

# 2024 Spring Data Review



PLYMOUTH-CANTON  
COMMUNITY SCHOOLS  
GLOBALLY FOCUSED. LOCALLY CONNECTED.

*P-CCS  
Board of Education  
Meeting on  
June 25, 2024*



# Purpose of Tonight's Presentation

- » Provide an update on progress toward the goals and strategic objectives in the P-CCS Dynamic Plan
- » Share an overview of available data from the year
- » Explain the connection between the data and our Multi-Tiered System of Supports (MTSS)
- » Reconfirm the mode of instruction for 2024-25

# P-CCS Dynamic Plan Strategic Goals

## **STRATEGIC GOALS:**

- A. P-CCS will increase achievement for all students and close achievement gaps.
- B. All P-CCS students and staff will report they feel physically, psychologically, and emotionally safe and represented at school.
- C. P-CCS will increase, enhance, and sustain community partnerships to improve student outcomes, student and family engagement, student enrollment, and opportunities.
- D. P-CCS will incorporate student voice and input throughout the educational experience.
- E. P-CCS will be recognized as a leader and innovator for student learning and growth.

# Teaching and Learning Department Strategic Objectives

**Strategic Objective TL-I:** Ensure all students increase their achievement and performance to a level of proficiency or higher and eliminate gaps in achievement and performance between demographic groups.

**Strategic Objective TL-V:** Review, revise, and consistently implement a comprehensive and culturally responsive Multi-Tiered System of Supports to provide the needed support for the academic, social-emotional, and behavioral growth of all Pre-K through post-secondary students.

# Continuity of Learning Plan (ECOL) for 2024-2025

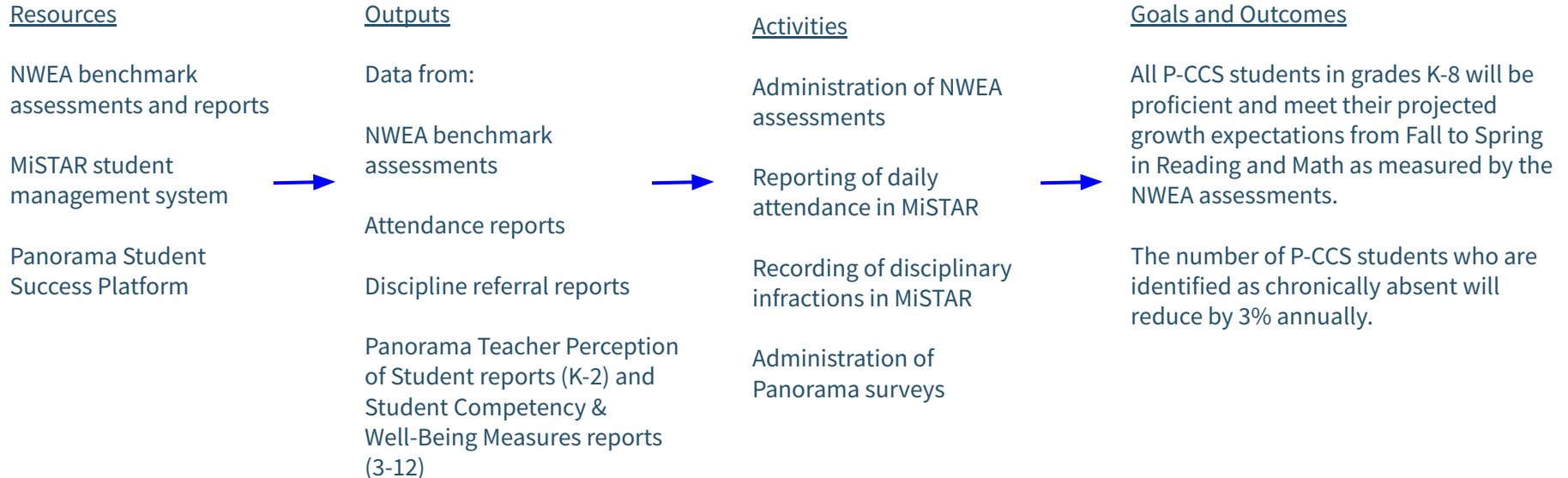
In-person instruction for all Early Childhood through post-secondary programs.

Virtual option for students in grades 3 through 12.



# 2023-24 Spring Data Presentation - Logic Model

Problem Statement: To ensure P-CCS increases achievement for all students and closes achievement gaps, a comprehensive data review builds the understanding of how P-CCS students are performing to determine any needed supports. P-CCS utilizes the NWEA Benchmark Assessment to measure the academic achievement and growth of students in comparison to similar students in the nationally normed group. Additional data is reviewed to measure factors that contribute to student achievement, such as attendance, discipline, and social-emotional competencies.



# Key Findings: Overview



## ‘Satellite Data’

- Large grain size
- Illuminate patterns
- Point us in a general direction for further investigation

Attendance

Behavior

Social-Emotional

Achievement

Benchmark  
Assessment

Course  
Grades

Attendance

# Key Findings: Average Daily Attendance Rate Trend

## Official state rules

Attendance is improving.

Trending toward pre-pandemic levels across most student groups

	18-19	19-20	20-21	21-22	22-23	23-24	Trend	Change from 21-22
All Students	95.2%			91.8%	92.5%	92.9%		1.1%
American Indian or Alaska Native	95.2%			91.3%	92.7%	93.1%		1.8%
Asian	95.7%			93.4%	93.3%	93.3%		-0.1%
Black or African American	94.4%			89.0%	89.8%	91.1%		2.1%
Hispanic	94.6%			91.6%	91.8%	92.2%		0.6%
Two or More Races	94.5%			91.1%	92.3%	92.9%		1.8%
White	95.2%			91.9%	92.8%	93.2%		1.3%
Economically Disadvantaged	93.0%			87.8%	89.1%	90.1%		2.3%
Students with IEPs	93.3%			89.3%	90.0%	90.5%		1.2%
Multilingual Learners	94.6%			91.8%	92.0%	91.8%		0.0%

Attendance is counted if a student is present 50% or more of the school day.

# Key Findings: Percent Chronically Absent Trend

Official state rules

Chronic Absenteeism is decreasing.

Trending toward pre-pandemic levels across most student groups

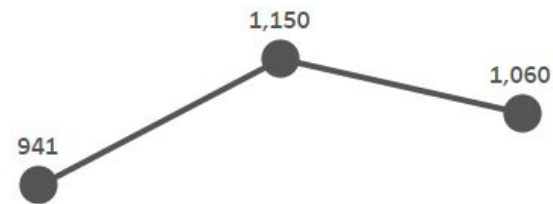
	18-19	19-20	20-21	21-22	22-23	23-24	Trend	Change from 21-22
All Students	10.6%			25.5%	22.0%	20.3%		🟢 -5.2%
American Indian or Alaska Native	6.3%			35.7%	20.4%	20.8%		🟢 -14.9%
Asian	10.3%			19.8%	21.2%	21.2%		🟡 1.4%
Black or African American	16.2%			37.1%	35.0%	29.5%		🟢 -7.6%
Hispanic	13.6%			29.2%	27.3%	23.3%		🟢 -5.9%
Two or More Races	11.5%			27.9%	23.5%	19.6%		🟢 -8.3%
White	9.7%			24.3%	19.3%	18.2%		🟢 -6.1%
Economically Disadvantaged	22.2%			44.1%	38.7%	34.0%		🟢 -10.1%
Students with IEPs	17.9%			35.8%	32.9%	30.2%		🟢 -5.6%
Multilingual Learners	14.4%			27.7%	26.5%	30.1%		🟡 2.4%

Attendance is counted if a student is present 50% or more of the school day; Chronically Absent is defined as missing 10% or more of days possible.

