

MICIP Portfolio Report

South Haven Public Schools

Goals Included

Active

- Improve ELA M-Step Scores in Grades K-12
- Improve Math Scores

Buildings Included

Open-Active

- Baseline Middle School
- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary
- South Haven High School
- The W.A.Y. Program

Plan Components Included

Goal Summary

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MICIP Portfolio Report

South Haven Public Schools

Improve ELA M-Step Scores in Grades K-12

Status: ACTIVE

Statement: Our goal is to create multi-tiered levels of support for students struggling in ELA, in order to increase the number of students scoring at benchmark and above by 10% on the Spring 2024 NWEA test as compared to the results of the Spring 2023 NWEA.

Created Date: 06/28/2021

Target Completion Date: 06/01/2024

Data Story Name: ELA

Initial Data Analysis: While students most often meet their individual reading growth goals, as measured by the NWEA benchmark test given three times a year, the majority of students in grades K-8 are performing below grade level or below national benchmarks. When comparing spring 2023 SHPS mean NWEA scores with the national norm, only kindergarten students have a norm RIT score above the national norm. All other grade levels are within three points of the national norm with the exception of 2nd, 4th grade and 6th grade. The remaining grade levels are significantly performing below the mean norm. M-STEP, PSAT and SAT data portrays a similar story. Only two grade levels, 5th and 8th, performed about the state average with 48.3% and 62.9% of students scoring in the proficient category on the spring 2023 test. When comparing South Haven's data against other district's in the county, three districts (out of 12 entities) score proficiently in more grade levels than SHPS. The difference between spring 2022 M-STEP scores and spring 2023 M-STEP scores show a significant decline in proficiency. Only two of the six grade levels represented improved their proficiency rate between 2022 and 2023. A significant performance gap is occurring between non-economically disadvantaged and economically disadvantaged students at all grade levels.

Initial Initiative Inventory and Analysis: K-12 ELA curriculum has been purchased within the last seven years and has been taught with consistency. Work has been done to ensure that the curriculum is vertically aligned. The VBISD initiated and continue to support the work to identify essential ELA standards at each grade level. These standards are used to guide remediation in the MTSS process. There are teams to support students with multi-tiered systems of support in the area of reading in all the buildings, K-12. In the k-5 buildings, MTSS is firmly in place but it does not always allow for flexible grouping. Students who test into an intervention group are progress monitored, with the goal of the progress monitoring being performed in a consistent timely manner. While previously the data was not always used to make changes to groups, over the past year adjustments based on progress monitoring data have been made consistently. A literacy specialist from the VBISD, Tanya Miller, has worked with elementary teachers to implement UFLI lessons as part of the core curriculum and Heggerty as a tier II intervention. The elementary schools have several other research based reading interventions that are used in addition to

Heggerty, including LLI, Road to the Code, Reading Mastery, etc. A handful of teachers have completed LETRs training and the district goal is to continue to train the remaining elementary teachers as quickly as possible to support the district moving toward a "science of reading" based approach to literacy instruction.

A priority of the district is to grow the availability of MTSS in the middle school and high school. Currently the middle school employs a reading specialist who works with students in small groups during the school day. The high school offers Read 180, a class that is offered in addition to a high school ELA with the goal of increasing reading fluency and comprehension.

Gap Analysis: In the area of ELA, a significant performance gap is occurring between non-economically advantaged and economically advantaged students at all grade levels. This observation is consistent on both the M-Step and the NWEA tests. Non-English Language Learners out perform English Language Learners in all grade levels. There is a significant gap in the achievement levels of boys and girls at the middle school, with girls out-scoring the boys consistently. The last four years of SAT data point to a gap in proficiency between African American students and white students. 70% of African American or Black students are not proficient on ELA as measured by the SAT compared to 23.7% of white students. 77% of English Learners are not proficient on the SAT compared to 31% of Non-English Learners.

District Data Story Summary: General funds and grant funds (including ESSER funds) are being applied to provide mitigation measures in all buildings in order to meet academic and social emotional needs. The elementary school have a firm MTSS system in place while the secondary buildings have minimal MTSS with the goal of increasing intervention offerings. Secondary schedules make it extremely difficult to work several intervention options into the school day, so programs are being developed to be offered over the summer and after school to provide additional intensive instruction. With a significant gap occurring between economically and non-economically advantaged students, the district is pursuing avenues for increasing reading and literacy in the home (ie: summer reading program) and providing more parent involvement opportunities focused on literacy.

