

MICIP Portfolio Report

St. Charles Community Schools

Goals Included

Active

- English Language Arts
- Mathematics
- Well Rounded Education

Buildings Included

Open-Active

- St. Charles Community Middle/High School
- St. Charles Elementary School
- St. Charles Virtual School

Plan Components Included

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MICIP Portfolio Report

St. Charles Community Schools

Mathematics

Status: ACTIVE

Statement: Target 1: St. Charles Middle/High School Target improve PSAT/SAT Math proficiency by 2% annually.

Target 2: St. Charles Elementary and St. Charles Middle/High School Target improve MSTEP Math proficiency by 2% annually

Created Date: 06/08/2021

Target Completion Date: 06/30/2027

Data Set Name: State Testing Trends - Math

Name	Data Source
MSTEP Math Data Grades 3-7	Munetrix
College Board Math Data Grades 8 & 11	Munetrix
MSTEP Math Growth Percentages Grades 3-7	Munetrix
College Board Math Growth Percentages Grades 8 & 11	Munetrix

Data Story Name: Math

Initial Data Analysis: According to the 2022-23 data, 38.1% of our 3rd - 7th grade students are performing at or above the benchmark scores on their Math MSTEP. The SGP for grades 3-7 MSTEP Math is 53.52%.

According to the 2022-23 data, 37% of our 8th & 11th grade students are performing at or above the benchmark scores on their Math College Board Assessments (PSAT/SAT). The SGP for grades 8 & 11 Math College Board Assessments (PSAT/SAT) is 38.23%.

Our State MSTEP & College Board scores demonstrate a need for additional support to deeper understanding and knowledge of Math concepts. Based on this data, it is necessary for our district to review our curriculum alignment with current standards and develop more interventions and supports to assist students in achieving continued growth.

Initial Initiative Inventory and Analysis: Eureka Math is currently being used as the math curriculum in Kindergarten through 6th grade. In 7th and 8th grade they are currently using the Open up Math. Additional resources that are being used within the classrooms include but are not limited to: Zearn Math, Study Island, and Khan Academy. Tier two and three supports are currently being offered for all students that are in need of intervention. For grades 9-12, staff are utilizing teacher created content that is aligned with MMC and Common Core.

Resource Allocation Review:

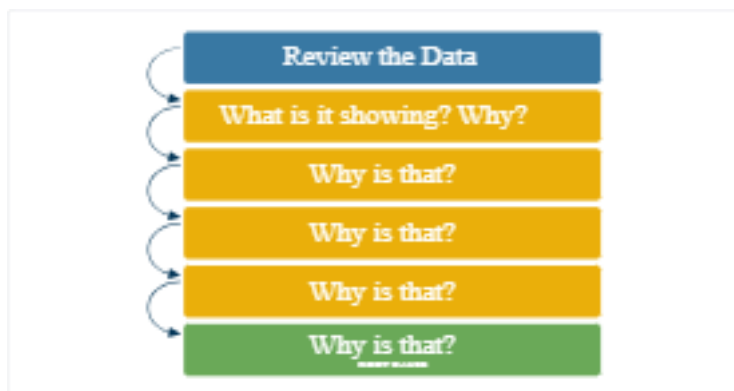
Gap Analysis: Currently, the lack of a structured and tiered supported curriculum is creating disparities between student learning, performance, and growth. There is a lack of instructional support for our math classes. Additionally, professional development in the area of math is needed to continue to support instructional leaders.

District Data Story Summary: Based on this data it is necessary for us to implement more early interventions for the students to assist them in achieving proficiency.

Based on this data, it is necessary for us to research and pilot new math curriculums to provide staff with a research based and supported curriculum. Ongoing professional development and implementation support will be provided to staff as new curriculum is implemented to support and guide student growth and development. We also need to explore opportunities to support our students during math classes during the day, as well as extended opportunities after school.

Analysis:

Root Cause



Five Whys

- Why: Our K-8 Math scores are currently showing success because we are using programs with fidelity throughout the various grade levels. In Kindergarten through 5th grade we are currently using Eureka Math & in 6th through 8th grade we are using Open Up. These two programs are very similar and use common language. First through 8th grade are currently using the FIM Math program and this has provided the students with challenging material this also provides cyclical review of content that has been taught in the past.