Behavior

# Key Findings: Behavior

## Suspensions



**Suspensions have decreased.**

90 fewer suspensions compared to last year.

21-22

22-23

23-24

Social-Emotional

# Teacher Perception K-2 Survey Content

## EMOTION REGULATION

**How well do students regulate their emotions.** *One item: How often is this student able to control his/her emotions when s/he needs to?*

## SOCIAL AWARENESS

**How well students consider the perspectives of others and empathize with them.** *One item: During the past 30 days, how considerate was this student of his/her classmates?*

## ENGAGEMENT

**How attentive and invested students are in class.** *One item: Overall how interested is this student in your class?*

## GRIT

**How well students are able to persevere through setbacks to achieve important long-term goals.** *Items: If this student fails to reach an important goal, how likely is s/he to try again? How often does this student stay focused on the same goal for several months at a time?*

## LEARNING STRATEGIES

**How well students deliberately use strategies to manage their own learning processes generally.** *One item: Overall, how well do this student's learning strategies help her/him learn more effectively?*

## SELF MANAGEMENT

**How well students manage their emotions, thoughts, and behaviors in different situations.** *One item: Overall, how focused is this student in your class?*

# Teacher Perception K-2 Survey Key Findings

**Students were rated more favorably in all topics compared to the Fall (as seen in prior years).**





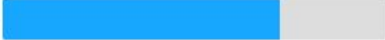
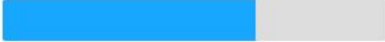
**Students were rated more favorably in most topics compared to last Spring.**

**Areas of strength** → 70% or more were rated favorably in Emotion Regulation, Engagement, Grit, Learning Strategies, and Social Awareness

**Potential areas of focus** → Less than 70% of students were rated favorably in Self-Management

# Teacher Perception K-2 Survey Results

N= 2,842, 90% response rate

Topic	Percent Favorable	Change since SY 23-24 BOY 2023 Surveys	Change since Spring 22-23
Engagement	81% 	▲ 18	▲ 1
Emotion Regulation	80% 	▲ 14	▼ 1
Social Awareness	79% 	▲ 15	▲ 1
Learning Strategies	75% 	▲ 24 Greatest increase	▲ 3
Grit	72% 	▲ 20	▲ 2
Self-Management	66% 	▲ 17	▲ 1

# Student Survey Grades 3-12

## Content

### **DIVERSITY AND INCLUSION** *6-12 only*

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. *Example: How often do you spend time at school with students from different races, ethnicities, or cultures?*

### **EMOTION REGULATION**

How well students regulate their emotions. *Example: How often are you able to control your emotions when you need to?*

### **GRIT**

How well students are able to persevere through setbacks to achieve important long-term goals. *Example: How often do you stay focused on the same goal for several months at a time?*

### **GROWTH MINDSET**

Student perceptions of whether they have the potential to change those factors that are central to their performance in school. *Example: In school, how possible is it for you to change how easily you give up?*

### **SELF-MANAGEMENT**

How well students manage their emotions, thoughts, and behaviors in different situations. *Example: During the past 30 days, how often did you come to class prepared?*

### **SENSE OF BELONGING**

How much students feel that they are valued members of the school community. *Example: How connected do you feel to the adults at your school?*

### **SOCIAL AWARENESS**

How well students consider the perspectives of others and empathize with them. *Example: During the past 30 days, how carefully did you listen to other people's points of view?*

### **SUPPORTIVE RELATIONSHIPS**

How supported students feel through their relationships with friends, family, and adults at school. *Example: Do you have a teacher or other adult from school who you can count on to help you, no matter what?*

### **TEACHER-STUDENT RELATIONSHIPS**

How strong the social connection is between teachers and students within and beyond the classroom. *Example: How many of your teachers are respectful towards you?*

# Student Grade 3-5 Survey Key Findings

Compared to the Fall, students rated themselves more favorably in most areas.

Compared to the national sample, all topic areas were at the 60th %ile or higher more.

**Areas of strength** → 70% or more rated favorably in Supportive Relationships, Teacher-Student Relationships, Self-Management, Social Awareness, and Sense of Belonging

**Potential areas of focus** → Less than 70% of students rated themselves favorably in Grit, Growth Mindset, and Emotion Regulation

# Student Grade 3-5 Survey Results

N= 2,778 (82% response rate)

Topic	Percent Favorable	Compared to others nationally	Change since SY 23-24 BOY 2023 Surveys
Supportive Relationships	90%	60th-79th percentile	0
Teacher-Student Relationships	80%	80th-99th percentile	▼ 2
Self-Management	76%	60th-79th percentile	▲ 2
Social Awareness	73%	60th-79th percentile	▲ 1
Sense of Belonging	71%	80th-99th percentile	▼ 2
Grit	63%	60th-79th percentile	▲ 5 Greatest increase
Growth Mindset	60%	80th-99th percentile	▲ 2
Emotion Regulation	52%	80th-99th percentile	▲ 3

# Student Grade 6-12 Survey Key Findings

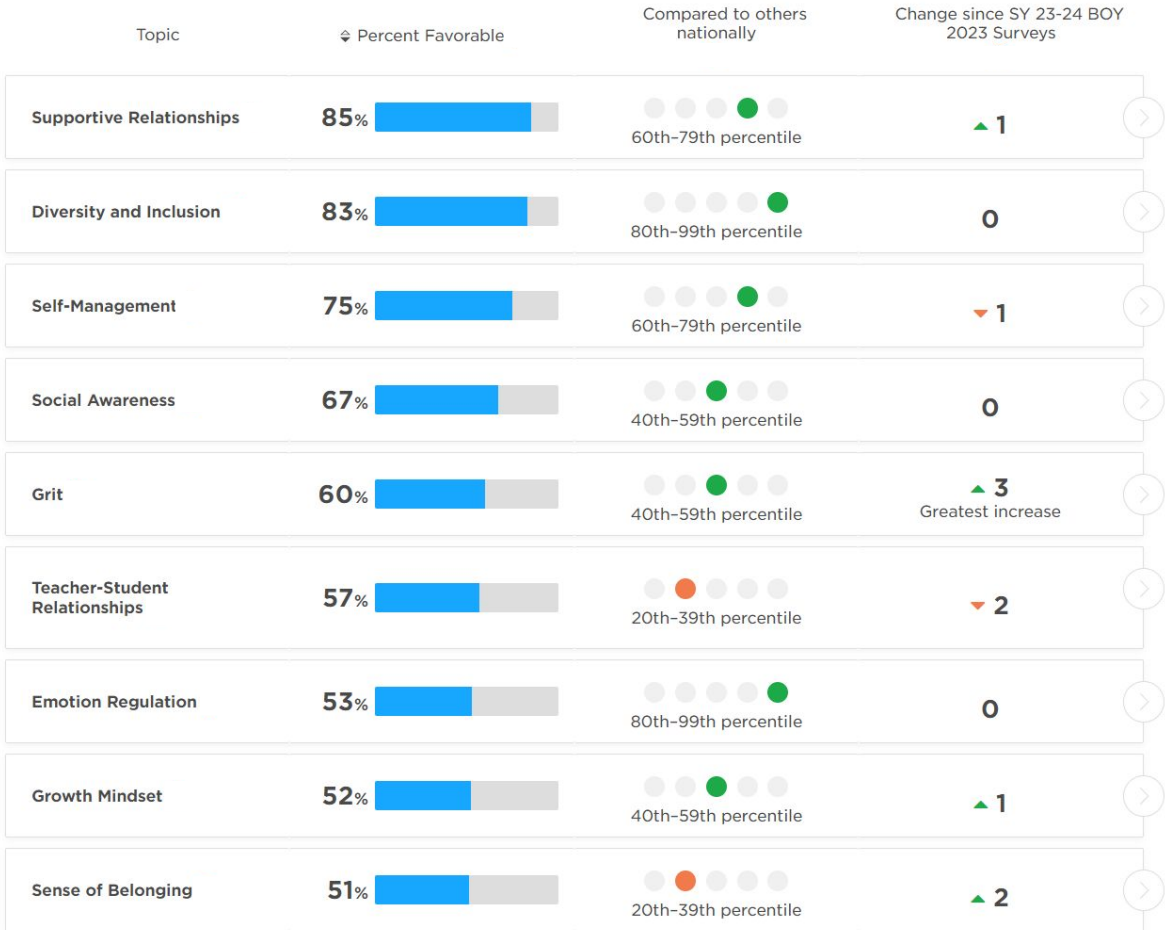
Compared to the Fall, students rated themselves similarly or more favorably in most areas.