Strategies:

(1/7): Essential Instructional Practices Grades K-3

Owner: Carey Frost

Start Date: 07/01/2021

Due Date: 06/01/2024

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children's language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Baseline Middle School
- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PD focused on Essential Literacy Practices provided by Tanya Miller and other qualified Van Buren Intermediate School District coaches.	Carey Frost	09/01/2022	06/01/2024	ON TARGET
Activity Buildings: All Buildings in Implementation Plan				
LETRs training for elementary teachers and principals, cost to include course registration and stipends for staff to complete the course work.	Carey Frost	07/01/2021	06/01/2024	ON TARGET
Activity Buildings: <ul style="list-style-type: none"> • Lincoln Elementary • Maple Grove Elementary 				

(2/7): Essential Instructional Practices Grades 4-5

Owner: Carey Frost

Start Date: 06/28/2021

Due Date: 06/01/2024

Summary: "The purpose is to improve children's literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children's language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Essential Practice PD from VBISD	Carey Frost	06/28/2021	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Analyze current curriculum and scope & sequence to determine where essential practices fit in and identify gaps in practices that require professional development for staff members.	Carey Frost	06/28/2021	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/7): IXL - Reading Comprehension

Owner: Carey Frost

Start Date: 06/28/2021

Due Date: 06/01/2024

Summary: 324 Reading Comprehension skills, sorted by grade level K-5.

Buildings

- Baseline Middle School
- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
ELA MTSS System utilizing IXL in grades 3rd - 12th, cost includes software licenses for participating grade levels.	Carey Frost	06/28/2021	06/01/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(4/7): Leveled Literacy Intervention

Owner: Carey Frost

Start Date: 06/28/2021

Due Date: 06/01/2024

Summary: Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Buildings

- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Small Group Interventions utilizing Leveled Literacy	Carey Frost	06/29/2022	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/7): MTSS - Literacy (Reading)

Owner: Carey Frost

Start Date: 06/28/2021

Due Date: 06/01/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings

- Baseline Middle School
- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary
- South Haven High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continue to refine MTSS System delivery system to better match the needs of individual students with appropriate research based interventions. Cost includes materials and salary/benefits of an elementary literacy coach.	Carey Frost	06/28/2021	06/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Lincoln Elementary • Maple Grove Elementary • North Shore Elementary 				
Increase multi-tiered systems of support for middle school and high school students scoring below benchmark in reading and writing. Cost includes materials and support staff to assist in the management/delivery of the MTSS program.	Carey Frost	06/28/2021	06/01/2024	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Baseline Middle School South Haven High School 				

(6/7): 23g Expanded Learning Time

Owner: Carey Frost

Start Date: 10/30/2023

Due Date: 06/01/2024

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
Summer school intensive reading clinic for elementary students performing below grade level benchmark in reading. Cost to include salary and benefits of staff (6 certified teachers x \$32.50/hr x 4 hrs/week x 6 weeks) and instructional materials. Program will run in conjunction with regular K-5 summer school and will focus on phonemic awareness and phonics in grades K-2 with an additional "kindergarten jump start" for those students entering kindergarten in the fall. Carey Frost will be the manager of this strategy in consultation with Tanya Miller, reading specialist employed by the VBISD.	Carey Frost	10/30/2023	06/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Lincoln Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Maple Grove Elementary 				
Contract with "Kids Read Now" (or similar organization) to provide a summer reading program with accountability check-ins by the contracted company and school staff. Cost will cover the contracted program and salary/benefits for contracted staff who will monitor student progress and communicate with families. Program will be managed by Carey Frost in consultation with VBISD Literacy Consultant Tanya Miller	Joe Allen	10/30/2023	06/01/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lincoln Elementary Maple Grove Elementary North Shore Elementary 				
Summer school intensive reading clinic for secondary students performing below grade level benchmark in reading. Cost to include salary and benefits of staff (4 certified teachers x \$32.50/hr x 4 hrs/week x 6 weeks) and instructional materials. Program will run in conjunction with regular 6-12 summer school and will focus on decoding for struggling readers and comprehension/fluency for more advanced readers. Carey Frost will be the manager of this strategy in consultation with Tanya	Carey Frost	10/30/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Miller, VBISD Literacy Consultant.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Baseline Middle School • South Haven High School • The W.A.Y. Program 				