Our 9-12 math scores are not meeting state proficiency standards for all students. There is not an existing math curriculum that provides continuity and tiered supports to all grade levels. Current curriculum is teacher created and there has been little professional development opportunities for staff to support implementation.

Challenge Statement: The district needs to allocate resources to research and implement an updated high school math curriculum and provide supports and interventions to our students.

Strategies:

(1/4): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Amy Leffel

Start Date: 06/30/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Total Budget: \$4,400.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Grade level team meetings	Amy Leffel	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • St. Charles Elementary School 				
Content Team Meetings	Amy Leffel	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • St. Charles Community Middle/High School 				

(2/4): Guaranteed and Viable Curriculum

Owner: Amy Leffel

Start Date: 06/30/2023

Due Date: 06/30/2025

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

Total Budget: \$20,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum committee	Amy Leffel	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • St. Charles Community Middle/High School 				

(3/4): 23g Expanded Learning Time

Owner: Beth Harger

Start Date: 10/23/2023

Due Date: 06/30/2025

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

Buildings

- St. Charles Community Middle/High School
- St. Charles Elementary School

Total Budget: \$25,000.00

- Other State Funds (State Funds)

Communication:

Method

- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager to train staff that are providing the expanded learning time and monitor the impact this strategy has on student learning.	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Before/After School Math Tutoring for grades 3-12 provided by teachers, interventionist, and paraprofessionals	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Provide bus transportation to students that are participating in after school tutoring and summer learning opportunities .	Beth Harger	10/23/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase math curriculum resources to support the Expanded Learning Time activities.	Beth Harger	10/23/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): 23g Tutoring

Owner: Beth Harger

Start Date: 10/23/2023

Due Date: 06/30/2025

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

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

Buildings

- St. Charles Community Middle/High School

Total Budget: \$25,000.00

- Other State Funds (State Funds)

Communication:

Method

- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager to train the interventionist that is going to provide the tutoring and monitor the impact this strategy has on student learning.	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire a math interventionist to provide tutoring services and support to students before, during, and after school.	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Hold content team meetings to review student performance on mid-year math assessments.	Beth Harger	06/30/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

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

Activity	Owner	Start Date	Due Date	Status
Grade level team meetings	Amy Leffel	06/30/2023	06/30/2025	ONTARGET
Content Team Meetings	Amy Leffel	06/30/2023	06/30/2025	ONTARGET

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum committee	Amy Leffel	06/30/2023	06/30/2025	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager to train staff that are providing the expanded learning time and monitor the impact this strategy has on student learning.	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Before/After School Math Tutoring for grades 3-12 provided by teachers, interventionist, and paraprofessionals	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Provide bus	Beth	10/23/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
transportation to students that are participating in after school tutoring and summer learning opportunities .	Harger			
Purchase math curriculum resources to support the Expanded Learning Time activities.	Beth Harger	10/23/2023	06/30/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager to train the interventionist that is going to provide the tutoring and monitor the impact this strategy has on student learning.	Beth Harger	10/23/2023	06/30/2025	ONTARGET
Hire a math interventionist to provide tutoring services and support to students before, during, and after school.	Beth Harger	10/23/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Guaranteed and Viable Curriculum

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

No Data Available

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

No Data Available

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

No Data Available

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

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 2.0% for MSTEP Math Data Grades 3-7	06/30/2025	ONTARGET
Increase by 2.0% for College Board Math Data	06/30/2025	ONTARGET

Measure	Due Date	Status
Grades 8 & 11		

Evaluate Goal: Impact Questions and Responses

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

No Data Available

Fidelity/Integrity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Impact - How did student outcomes improve?

No Data Available

English Language Arts

Status: ACTIVE

Statement: Target 1: St. Charles Middle/High School Target improve PSAT/SAT EBRW proficiency by 2% annually.