**Areas of strength** → 70% or more rated favorably in Supportive Relationships, Diversity and Inclusion, and Self-Management

**Potential areas of focus** → Less than 40th %ile nationally in Teacher-Student Relationships and Sense of Belonging

# Student Grade 6-12 Survey Results

N= 3,215 (34% response rate)



6-8, 78% response rate

9-12, 5% response rate

# 2023-24 End of Year Summary Reports

[Grades K-2 Teacher Perception Survey Summary Report](#)

[Grades 3-5 Student Survey Summary Report](#)

[Grades 6-12 Student Survey Summary Report](#)

*NOTE: The default summary reports linked here show comparisons to the most recent administration of the survey; the K-2 teacher perception survey results shown in this presentation display comparisons to the previous Spring.*

Achievement

# Key Findings: Achievement

## Semester Grades 2021-22 to 2023-24

More students are passing courses.

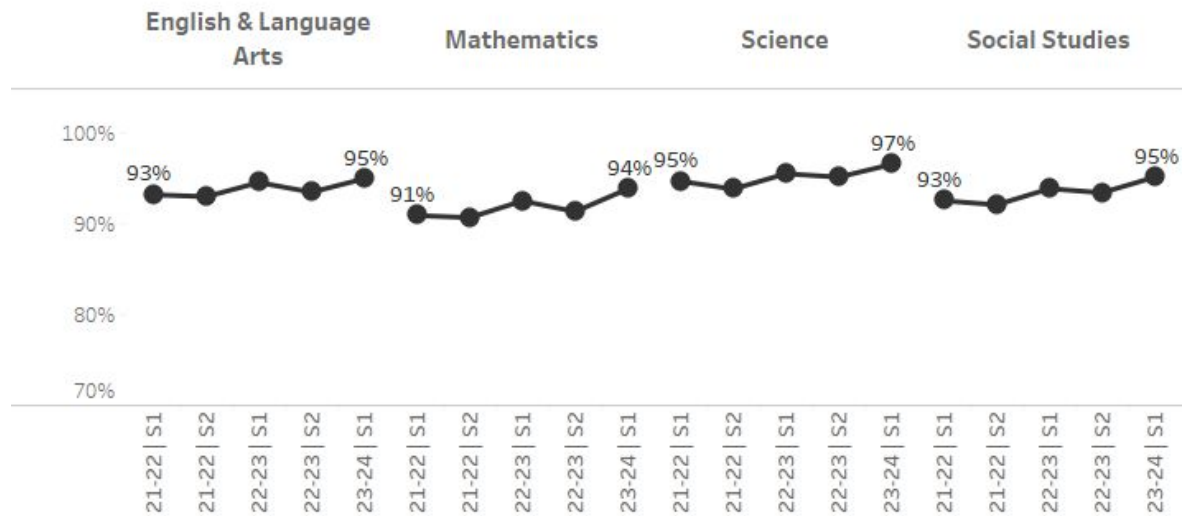
Positive trend in percent of students in grades 6-12 passing semester core content area courses

ELA **93% → 95%**

Mathematics **91% → 94%**

Science **95% → 97%**

Social Studies **93% → 95%**



# NWEA MAP Growth: Purpose

**NWEA MAP Growth is designed to measure student achievement and growth over time compared to a national norm.**

**Combined with other data, NWEA information is also used to inform...**

- Individual student goal setting and instructional planning
- Additional support decisions for students
- Individual Reading Improvement Plans (IRIPS)
- 31a identification
- Title I support identification
- Program improvement
- Educator evaluations



# NWEA MAP: Metrics

**NWEA Achievement and Growth metrics represent what is “typical” based on their national norming data.**

## **Achievement: RIT Score & Percentile Rank**

Reports display the average RIT score and/or percentile rank.

RIT: measures a student's level of achievement in a particular subject.

Percentile Rank: For context, a student scoring at the 50th percentile performed as well as or better than 50% of the students in the norm group.

## **Growth: Percent meeting/exceeding growth**

Reports display the percent of students meeting or exceeding predicted growth from Fall to Winter (grades 3-8) Fall to Spring (grades K-2).

For context, 50% of students typically meet/exceed their projected growth.

# NWEA MAP: Achievement and Growth Key Findings

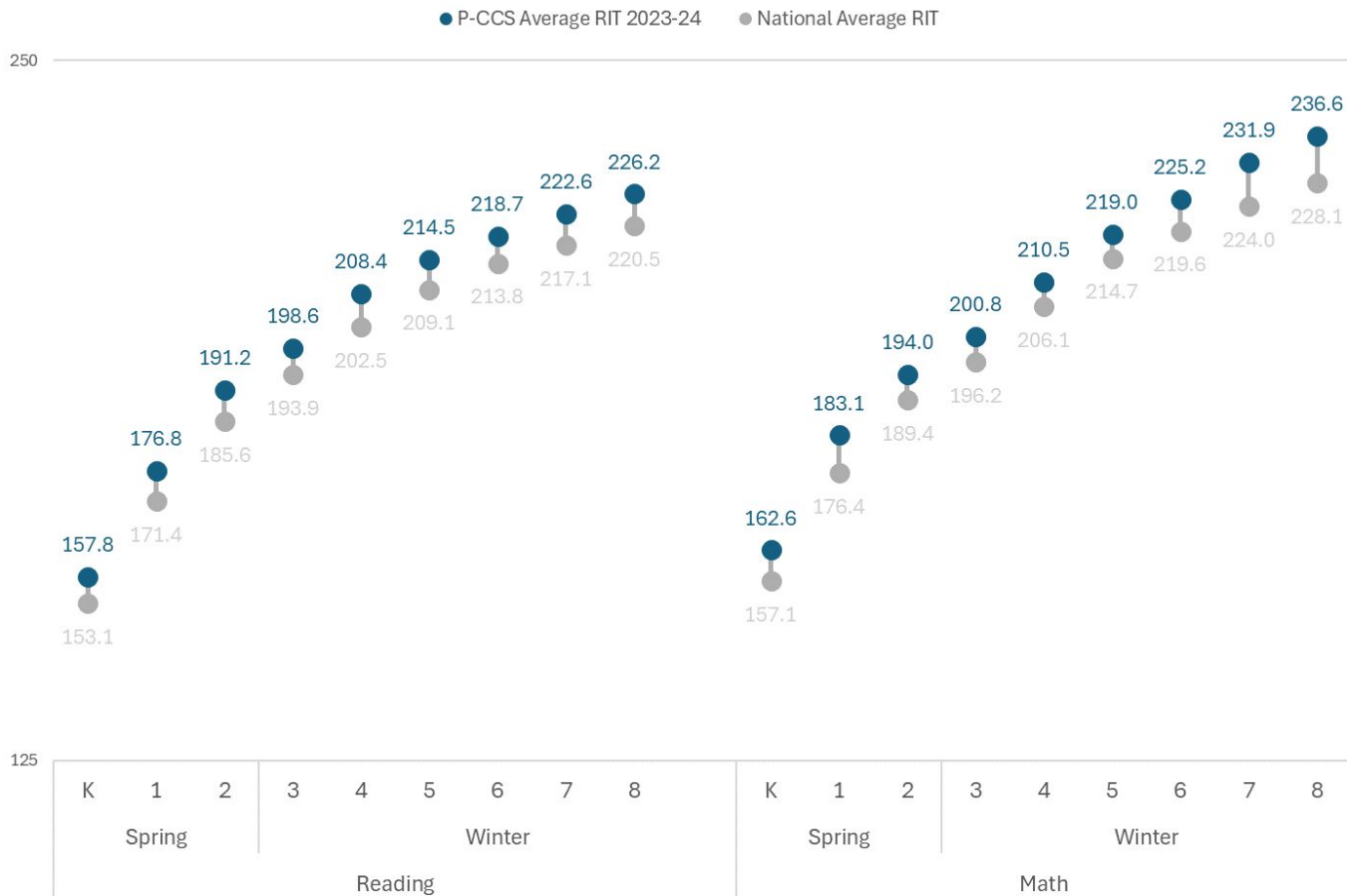
## **Achievement** Grades K-2 Spring & Grades 3-8 Winter