(7/7): 23g Tutoring

Owner: Carey Frost

Start Date: 10/30/2023

Due Date: 06/01/2024

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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Before/after school tutoring for individuals and small groups of elementary students performing below benchmark in reading. Cost to include certified teacher salary and benefits (\$32.50/hr x 3 hrs/wk x 8 staff members x 30 weeks), instructional materials, cost of transporting students home after tutoring sessions (cost of driver salary and school van fuel charges), and snack provided by school food service program. Carey Frost, the district Director of Instructional Programs, will manage this activity in partnership with Tanya Miller, VBISD Reading consultant, who will provide training for participating tutors.	Carey Frost	10/30/2023	06/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Lincoln Elementary • Maple Grove Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> North Shore Elementary 				
<p>Before/after school tutoring for individuals and small groups of secondary students performing below benchmark in reading. Research based strategies will be used. Cost to include certified teacher salary and benefits (\$32.50/hr x 3 hrs/wk x 8 staff members x 30 weeks), instructional materials, cost of transporting students home after tutoring sessions (cost of driver salary and school van fuel charges), and snack provided by school food service program. Carey Frost, the district Director of Instructional Programs, will manage this activity.</p>	Carey Frost	10/30/2023	06/01/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Baseline Middle School South Haven High School The W.A.Y. Program 				

Improve Math Scores

Status: ACTIVE

Statement: Our goal is to provide supports to stronger instructional practices using a research based curriculum at the elementary and additional intervention opportunities at both the elementary school and secondary schools to increase the number of students meeting proficiency on NWEA test in the Spring testing cycle of 2024.

Created Date: 03/02/2023

Target Completion Date: 06/24/2025

Data Story Name: Math

Initial Data Analysis: Student achievement in math is below state average overall. When analyzing the NWEA data, achievement is highest in kindergarten and for the most part declines as the grades increase. The mean norm in kindergarten, first, and second grade was above the national norm on the spring 2023 NWEA math Map test. In kindergarten, the mean NWEA score in the spring of 2023 was .19 points above the national mean while the second grade mean score was 3.28 points above the national norm. Beginning in grade 3 and continuing through grade 8, SHPS mean math scores were below the national norm from as little as 2.8 points below (Grade 8) to 7.5 points below (Grade 6).

The spring 2023 M-Step results mirror the NWEA results. In grade 3, the percent of student proficient, 41.3%, was close to the state proficiency rate of 42.9% proficient. On the flip side, in grade 7, 31% of the students in the state were proficient compared to just 17.4% of SHPS 7th graders. When comparing spring 2022 and spring 2023 M-Step scores, SHPS did make gains toward meeting the average state proficiency. In grades 3, 5, and 6, the percent of students who scored in the proficient range increased significantly. 13.2% more students in grade 5 scored proficient on the spring of 2023 test compared to the percent of students who scored proficient in 2022. The NWEA Map test predicts only 21.6% of students in grades 3rd-7th will score in the proficient or advanced areas on the spring 2024 M-Step.

Overall, scores have decreased since the Covid-19 Pandemic, widening the gap between the number of SHPS students and the average of other students in the state.

Initial Initiative Inventory and Analysis: SHPS has spent the last five years working to identify math essential standards in all grade levels. These essential standards drive the scope and sequence of the core math curriculum used in grades K-12. Core curriculum materials have been adopted within the last 8 years for all grade levels. Curriculum is being used with fidelity based on data generated fidelity checks by administrators and school team walk-throughs. Through data tracking, it was identified that the k-3 curriculum was weak in helping students develop number sense. In Fall 2023, "Number Corner", a portion of the Bridges math curriculum was added to the core curriculum to create a more comprehensive program. Data will be analyzed over the 2023-2024 school year to ensure that the program is being implemented with fidelity and having a positive increase on math scores in the lower elementary.

Currently, the MTSS framework is strong at the K-3 level. All students are screened and the screener data, combined with benchmark test data, identifies students who are not proficient in the math essential standards. Students receiving intervention, mostly using

the Delta Math intervention program from OAISD, are progress monitored regularly. Teachers in each grade level meet on a monthly basis to review the data and make decisions regarding student's intervention needs moving forward. Starting in the 2021-2022 school year, a math intervention block was added to the middle school schedule. Students are screened using the Delta math screener and placed in intervention groups for 20 minutes a day based on their specific needs.

Prior to 2020, we offered Math 180 intervention at the high school during the school day but no longer have that program due to staffing issues. There is no tiered support at the high school beyond what students can receive in after school homework club or during summer school.