Target 2: St. Charles Elementary and St. Charles Middle/High School Target improve MSTEP ELA proficiency by 2% annually

Created Date: 06/29/2023

Target Completion Date: 06/30/2027

Data Set Name: State Testing Trends - ELA

Name	Data Source
MSTEP ELA Data Grades 3-7	Munetrix
College Board ELA Data Grades 8 & 11	Munetrix
MSTEP ELA Growth Percentage Grades 3-7	Munetrix
College Board ELA Growth Percentages Grades 8 & 11	Munetrix

Data Story Name: ELA

Initial Data Analysis: According to the 2022-23 data, 41.9% of our 3rd - 7th grade students are performing at or above the benchmark scores on their ELA MSTEP. The SGP for grades 3-7 MSTEP ELA is 49.29%.

According to the 2022-23 data, 59.7% of our 8th & 11th grade students are performing at or above the benchmark scores on their ELA College Board Assessments (PSAT/SAT). The SGP for grades 8 & 11 ELA College Board Assessments (PSAT/SAT) is 38.87%.

Our State MSTEP & College Board scores demonstrate a need for additional support to deeper understanding and knowledge of ELA concepts. Based on this data it is necessary for us to implement more interventions to assist students in meeting these growth percentiles.

Initial Initiative Inventory and Analysis: The elementary team utilizes Wonders for their ELA curriculum. Grades K-2 supplement the Wonders curriculum with UFLI phonics curriculum. Student learning and growth is supported through tiered MTSS supports, small group instruction, Child Study, and one-to-one instructional paras. Current middle and high school curriculum is teacher created and aligned with Michigan Merit and Common Core. Content area PLC's are provided a dedicated time to meet to review student performance data and to review content.

Resource Allocation Review:

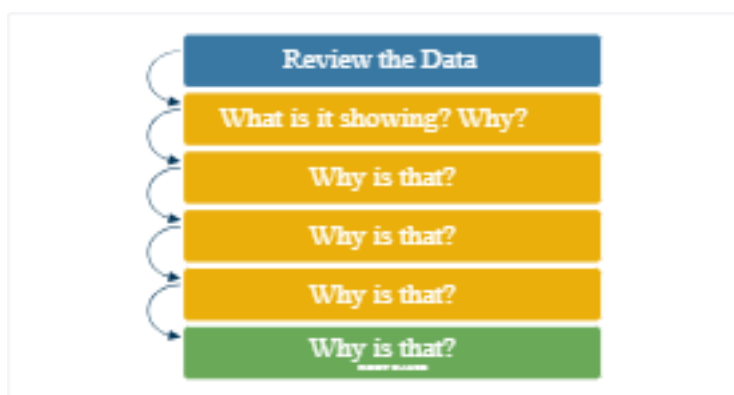
Gap Analysis: Currently, we do not have a formal curriculum program purchased at the high school level for ELA. This can create inconsistencies and lacks additional resources and supports for staff and students. Content area teams have not had dedicated time to collaborate during the instructional year. Dedicating time for content area PLC's to meet,

will allow staff to review student performance data and determine areas of growth and the need of additional supports. The information gained from these meetings will be utilized to improve student learning experiences and lead to recommendations for curriculum improvement.

District Data Story Summary: Our district has the opportunity to prioritize teacher collaboration to improve the instructional practices and curriculum within our district. Providing vertical alignment across grade levels, ensures students are getting ELA instruction that is structured and supported. This will better enable teachers to meet the diverse needs of all learners within our district.

Analysis:

Root Cause



Five Whys

- Why: Districts throughout the state have endured a decrease in student population and effects from Covid. Additionally, lack of consistent state funding leads to districts making difficult decisions regarding the purchase of new curriculum and resources, while trying to maintain a balanced and working budget. Loss of learning has increased learning gaps for a variety of student populations. As a result, our district is working to be fiscally responsible, while prioritizing funds to update curriculum and resources.
- Why: The pandemic created numerous gaps in the learning process for most students. While returning to full inperson instruction has helped to address and improve those learning gaps, lack of consistent funding for additional staff and resources makes this a more complex task. Our district has worked diligently to be fiscally responsible and has identified the need to purchase curriculum.
- Why: Student performance significantly decreased during the pandemic and is now beginning the trend upward. In order to better support the identified gaps in learning for students, our district is prioritizing the purchase of curriculum, beginning with Math.
- Why: Math is currently the academic area in which our students are struggling the most. Students are consistently performing lower in math than other subject areas. As a result, our district has prioritized the purchase of math curriculum for the 24-25 school year.