- All grade levels performed **well above the national norm** in Reading and Mathematics.
- P-CCS ranks very high nationally and outperforms most districts/schools in the nation in all grade levels (ranging from the 71st to 86th percentile).
- Most student groups performed within the national average range or higher.

## **Growth** Grades K-2 Fall to Spring & Grades 3-8 Fall to Winter

- All grade levels **met or exceeded the national norm** growth prediction in both Reading and Mathematics.
- Most student groups performed within the national growth prediction range or higher.

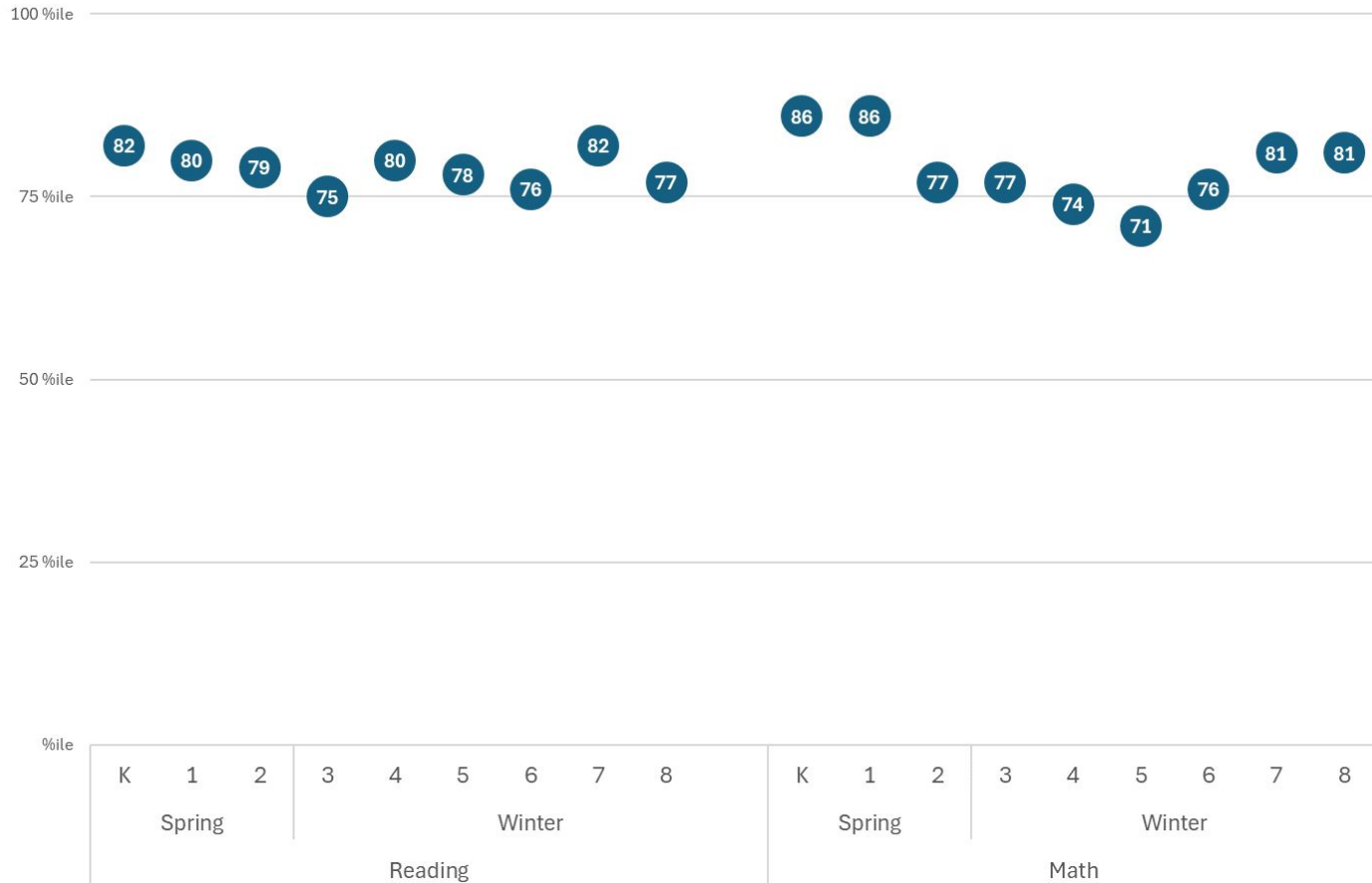
# P-CCS outperforms the Nation in all grade levels



National Average RIT scores retrieved from Appendix C.2 in the 2020 NWEA Norms Study (Thum & Kuhfield, 2020) and norms overview (NWEA, 2020).

# P-CCS ranks high in overall grade-level achievement

2023-24 National School/Group Percentile Rank



School Achievement Percentiles are based on P-CCS Average RIT score using school norms tables located in Appendix C.2 in the 2020 NWEA Norms Study (Thum & Kuhfield, 2020).

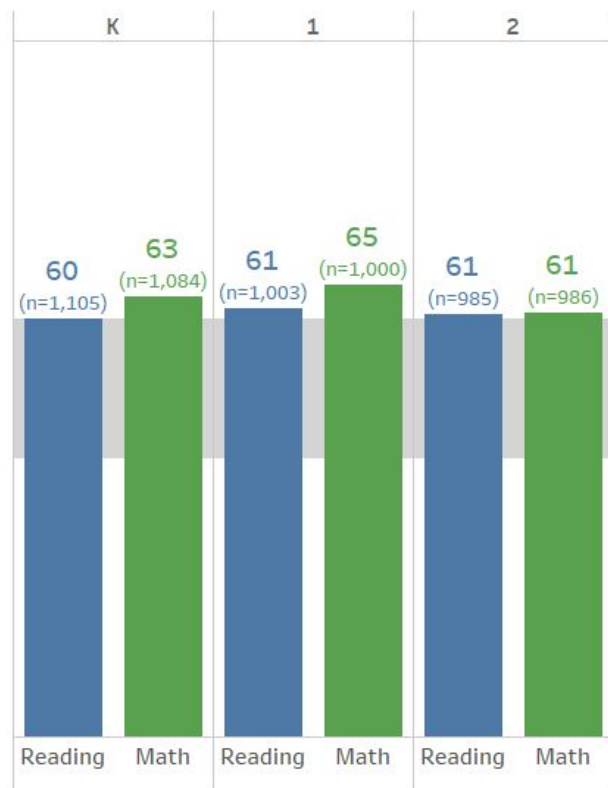
# Key Findings: NWEA Achievement

2023-24  
Spring  
Grades K-2

Mean Test  
Percentile

By Grade

All grade levels performed within or above the national norm range in Reading and Mathematics achievement.