Gap Analysis: There are gaps between the current student performance on M-step and our desired performance at all grade levels. At the elementary level, almost 50% of economically disadvantaged 5th graders were not proficient on the 2023 M-STEP compared to 18% of students who are not economically disadvantaged. When analyzing data at the middle school, there is a very large gap in student proficiency in two of the claim areas. 69.3% did not show proficiency in the area of "concepts and procedures" compared to the area of "problem solving/modeling & data analysis" in which only 19.3% percent were not proficient. This gap indicates that there is an issue in our curriculum and/or lesson delivery in the area of "concepts and procedures". Also at the middle school in grade 6, there is a very large gap in percent proficient between student ethnicity groups. 91% of students who are reported as two or more races are not proficient in math compared to 60% of white students. In 8th grade PSAT data shows a large gap between economically disadvantaged students and non-economically disadvantaged students. 26% of economically disadvantaged students were not proficient in math compared to only 3% of students who are not economically disadvantaged. Also in 8th grade, 58% of our students with disabilities did not score in the proficient range compared to only 14% of students without disabilities. The issue of students not being proficient on the M-step in the lower grades has compounding affects in the upper grades. 47% of 11th graders were not proficient on the math portion of the 2023 SAT. A whopping 84.6% of African American students were not proficient on the 2023 SAT math test compared to 35.6% of white students.

District Data Story Summary: Two distinct problems have been identified as a result of analyzing the last 5 years of math data. One problem is our core curriculum. A viable curriculum should meet the needs of 80% of the students, ensuring that 80% will score proficient on state or nationally normed tests. On average, only 35% of our students score in the proficient category, which indicates that our core curriculum (or instructional delivery of core curriculum) is not meeting the needs of our students, or we have not identified the correct essential standards to drive the scope and sequence of the math curriculum. While a curriculum tweak has occurred at the K-3 level (adding the "Number Corner" program), the curriculum needs to be reviewed in grades K-12.

Another problem based on the data is the lack of intervention support being offered at the secondary. While the middle school offers 20 minutes a day using one program, the high school offers no strategic math intervention opportunities. The goal for summer of 2024 is to offer a high intensity math clinic for students who are not prepared for Algebra I when

they enter high school. The high school will also offered different Algebra I pathways - a traditional 2 semester program and a 2 year program which will allow more time for students to receive scaffolding and additional help mastering each standard.

Strategies:

(1/10): MTSS Framework (General)

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

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
Provide MTSS in Math at all grade levels using a research based intervention and consistent progress monitoring. Cost to include salary and benefits for interventionists to provide services to students along with support staff (paraprofessionals/success coaches).	Carey Frost	10/02/2023	06/01/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/10): Delta Math RtI Program

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary: The Delta Math RtI Program provides readiness screeners and standard based reports to identify students who may struggle learning math in 1st grade through Algebra 2. Tier 2 and Tier 3 targeted intervention lessons integrate evidence-based recommendations from the Institute of Education Sciences that include explicit instruction that is systematic, visual representations of mathematical ideas, progress monitoring and motivational strategies such as personal goal setting.

Buildings

- Baseline Middle School
- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Use Delta Math in MTSS	Carey Frost	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/10): What Are Classroom Practices That Support Equity-Based Mathematics Teaching?

Owner: Ryan Williamson

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary: Equity-based mathematics teaching requires more than implementing new curriculum or using specific practices because it involves taking a stand for what is right. It requires mathematics teachers to reflect on their own identity, positions, and beliefs in regards to racist and sorting-based mechanisms. It involves noticing students, learning about the worlds they live in, and building mathematics that comes from these worlds. And finally, it involves engaging other educators in partnerships to build equity-oriented communities.

Buildings

- South Haven Hlgh School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
South Haven High School will provide professional development in the area of equity and grading in order to more fairly assess student performance. Cost to include books for staff book study.	Ryan Williamson	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/10): SAT Test Preparation and Coaching Programs

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary: ACT/SAT Test Preparation and Coaching programs have been implemented with the goal of increasing students' success on standardized tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies; (c) introduce specific test taking strategies; and (d) specific drills. The programs can be delivered in person or online, and in whole class settings, in small groups, and individually.

