks. This camp will provide students with engaging and enriching activities that align with their academic goals. By integrating evidence-based instructional strategies into these camps, we will reinforce students' learning and prevent the summer slide.

Furthermore, YCS recognizes the importance of preparing students for their future. Through our *College and Career Exploration* program, we will expose students to various post-secondary opportunities and equip them with the necessary skills and resources for success. By leveraging evidence-based strategies such as job shadowing, mentoring, and internships, we will empower students to make informed decisions about their future paths.

In conclusion, YCS is fully committed to implementing evidence-based practices with fidelity to enhance student learning and success. Through coaching, professional development, and high dosage tutoring, our team will support teachers and ensure their mastery in implementing these practices. Additionally, the *Grizzly Learning Camp* and *College and Career Exploration* initiatives will provide students with holistic learning experiences that align with their academic and future goals. Together, these strategies will contribute to a transformative educational experience at YCS.

Describe how funds received under this section will create or expand the efforts and activities described in the plan.

The MI Kids Back On Track - 23g funds will play a crucial role in creating and implementing the efforts and activities outlined in our plan. With these funds, we will have the opportunity to provide our most vulnerable learners with the necessary access and opportunities for growth.

The funds will be fully utilized to support our three evidence-based strategies, which have proven to be effective in addressing the needs of our students. First, *High Dosage Tutoring* will be implemented to provide targeted support and personalized instruction for struggling learners. These funds will allow us to recruit and train a team of highly qualified tutors who will work closely with students, providing additional assistance and guidance to help them succeed academically.

Additionally, the funds will be used to establish the *Grizzly Learning Camp*, a comprehensive program designed to address the holistic development of our students. This initiative will offer a range of enrichment activities, including arts and sports, to promote social and emotional growth. By providing a safe and nurturing environment, the *Grizzly Learning Camp* will empower students to build confidence, develop leadership skills, and foster positive relationships with peers and mentors.

Finally, the funds will support our college and career exploration initiatives, aimed at equipping our students with the necessary skills and knowledge to succeed in the future. Through career workshops, college visits, and internships, we will provide students with hands-on experiences and guidance to help them make informed decisions about their academic and career paths. These initiatives will ensure that our students are prepared to embark on a successful transition to higher education or the workforce upon graduation.

In conclusion, the MI Kids Back On Track - 23g funds will significantly contribute to the creation and implementation of our plan. By fully supporting our evidence-based strategies of high dosage tutoring, *Grizzly Learning Camp*, and college and career exploration initiatives, these funds will create opportunities for our most vulnerable learners to thrive and succeed. We are confident that with these resources, we can make a significant and lasting impact on the lives of our students.

Our current YCS student enrollment is 3,800 students. The **proposed** allocation is \$303 per student.

- \$303 x 3,800 students = \$1,151,400.00
 - High Dosage Tutoring - \$441,420.00
 - Grizzly Learning Camp - \$500,000.00
 - College and Career Exploration - \$209,980.00

[Mi Kids Back on Track \(michigan.gov\)](http://michigan.gov)

Questions or concerns regarding this plan can be forwarded to Dr. Carlos Lopez, Assistant Superintendent at Ypsilanti Community Schools. He can be reached by email at clopez2@ycschools.us or phone at (734) 221-1221.