# Key Findings: NWEA Growth

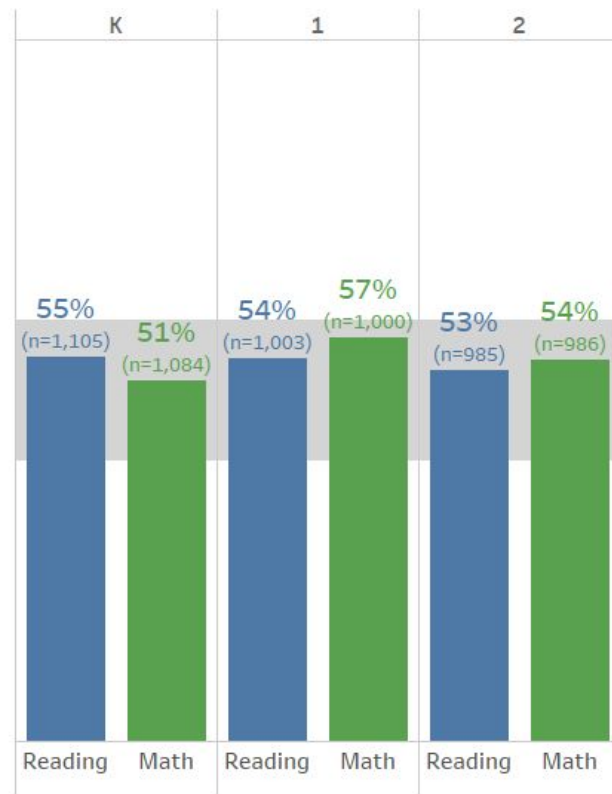
All grade levels performed within the national norm range in Reading and Mathematics growth.

## 2023-24 Fall to Spring Grades K-2

Percent Met  
Predicted Growth

By Grade

Grades K-2



# Key Findings: NWEA Achievement

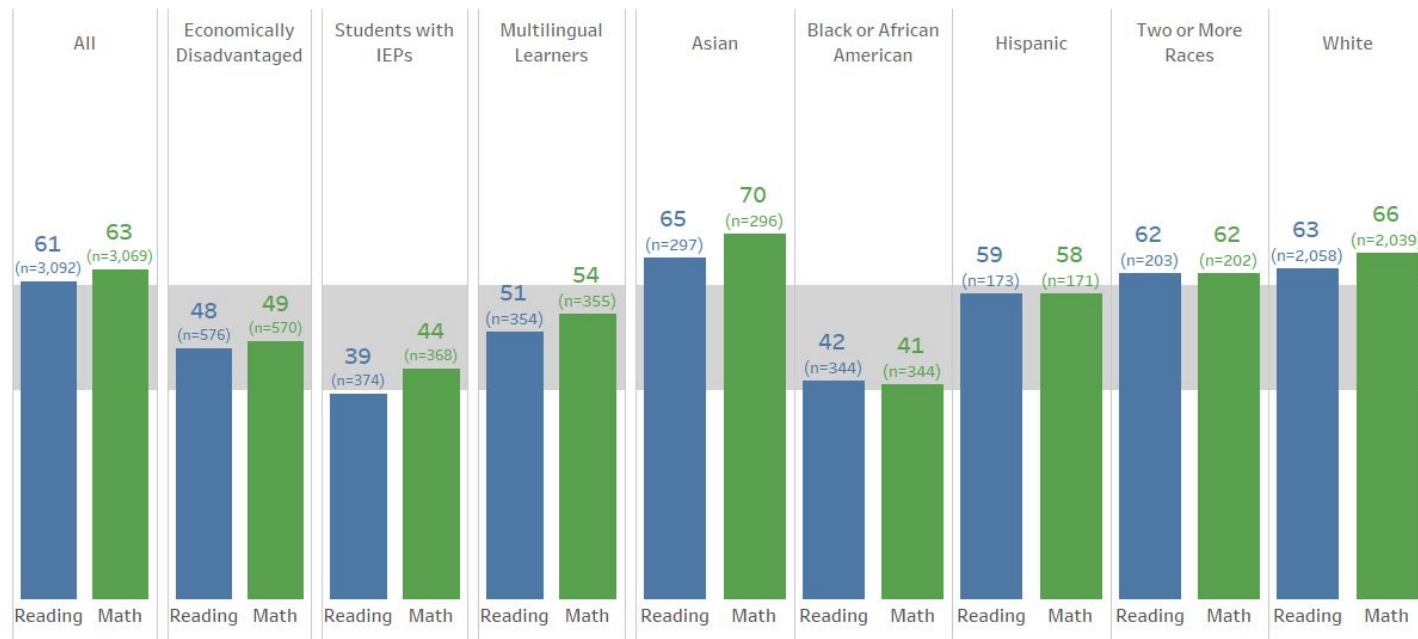
Most student groups performed within or above the national norm range in Reading and Mathematics achievement.

2023-24  
Spring  
Grades K-2

Mean Test  
Percentile

By Student Group

Grades K-2



# Key Findings: NWEA Growth

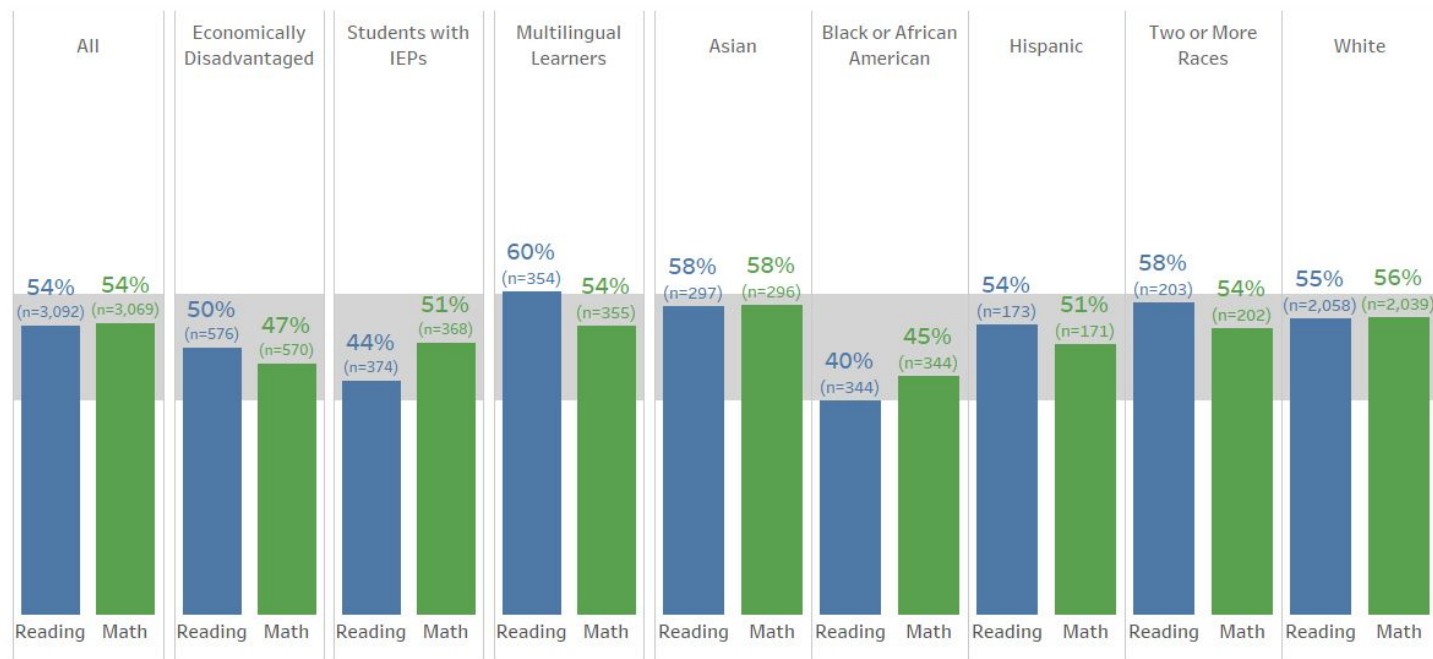
All student groups performed within the national norm range in Reading and Mathematics growth.