Challenge Statement: The district needs to provide additional academic support to students through the allocation of funding for paraprofessional instruction, PLC content meeting times, and the creation and implementation of a five year curriculum purchase plan to

support student learning and growth.

Strategies:

(1/4): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Amy Leffel

Start Date: 06/29/2023

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Total Budget: \$500.00

- General Fund (Other)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop PLC meeting schedule	Amy Leffel	06/29/2023	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • St. Charles Community Middle/High School • St. Charles Elementary School 				
Training for paraprofessional support	Amy Leffel	06/29/2023	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • St. Charles Community Middle/High School • St. Charles Elementary School 				

(2/4): Guaranteed and Viable Curriculum

Owner: Beth Harger

Start Date: 06/28/2024

Due Date: 06/30/2025

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

Total Budget: \$500.00

- General Fund (Other)

Communication:

Method

- Other
- School Board Meeting

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Annual curriculum review	Beth Harger	06/28/2024	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/4): Data-Based Decision-Making

Owner: Beth Harger

Start Date: 06/28/2024

Due Date: 06/30/2025

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: \$500.00

- General Fund (Other)

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Data will be reviewed in PLCs annually	Beth Harger	06/28/2024	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): Collective Responsibility/Shared Accountability

Owner: Beth Harger

Start Date: 06/28/2024

Due Date: 06/30/2025

Summary: Collective responsibility in schools refers to the shared accountability of all staff, students, and stakeholders in ensuring the success and well-being of the school community. It emphasizes that every individual, from teachers and administrators to students and parents, plays a crucial role in creating a positive learning environment. This concept promotes collaboration, mutual support, and a commitment to common goals, such as academic excellence, student safety, and inclusivity. District structures and practices support healthy, collegial communication that ensures a collective focus on overall improvement efforts to increase student achievement. Collective responsibility encourages teamwork and ensures that the responsibility for student achievement and school improvement is not placed solely on any one group but is a unified effort.

Buildings: All Active Buildings

Total Budget: \$500.00

- General Fund (Other)

Communication:

Method

- Other
- Presentations

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establishing Tier 1 instructional practices	Beth Harger	06/28/2024	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Curriculum purchase plan is established and approved.	Amy Leffel	06/30/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

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

Activity	Owner	Start Date	Due Date	Status
Develop PLC meeting schedule	Amy Leffel	06/29/2023	06/30/2025	ONTARGET
Training for paraprofessional support	Amy Leffel	06/29/2023	06/30/2025	ONTARGET

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Annual curriculum review	Beth Harger	06/28/2024	06/30/2025	ONTARGET

Data-Based Decision-Making Activities

Activity	Owner	Start Date	Due Date	Status
Data will be reviewed in PLCs annually	Beth Harger	06/28/2024	06/30/2025	ONTARGET

Collective Responsibility/Shared Accountability Activities

Activity	Owner	Start Date	Due Date	Status
Establishing Tier 1 instructional practices	Beth Harger	06/28/2024	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Collective Responsibility/Shared Accountability

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Data-Based Decision-Making

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Guaranteed and Viable Curriculum

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

No Data Available

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

No Data Available

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

No Data Available

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

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 2.0% for MSTEP ELA Data Grades 3-7	06/30/2025	ONTARGET
Increase by 2.0% for College Board ELA Data Grades 8 & 11	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

Fidelity/Integrity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Well Rounded Education

Status: ACTIVE

Statement: Our goal is to improve in all areas of the Early Warning Indicators (attendance and behavior) and to increase and improve course offerings to graduate more well-rounded students.

Created Date: 09/03/2024

Target Completion Date: 06/30/2027

Data Set Name: Well Rounded Education

Name	Data Source
Discipline	Other

Data Story Name: Well Rounded Education

Initial Data Analysis: Student emotional learning and growth is paramount to student success. Students need structured guidance and exposure to a curriculum that impacts engagement, belonging, and student well-being.

