

# MICIP Portfolio Report

## Chippewa Hills School District

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### Goals Included

#### Active

- Improve Behavior Outcomes
- Improve Math Outcomes
- Improve Reading Outcomes

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### Buildings Included

#### Open-Active

- Barryton Elementary School
- Chippewa Hills High School
- Chippewa Hills Intermediate School
- Mecosta Elementary School
- Mosaic School
- Weidman Elementary School

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### Plan Components Included

#### Goal Summary

#### Data

##### Data Set

##### Data Story

#### Analysis

##### Root Cause

##### Challenge Statement

#### Strategy

##### Summary

##### Implementation Plan

##### Buildings

##### Funding

##### Communication

##### Activities

##### Activity Text

##### Activity Buildings

#### Monitoring & Adjusting

##### Activity Status

##### Monitoring Notes by Strategy

##### Note Text

##### Evidence

##### Impact Notes

##### Interim Target Measures

##### Adjustment Notes

#### Evaluation Status

##### End Target Measures

##### Impact Questions & Responses

##### Responses

## Evidence

# MICIP Portfolio Report

## Chippewa Hills School District

### Improve Reading Outcomes

**Status:** ACTIVE

**Statement:** We will modify, install, coach, and verify the implementation of comprehensive written guidelines for all grade levels teaching Wonders. We will see an improvement in fidelity and an increase in the percentage of students that meet 80% benchmark thresholds with Reading Outcome data (i.e Acadience, NWEA, M-STEP, and local assessments).

Our second cohort of schools (Middle and High School) will implement Tier 1 Content Area Reading, as measured by a score of 80% or higher on the Secondary Edition of the Reading Tiered Fidelity Inventory by Spring of 2024. This will result in an improvement of our Overall Engagement Indicator on our Early Warning Indicator data (EWIMS).

If we continue towards developing a comprehensive system, including a benchmark and intervention system at the secondary level as measured by Acadience, NWEA, and State Assessments we will see an increase in student outcomes.

This goal will help in addressing unfinished learning. The strategies and activities will assist students in meeting grade-level academic standards. Also, they will provide additional academic assistance to students at risk of falling behind their peers. Current and new staff members will receive training and refreshers on effective innovations and initiatives. Funding will create and/or expand our efforts and activities described in this continuous improvement plan.

The interventionist will support the classroom teacher and their students. One person at each building will support the instruction, tutoring, and extended learning time of individuals or small groups before, during, and/or after school (and/or Summer School).

The Director of Academics oversees the alignment and selection process for programs. He then works directly with administration and staff to implement selected programs and interventions to support academic growth at all three tiers of support. The Director also works with building-level SLT's to review data from the Tier 1 general programming through the Tier 3 individualization through data-driven decision-making sessions. The continuous work on ensuring the fidelity of implementation is critical to success and/or modification development as determined by the data review.

The Director will also report the data to MDE through the data hub. He will also provide the oversight to ensure all MI Kids Back on Track Activities are being carried out with fidelity.

**Created Date:** 01/12/2022

**Target Completion Date:** 06/12/2025

**Data Set Name:** All Students will be proficient in reading

| Name                                 | Data Source    |
|--------------------------------------|----------------|
| Grades 3-8 Assessments: Proficiency  | MI School Data |
| High School Assessments: Proficiency | MI School Data |
| K-12 NWEA Data                       | NWEA           |

| Name  | Data Source |
|---|-------------|
| Reading and Engagement Data Set from MIMTSS TAC | Acadience   |

### *Data Story Name:* Reading MTSS

*Initial Data Analysis:* Through progress monitoring, schools will identify students at risk for low learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness, as well as identify students with learning or other disabilities.

*Initial Initiative Inventory and Analysis:* Our district has implemented a new core reading program, Wonders. This has been connected to our work with MIMTSSTAC work and MTSS efforts surrounding reading. We utilize Title I funding to help identify at-risk learners and provide Tier II and Tier III support to any students who are below the benchmark.

*Gap Analysis:* In our gap analysis, CHSD has identified the following problem statements: As of Fall 2021, both secondary schools (Cohort 2) have not completed the training series for secondary content area reading strategies as measured by the implementation plan and installation checklists.

As of Fall 2021, all three elementary schools have not completed the installation of Tier III intensifying interventions as measured by the installation checklist and implementation plan.

As of Fall 2021, one of the five implementing buildings does not have adequate and valid reading data as measured by the implementation plan and installation checklist.

As of Fall 2021, about 35% of our K-4th graders are at their grade level's benchmark as measured by Acadience Reading Composite Score benchmark data.

Update: As of Fall 2023, 50% of our K-4th graders are proficient in reading as measured by the Acadience Reading Fall Benchmark Assessment.