Buildings

- South Haven High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide SAT test prep for math during the school day, cost includes salary and benefits for identified staff members to provide the service (\$32.50/hr x 4 hrs/ week x 18 weeks).	Ryan Williamson	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide after school and summer SAT math test prep courses for students, budget to include salary and benefits for teacher providing the service (\$32.50/hr x 4 hrs/week x 20 weeks)	Ryan Williamson	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/10): Instructional Student Engagement Strategies

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary: Instructional Student Engagement Strategies- Teachers will increase student engagement by intentionally selecting a strategy from one of many different resources that provide instructional strategies (e.g., the Study Team Teaching Strategies from CPM, or the Cultures of Thinking Routines, etc). The strategy chosen should be selected purposefully and used to carefully plan lessons to engage students in the learning of specific content.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide Engagement Strategy PD for Teachers by Teachers	Carey Frost	10/02/2023	06/01/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(6/10): EngageNY/Eureka Math

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary: Eureka Math (Engage NY) is an Open Educational Resource (OER) available to schools. It is a full set of Pre-K-12 mathematics curriculum materials, including student and teacher resources. These materials were designed from the ground up to provide instruction consistent with the Common Core State Standards for Mathematics. As such, these materials develop students' mathematical thinking and reasoning skills in ways consistent with the Michigan Academic Mathematics Standards and the mathematics requirements of the Michigan Merit Curriculum. Engage NY contains the OER student and teacher materials, while Eureka Math has made additional resources such as assessments and professional learning available as paid supplements to the core OER materials.

Buildings

- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continue to tweak essential standards based on the most current data and align essential standards to the Eureka K-5 core math curriculum	Katie Jobson	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Add the Bridges "Number Corner" curriculum to the core curriculum delivery plan in grades k-3 to enhance number sense/ number concepts.	Katie Jobson	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Lincoln Elementary • Maple Grove Elementary 				

(7/10): Delta Math

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary:

Buildings

- Baseline Middle School
- Lincoln Elementary
- Maple Grove Elementary
- North Shore Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Delta Math will be used K-8 as a TIER II math intervention. Funding will support the cost of a secondary math interventionist.	Carey Frost	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(8/10): Appropriately support fact fluency

Owner: Carey Frost

Start Date: 10/02/2023

Due Date: 06/01/2024

Summary: Spaced practice for fluent retrieval of basic facts should occur AFTER conceptual understanding and the development of appropriate strategies for finding unknown facts using known facts. At this point, students benefit from frequent, spaced, and short fluency practice that includes immediate corrective feedback and slowly adds new facts to a student's known facts. Strategies that track facts a student has mastered are most effective. Research recommends to devote about 10 minutes per intervention session on fact fluency and to structure practice so as to minimize student anxiety.

Buildings

- Lincoln Elementary
- Maple Grove Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Support fact fluency with Number Corner and Interventions. Cost to include purchase of "Number Corner" program.	Carey Frost	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development provided by Amanda Cook, Van Buren Intermediate School District math consultant. PD will instruct teachers on instructional strategies that can be used to increase student's number sense. This activity will be managed by Carey Frost with the assistance of Amanda Cook, a math consultant from the VBISD.	Carey Frost	10/02/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(9/10): 23g Expanded Learning Time

Owner: Carey Frost

Start Date: 10/30/2023

Due Date: 06/01/2024

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
Summer School Math Intervention - student identified in 8th grade as not ready for algebra 1 will participate in an 8 week math intervention class. Students will be given small group instruction based on deficits identified using the Delta math screener. Cost includes salary and benefits for 2 certified teachers to provide the summer program (\$28.50/hr x 8 hrs/ week x 8 weeks).	Tighe Carter	10/30/2023	06/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Baseline Middle School • South Haven High School • The W.A.Y. Program 				
Summer School Math Intervention Camps provided for elementary students performing below benchmark. Cost to include salary and benefits for 4 teachers (\$32.50/hr x 4 hrs/ week x 4 weeks) and the	Carey Frost	10/30/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
cost of materials. Program will be created in consultation with Amanda Cook, VBISD Math Consultant and managed by Carey Frost.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lincoln Elementary Maple Grove Elementary North Shore Elementary 				

(10/10): 23g Tutoring

Owner: Carey Frost

Start Date: 10/30/2023

Due Date: 06/01/2024

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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Before/after school tutoring for secondary students not performing at benchmark in math. Cost to include salary and benefits for 4 certified staff members x 3 hrs/week x 28 weeks/year, instructional materials, salary for transportation home after tutoring sessions (van driver salary and fuel), and a snack through the school lunch program.	Carey Frost	10/30/2023	06/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Baseline Middle School • South Haven High School • The W.A.Y. Program 				
Before/after school tutoring for elementary students performing below benchmark in math. Cost to include salary and benefits for 4 certified staff members x 3 hrs/week x 28 weeks/year, instructional materials, salary for transportation home after	Carey Frost	10/30/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
tutoring sessions (van driver salary and fuel), and a snack through the school lunch program. Program will be developed in consultation with VBISD math consultant Amanda Cook who will provide tutors with training and managed by Carey Frost.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lincoln Elementary Maple Grove Elementary North Shore Elementary 				