Initial Initiative Inventory and Analysis: Staff feedback identifies a clear need for additional student social/emotional growth. Additionally, student behavior incidences are nting an increased need to address social and emotional needs. Additional issues of stress and anxiety are becoming more prevalant in student interactions.

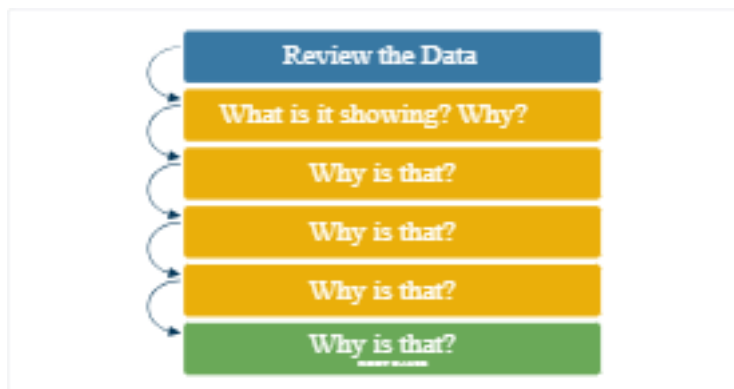
Resource Allocation Review: NA

Gap Analysis: Currently, we do not have a set curriculum or program of support to address the social and emotional welfare of our students. We need to look at additional resources to address the needs of our students.

District Data Story Summary: We have great support staff for studetns from our counselors to additoinal ISD support staff. We have programs such as student leadership classes and LINKS program. We need to research, identify, and purchase social/emotional curriculum to address identified student needs.

Analysis:

Root Cause



Five Whys

- Why: St. Charles Community Schools needs to develop consistent procedures for monitoring Early Warning Indicators.

Challenge Statement: The district needs to allocate resources to develop a system to address Early Warning Indicators. We also need to allocate resources to add supplemental programs and exploratory classes to expand our class offerings.

Strategies:

(1/2): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Beth Harger

Start Date: 04/28/2025

Due Date: 04/28/2025

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

- St. Charles Community Middle/High School
- St. Charles Elementary School

Total Budget: \$500.00

- General Fund (Other)

Communication:

Method

- MI School Data
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Tier 2 & 3 Interventions	Beth Harger	09/03/2024	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Computer Science Planning Tool

Owner: Beth Harger

Start Date: 04/28/2025

Due Date: 04/28/2025

Summary: "The SCRIPT – the Strategic CSforALL Resource & Implementation Planning Tool – is a framework to guide teams of district administrators, school leaders, and educators through a series of collaborative visioning, self-assessment and goal-setting exercises to create or expand upon a computer science education implementation plan for their students. School districts and other local education organizations are the unit of change toward creating rigorous, inclusive and sustainable K-12 computer science education. The SCRIPT supports systems-level change by addressing five key areas: (1) Leadership, (2) Teacher Capacity and Development, (3) Curriculum and Materials Selection and Refinement, (4) Partners, and (5) Community. "

Buildings: All Active Buildings

Total Budget: \$500.00

- Other State Funds (State Funds)

Communication:

Method

- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Computer Science & Computational Thinking Framework	Beth Harger	09/03/2024	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Monitor behavior rates	Beth Harger	01/31/2025	OVERDUE
Monitor attendance rates	Beth Harger	01/31/2025	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Early Warning Intervention and Monitoring System (EWIMS) Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Tier 2 & 3 Interventions	Beth Harger	09/03/2024	06/30/2027	ONTARGET

Computer Science Planning Tool Activities

Activity	Owner	Start Date	Due Date	Status
Computer Science & Computational Thinking Framework	Beth Harger	09/03/2024	06/30/2027	ONTARGET

Monitoring Notes

Monitoring Notes: Computer Science Planning Tool

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Early Warning Intervention and Monitoring System (EWIMS)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase course offerings at the Middle/High School for Discipline	06/30/2025	ONTARGET
Improve discipline rates for Discipline	06/30/2025	ONTARGET
Improve attendance rates for Discipline	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

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

No Data Available

Fidelity/Integrity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Impact - How did student outcomes improve?

No Data Available