## 2023-24 Fall to Spring Grades K-2

Percent Met  
Predicted Growth

By Student Group

Grades K-2



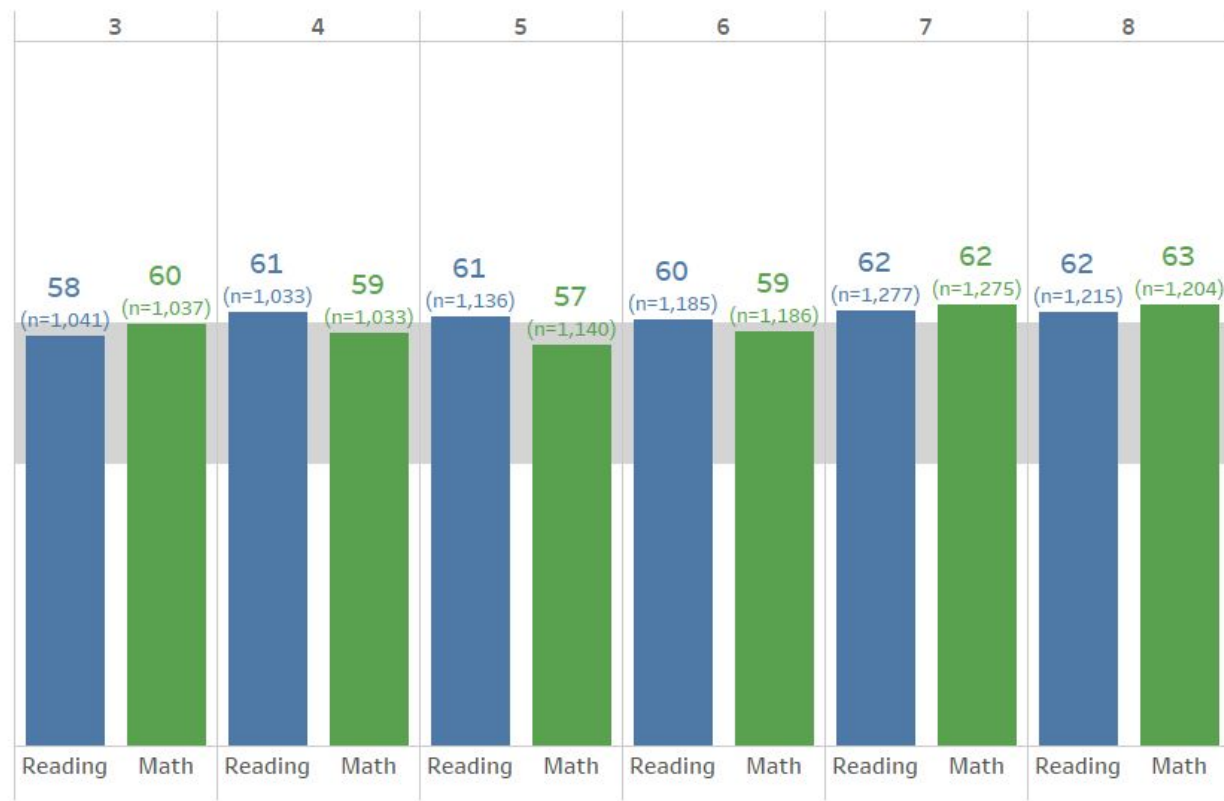
# Key Findings: NWEA Achievement

All grade levels performed within or above the national norm range in Reading and Mathematics achievement.

## 2023-24 Winter Grades 3-8

Mean Test  
Percentile

By Grade



Gray band represents the national Average range, 40-60th%ile.

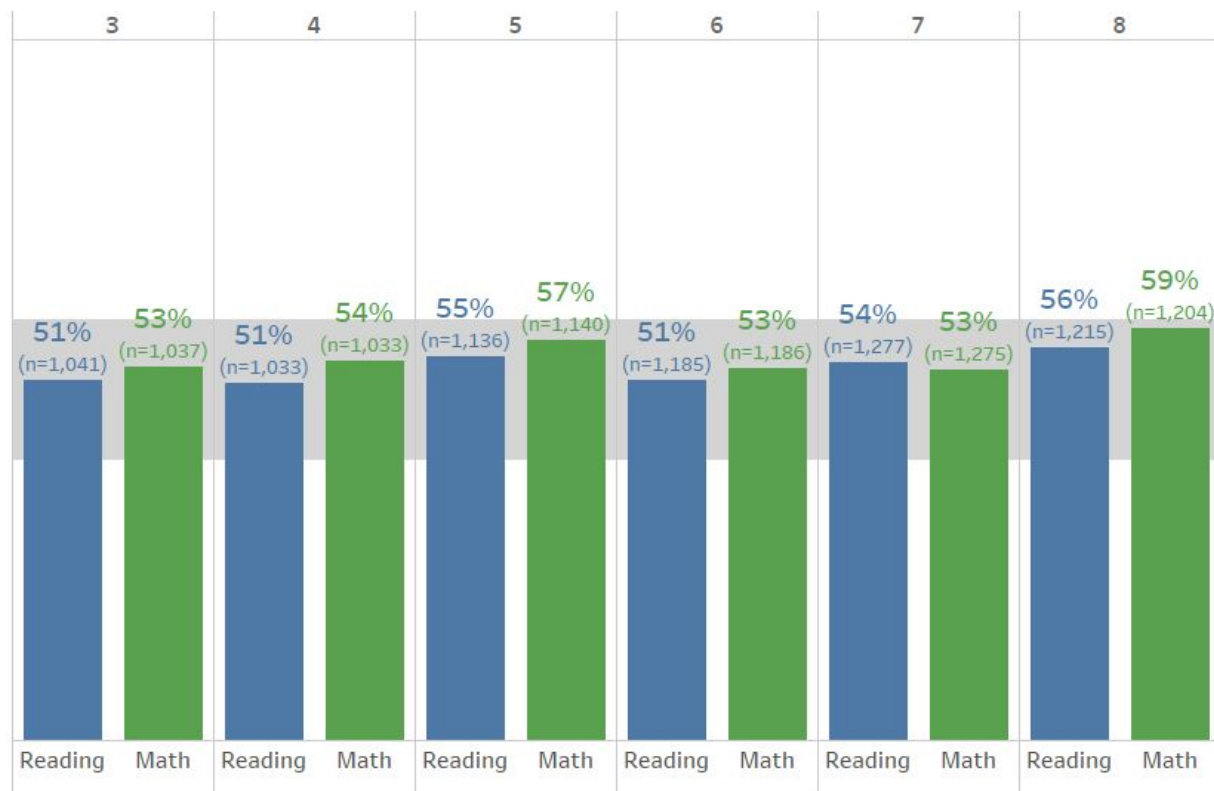
# Key Findings: NWEA Growth

All grade levels performed within or above the national norm range in Reading and Mathematics growth.

## 2023-24 Fall to Winter Grades 3-8

Percent Met  
Predicted Growth

By Grade



Gray band represents the national Average range, 40-60%.