*District Data Story Summary:* If we monitor the fidelity of the use of non-negotiables in the 90-minute reading block Then our K-4 Tier 1 overall reading proficiency will increase.

If we have adequate and valid reading data at the secondary level Then we will be able to problem-solve around reading deficiencies.

### *Analysis:*

#### *Root Cause*



#### *Summary of Root Cause Analysis:*

Our root cause analysis revealed that there were a number of factors at the district level that were contributing to challenges we were experiencing in successfully implementing MTSS in our schools.

At a future team meeting the DIT will refer to the barrier log and try and bust barriers related to reading challenges.

Expand reach of integrated behavior and reading MTSS to all buildings within our district-100% complete.

Develop capacity for establishing a sustained district implementation infrastructure to assist schools in using the components of an integrated behavior and reading MTSS model-93% complete, 7% in progress.

Use the behavior and reading MTSS data, systems and practices with fidelity to improve student outcomes. 100% complete

Use Explicit Instruction strategies to improve student outcomes. 88% complete, 12% in progress.

Complete installation of secondary reading system to improve student outcomes. 0%

### *Supporting Documents*

*No Documents Included*

*Challenge Statement:* If we have adequate and valid reading data at the secondary level Then we will be able to problem solve around reading deficiencies.

If we monitor the fidelity of the use of non-negotiables in the 90 minute reading block Then our K-4 Tier 1 overall reading proficiency will increase.

When we fully install and implement with fidelity our secondary reading system (all tiers), Then we will see improvement in the % of students who are proficient in reading.

Implementation Supports: Schools and impacted staff require implementation supports (e.g., coaching, re-teaching) to do what is being asked post-training Principals may need additional implementation examples to adequately use the effective innovation(s) post-training

## Strategies:

(1/4): MTSS - Literacy (Reading)

Owner: Kimberly Morden

Start Date: 01/12/2022

Due Date: 06/06/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

## Communication:

### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

### Audience

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

## Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Secondary Content Area Reading   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Chippewa Hills High School</li> <li>• Chippewa Hills Intermediate School</li> <li>• Mosaic School</li> </ul> |                 |            |            |          |
| SQ3R (Secondary)   | Kimberly        | 01/12/2022 | 06/06/2025 | ONTARGET |

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
|   | Morden          |            |            |          |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Chippewa Hills High School</li> <li>Chippewa Hills Intermediate School</li> <li>Mosaic School</li> </ul>    |                 |            |            |          |
| Intensifying Interventions  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                 |            |            |          |
| W.I.N. Time (ECRI, and Phonics for Reading) Elementary  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                 |            |            |          |
| Text Summarization (Secondary)  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Chippewa Hills High School</li> <li>Chippewa Hills Intermediate School</li> <li>Mosaic School</li> </ul>    |                 |            |            |          |
| Explicit Instruction  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                 |            |            |          |
| LETRS   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Barryton Elementary School</li> <li>Mecosta Elementary School</li> <li>Weidman Elementary School</li> </ul> |                 |            |            |          |
| REWARDS (Secondary)   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |                 |            |            |          |
| Professional Learning Opportunities   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |
| Data Review & Analysis  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |
| Coaching (Instructional & Systems)                              | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |



## (2/4): 23g Tutoring

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/06/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

### Communication:

#### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

#### Audience

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

### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| All students who need to get back on track will have tutoring support available. Tutoring for supplemental one-on-one or small group instruction | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |
| Interventionist will identify students and their associated reading needs based on data reviewed weekly and in conjunction                       | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |

| Activity  | Owner | Start Date | Due Date | Status |
|---|-------|------------|----------|--------|
| with School Level Teams (SLT). The interventionist will oversee the tutors to make sure that the appropriate interventions are utilized with fidelity to support identified students during WIN time. |       |            |          |        |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |       |            |          |        |

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

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/06/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

#### Communication:

##### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

##### Audience

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

#### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| EWIMS data will be monitored and used by interventionists, counselors, tutors, and administrators to get students back on track. | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |

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

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/06/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

#### **Communication:**

##### **Method**

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

##### **Audience**

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

#### **Strategy Implementation Plan Activities**

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Expanded Learning Time: Before and after school, lunch time, and Summer School | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |

**Activity Buildings:** All Buildings in Implementation Plan

#### **Monitoring and Adjusting:**

##### **Evaluate Goal: Interim Target Measures**

| Measure                            | Owner | Due Date   | Status      |
|------------------------------------|-------|------------|-------------|
| Decrease by 15% for K-12 NWEA Data |       | 06/15/2024 | APPROACHING |

| Measure   | Owner | Due Date   | Status      |
|---|-------|------------|-------------|
| Decrease by 15% for Reading and Engagement Data Set from MIMTSS TAC |       | 06/15/2024 | APPROACHING |
| Increase by 15% for Grades 3-8 Assessments: Proficiency             |       | 06/15/2024 | APPROACHING |