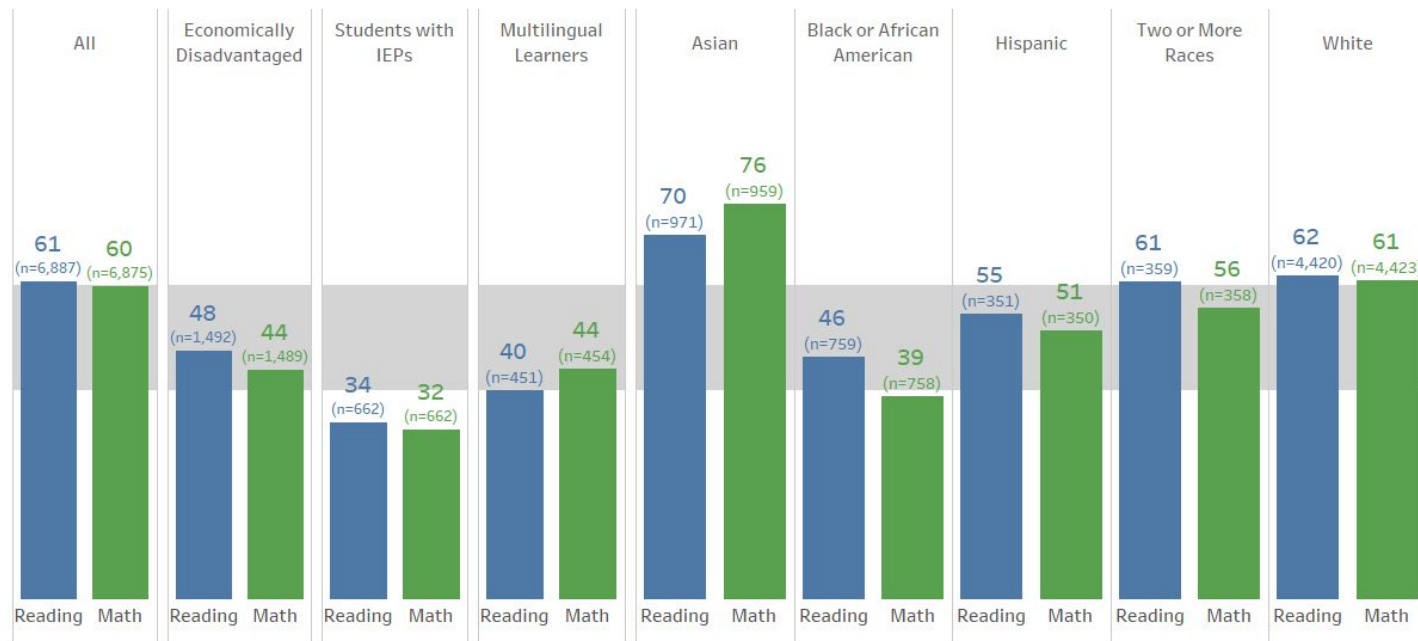
# Key Findings: NWEA Achievement

Most student groups performed within or above the national norm range in Reading and Mathematics achievement.

2023-24  
Winter  
Grades 3-8

Mean Test  
Percentile

By Student Group



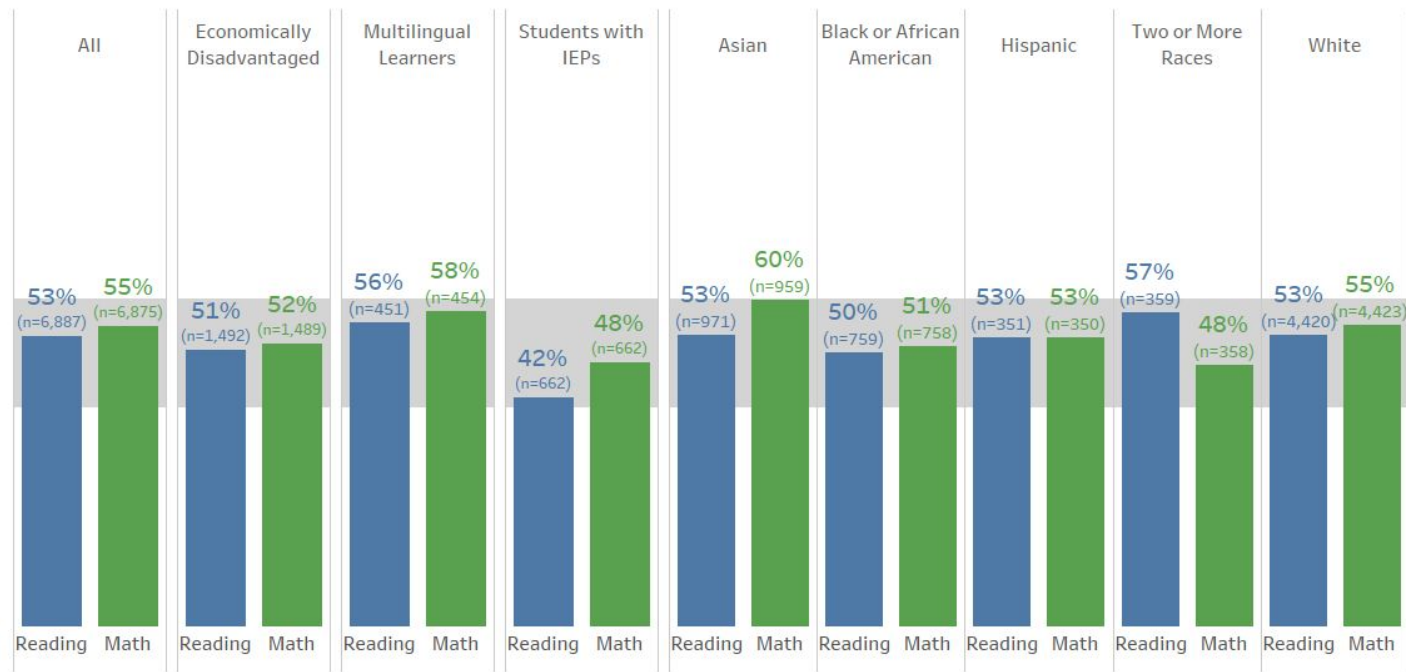
# Key Findings: NWEA Growth

All student groups within or above the national norm range in Reading and Mathematics growth.

## 2023-24 Fall to Winter Grades 3-8

Percent Met  
Predicted Growth

By Student Group



# 2023 - 2024 Key Activities

## Supporting Student Success:

- Elementary building-based instructional coaches to provide Tier I and Tier II implementation support
- Training on and implementation of UFLI Foundations (K-2) and Morphology (3-5)
- Ongoing or new implementation of additional student support personnel:
  - Elementary Student Success Specialists
  - Middle School Deans of Student Success
  - High School Student Success Teacher (new position in 2023-24)
  - Teacher on Special Assignment for Student Academic Support (TOSA) [11t grant funded]

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>Elementary Student Success Specialists - 8 FTE</p>	<p>Implement individual and small group support with SEL skillbuilding by developing behavior support plans and friendship groups, supporting work completion, building foundational ELA and math skills, working on problem solving skills, and facilitating restorative conversations.</p>	<p>Panorama Teacher Perception of Student Reports (K-2)</p> <p>Panorama Student Competency &amp; Well-Being Measures (3-5)</p> <p>Office referrals</p>	<p>In 2022-23, all elementary schools with an ESSS showed an increase in SEL competencies between trimester 1 and trimester 3.</p> <p>Suspensions are down over the two year period in six of eight buildings from 287 in 2022-2023 to 174 in 2023-2024.</p> <p>Utilize 31a carryover funds for six FTE and general funds for two FTE to continue the program for 2024-25.</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>The Teacher on Special Assignment for Student Academic Support (TOSA) program: <i>Elementary School</i> - TOSA Academic Support Teachers- 14 FTE</p> <p>Funded by the ESSER 11t grant to support student groups disproportionately impacted by the pandemic for a two year period (2022-23 and 2023-24) to stabilize learning loss.</p>	<p>Works collaboratively with fourth and fifth grade teachers to provide in-class small group instruction with students from 11t eligible demographic groups who need additional academic support due to pandemic learning loss.</p>	<p>NWEA achievement and growth (K-8)</p> <p>Standards Based Grades (K-5)</p>	<p>474 students were provided support in 13 elementary schools</p> <ul style="list-style-type: none"> <li>78.9% of students serviced (374) in math and/or reading met their growth goals on NWEA from Fall 2023 to Winter 2024.</li> <li>68% of students (324) serviced in math and/or reading made gains on closing the academic gap by showing growth that <b>exceeded</b> the national norm-referenced average</li> </ul> <p>ESSER 11t funds expire at the end of the 2023-24 school year, so the positions will not be continued.</p> <p>Continued support for Tier I instruction will be provided through implementation of instructional coaching and the need for additional support and intervention for identified students will be monitored and implemented using 31a grant funding</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>Middle School Deans of Student Support - 5 FTE</p>	<p><b>Tier 1 (Whole School)</b> Support school-wide climate and culture through active supervision, building relationships with students, and implementing Restorative Practices.</p> <p><b>Tier 2 &amp; Tier 3 (Caseload)</b> Provide individualized intervention through the implementation of individual intervention plans.</p>	<p><b>Tier 1 (Whole School)</b></p> <ul style="list-style-type: none"> <li>● Building-wide PBIS and suspension data.</li> <li>● Panorama SEL Survey Data</li> </ul> <p><b>Tier 2 &amp; Tier 3 (Caseload)</b> Caseload intervention plan progress. Possible data include one or more of:</p> <ul style="list-style-type: none"> <li>● Course grades</li> <li>● Office referrals</li> <li>● Attendance</li> </ul>	<p>81.5% of caseload students (154 out of 189) have successfully met their individual goals for 2023-24.</p> <p>Out of School Suspensions are down from 485 to 429; an 11.5% decrease.</p> <p>Slight increases in Supportive Relationships and Emotion Regulation from Fall Panorama Survey results.</p> <p>Continue from the general fund for the 2024-25 school year.</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>The Teacher on Special Assignment for Student Academic Support (TOSA) program: <i>Middle School</i> - TOSA Academic Support Teachers in Math - 5 FTE</p> <p>Funded by the ESSER 11t grant to support student groups disproportionately impacted by the pandemic for a two year period (2022-23 and 2023-24) to stabilize learning loss.</p>	<p>Push into academic classes to provide individual and small group instruction for identified students.</p> <p>Meet with students outside of regular class time to provide additional individualized instruction as needed.</p>	<p>NWEA achievement and growth</p> <p>Academic Grades</p>	<p>73 students served in math and 28 in ELA in 2023-24</p> <p>During the 2023-24 school year the growth of students receiving TOSA Math support (n=73); was slightly better (61.6% Met or Exceeded Growth &amp; 93% earned a passing grade) than students who only received pull-out Math Support (n=174) (54.6% Met or Exceeded Growth &amp; 93% earned a passing grade)</p> <p>ESSER 11t funds expire at the end of the 2023-24 school year, so the positions will not be continued.</p> <p>In the 2024-25 year, each middle school has created sections of push-in math support to continue to evaluate the effectiveness.</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>High School Student Success Room (SSR) as Tier 2 behavior intervention - 1.0 FTE</p>	<p>Boost academic and behavior outcomes for students</p> <p>Empower teachers in classroom management</p> <p>Reduce office discipline referrals</p> <p>Implement Restorative Practices to reduce suspensions</p> <p>Improve academic performance by lowering recidivism for students with persistent behavior challenges</p>	<p>Discipline referral and consequence data (downward trend)</p> <p>Out-of-school suspension data (downward trend)</p> <p>Recaptured instructional time data</p> <p>Attendance/truancy data</p>	<p>Overall discipline events resulting in referrals/consequences decreased by 36% and out-of-school suspensions decreased by 19%</p> <p>High school out-of-school suspensions were 24% below 2018-19 levels (final pre-pandemic year)</p> <p>157.3 days (over 90 students, 945 class periods) of instructional time recaptured in 2023-24</p> <p>Continue program in 2024-25 using 31a funds.</p> <p style="text-align: right;">43</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>The Teacher on Special Assignment for Student Academic Support (TOSA) program: <i>High School</i> - TOSA Academic Success Coaches- 3 FTE</p> <p>Funded by the ESSER 11t grant to support student groups disproportionately impacted by the pandemic for a two year period (2022-23 and 2023-24) to stabilize learning loss.</p>	<p>Meet with a defined caseload of students outside of regular class time to provide additional individualized instruction as needed.</p> <p>Work with school staff to create personalized support plans, collaborate with school leadership, build relationships with students and families, and implement academic support strategies.</p>	<p>Attendance</p> <p>Academic Grades</p> <p>TOSA-supported Student &amp; Family Perception Survey</p>	<p>12% of the 136 students served improved their grades, leading to a reduction in the number of failing courses</p> <p>Positive feedback from students and parents (95%)</p> <p>Barriers addressed included challenges with phone use (90%), attendance, and assignment completion</p> <p>ESSER 11t funds expire at the end of the 2023-24 school year, so the positions will not be continued.</p> <p>Continued monitoring of the need for additional support and interventions for identified students through collaboration between counselors, administration, and teachers (implementation of EWIMS team)</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>Training on and Implementation of UFLI Foundations (K-2) and Morphology (3-5)</p>	<p>Focus on explicit and systematic instruction in the foundational skills necessary for proficient reading including:</p> <ul style="list-style-type: none"> <li>● Phonemic awareness</li> <li>● Phonics</li> <li>● Fluency</li> <li>● Vocabulary</li> <li>● Comprehension</li> </ul>	<p>Number of teachers trained and supported</p> <p>NWEA achievement and growth (K-5)</p>	<p>300+ Teachers Trained/Supported for 3000+ hours by coaches</p> <p>K and 1st grade increased NWEA percentages of students scoring Above Average or higher (above 60th%ile)</p> <p>In 2024-25, focus on instructional use of data while continuing to train and support word recognition (UFLI) and morphology</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented and Cost	Focus of the Support / Intervention	What data was used to measure success?	Key Findings and Next Steps
<p>Instructional Coaching K-5 - 14 FTE building-based coaches</p>	<p>Support teachers in improving Tier I and Tier II instruction and student learning through a collaborative partnership between a coach and a teacher</p>	<p>Number of teachers trained and supported</p> <p>Coaching logs indicating time spent and areas of coaching focus</p> <p>NWEA achievement and growth (K-8)</p>	<p>300+ Teachers Trained/Supported for 3000+ hours</p> <p>Overall higher NWEA Fall to Spring Reading and Math growth K-2 when teachers participate in coaching 5+ hours</p> <p>More students Average or Above (above 40th%ile) in NWEA Foundational Skills area from Fall to Spring K-1</p> <p>In 2024-25, implement coaching plans based on current data, areas of focus (word recognition, language comprehension and implementation of math resources)</p>

# Next Steps for 2024-25

- Continue to strengthen Tier I instruction with support from Instructional Coaches
- Continue the implementation of additional support for identified demographic groups
- Provide additional training on UFLI foundations (K-2) and Envisions math (K-5)
- Implement Collaborative Classroom (PreK-5) to enhance literacy skills
- Provide additional Tier II and Tier III supports using 31a/other grant funds
- Support the Equity Cohorts, MTSS teams, and Early Warning and Intervention Monitoring System (EWIMS) teams as they identify site-based needs
- Engage in county-wide and local initiatives around attendance to reduce chronic absenteeism

# QUESTIONS / FEEDBACK?



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