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

*MTSS - Literacy (Reading) Activities*

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Secondary Content Area Reading                         | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| SQ3R (Secondary)                                       | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Intensifying Interventions                             | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| W.I.N. Time (ECRI, and Phonics for Reading) Elementary | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Text Summarization (Secondary)                         | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Explicit Instruction                                   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| LETRS  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| REWARDS (Secondary)                                    | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Professional Learning Opportunities                    | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |

| Activity                           | Owner           | Start Date | Due Date   | Status   |
|------------------------------------|-----------------|------------|------------|----------|
| Data Review & Analysis             | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Coaching (Instructional & Systems) | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |

### *23g Intensive, Individualized Support Activities*

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Intensive, Individualized academic and behavioral support will be leveraged for all students who need to get back on track. | Jason Lundin | 10/27/2023 | 06/07/2025 | ONTARGET |

### *23g Tutoring Activities*

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| All students who need to get back on track will have tutoring support available. Tutoring for supplemental one-on-one or small group instruction   | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |
| Interventionist will identify students and their associated reading needs based on data reviewed weekly and in conjunction with School Level Teams (SLT). The interventionist will oversee the tutors to make sure that the appropriate interventions are utilized with fidelity to support identified students during WIN time. | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |

### *Early Warning Intervention and Monitoring System (EWIMS) Activities*

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| EWIMS data will be monitored and used by interventionists, counselors, tutors, and administrators to get students back on track. | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |

### 23g Expanded Learning Time Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Expanded Learning Time: Before and after school, lunch time, and Summer School | Kimberly Morden | 10/27/2023 | 06/06/2025 | ONTARGET |

### Monitoring Notes

#### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - 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

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

No Data Available

#### Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - 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

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

No Data Available

#### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - 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

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

No Data Available

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

*Implementation with Fidelity - 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

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

No Data Available

### Monitoring Notes: MTSS - Literacy (Reading)

*Implementation with Fidelity - 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

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

No Data Available

### Evaluation Status:

#### Evaluate Goal: End Target Measures

| Measure   | Due Date   | Status   |
|---|------------|----------|
| Increase by 30% for Reading and Engagement Data Set from MIMTSS TAC | 06/07/2025 | ONTARGET |
| Increase by 30% for K-12  | 06/07/2025 | ONTARGET |



| Measure   | Due Date   | Status   |
|---|------------|----------|
| NWEA Data   |            |          |
| Increase by 30% for Grades 3-8 Assessments: Proficiency | 06/07/2025 | ONTARGET |

#### Evaluate Goal: Impact Questions and Responses

**Fidelity - 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

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

No Data Available

**Impact - How did student outcomes improve?**

No Data Available

## Improve Behavior Outcomes

**Status:** ACTIVE

**Statement:** The goal is to teach all students to be WARRIORS. (We are ready to be Responsible, Interdependent, Organized, and Respectful Students/Staff)

We will improve behavior outcomes by teaching our students to be socially and emotionally competent.

We will do this by teaching behavior expectations and social-emotional skills with fidelity.

In addition, we will be consistent in addressing incidental behaviors across the district. Also, will use the behavior and reading MTSS data, systems, and practices with fidelity, and as a result, demonstrate improved student outcomes across the buildings.

We will continue to have the capacity for establishing a sustained district implementation infrastructure to assist schools in using the components of an integrated behavior and reading MTSS model-93% complete, 7% in progress.

Use the behavior and reading MTSS data, systems and practices with fidelity to improve student outcomes. 100% complete

We will fully implement a social-emotional learning component to improve the district data story by following implementation plans and checking for fidelity throughout installation and instructional coaching.

This goal will help in addressing unfinished learning. The strategies and activities will assist students in meeting grade-level academic standards. Also, they will provide additional academic assistance to students at risk of falling behind their peers. Current and new staff members will receive training and refreshers on effective innovations and initiatives. Funding will create and/or expand our efforts and activities described in this continuous improvement plan.

The interventionist will support the classroom teacher and their students. One person at each building will support the instruction, tutoring, and extended learning time of individuals or small groups before, during, and/or after school (and/or Summer School).

The Director of Academics oversees the alignment and selection process for programs. He then works directly with administration and staff to implement selected programs and interventions to support academic growth at all three tiers of support. The Director also works with building-level SLT's to review data from the Tier 1 general programming through the Tier 3 individualization through data-driven decision-making sessions. The continuous work on ensuring the fidelity of implementation is critical to success and/or modification development as determined by the data review.

The Director will also report the data to MDE through the data hub. He will also provide the oversight to ensure all MI Kids Back on Track Activities are being carried out with fidelity.

**Created Date:** 11/03/2021

**Target Completion Date:** 06/07/2025

**Data Set Name:** CHSD Social Emotional Health

| Name                                | Data Source    |
|-------------------------------------|----------------|
| MTSS Behavior                       | SWIS           |
| Student Counts: Attendance          | MI School Data |
| District Capacity Assessment: Total | MiMTSS         |

| Name             | Data Source |
|------------------|-------------|
| and Scale Scores |             |

### *Data Story Name:* Behavior MTSS

*Initial Data Analysis:* Based on the information reviewed, the District Implementation Team will focus our continuous improvement efforts on monitoring fidelity of behavior and staff knowledge and training.

At the district level it is important for us to focus on fidelity first since much of our work is about building a supporting infrastructure and removing barriers to ensure that staff have what they need to implement practices with fidelity.

*Initial Initiative Inventory and Analysis:* Initiative inventories are outlined in detail in the CHSD implementation plan linked below:

<https://docs.google.com/document/d/1dbK-NHkNsV0N9vKgoYJKhMoRoJrJJrqiwk3AtitU-WM/edit#heading=h.zgxjvgmv91zg>

*Gap Analysis:* As of Fall 2021, 4 of the 5 implementing schools are above the national average of ODRs per day per month as measured by ODRs tracked in SWIS.

As of Fall 2021, all implementing schools are responding to incidental behaviors inconsistently as measured by ODRs tracked in SWIS.

*District Data Story Summary:* Our root cause analysis revealed that there were a number of factors at the district level that were contributing to challenges we were experiencing in successfully implementing MTSS in our schools.

If we have consistent way to train and retrain staff in classroom PBIS as well as the ways to respond to incidental behaviors, we should see ODRs go down.

### *Analysis:*

#### *Root Cause*



#### *Summary of Root Cause Analysis:*

Our root cause analysis revealed that there were a number of factors at the district level that were contributing to the challenges we were experiencing in successfully implementing MTSS in our schools in regard to behaviors. One such factor is how each school defines major vs. minor ODRs. There were some inconsistencies with how staff responded to student misbehaviors, as well as frequencies of tracking behaviors. In

addition to the added impacts of the pandemic and lost instructional days, these have all been contributing factors.

### *Supporting Documents*

*No Documents Included*

**Challenge Statement:** If we respond to incidental behaviors consistently across the district then we should see a decline in the average daily rate of ODRs. The DIT is retraining staff at each building to respond to incidental behaviors consistently.

If we develop a plan to address social-emotional learning for grades 5-12, Then we will see a decrease in Office Discipline referrals, improved attendance, and 80-90% of our students who are passing classes to earn credit and are on track for graduation.

## Strategies:

(1/6): MTSS - PBIS (Behavior)

Owner: Kimberly Morden

Start Date: 01/12/2022

Due Date: 06/06/2025

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

## Communication:

### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

### Audience

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

## Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| PBIS- A district Positive Behavior Intervention Support System will be continuously regenerated and monitoring for fidelity. | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |
| Second Step SEL Curriculum   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Barryton Elementary School</li> <li>Chippewa Hills Intermediate School</li> <li>Mecosta Elementary School</li> <li>Mosaic School</li> <li>Weidman Elementary School</li> </ul> |                 |            |            |          |
| Coaching (Instructional & Systems)   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                 |            |            |          |
| Data Review  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                 |            |            |          |
| Professional Learning Opportunities  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                 |            |            |          |
| Social Emotional Staff   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |                 |            |            |          |

## (2/6): Early Warning Intervention and Monitoring System (EWIMS)

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

#### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

#### Audience

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

### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| EWIMS data will be monitored and used by interventionists, counselors, tutors, and administrators to get students back on track. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

| Activity  | Owner | Start Date | Due Date | Status |
|---|-------|------------|----------|--------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |       |            |          |        |



### (3/6): Second Step (2002 Edition)

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**Summary:** SEL Curriculum-Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The Early Learning program in Second Step also includes a unit for transitioning to kindergarten. Second Step uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice.

#### Buildings

- Barryton Elementary School
- Chippewa Hills Intermediate School
- Mecosta Elementary School
- Mosaic School
- Weidman Elementary School

**Total Budget:** \$1,100,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

#### Communication:

##### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

##### Audience

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

#### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Second STEP lessons will be used to improve student behavior outcomes. Staff will receive training and refreshers. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |

#### (4/6): TRAILS (Transforming Research into Action to Improve the Lives of Students)

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**Summary:** TRAILS is a mental health training program that helps schools implement evidence-based mental health practices to support students impacted by stress, anxiety, depression, and exposure to trauma. TRAILS began in 2012 after a local high school requested training for student support staff (e.g., social workers, counselors, psychologists), and today the program is active in over 50 Michigan counties, where school staff and administrators consistently rate the program as outstanding.

##### **Buildings**

- Chippewa Hills High School
- Mosaic School

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

##### **Communication:**

###### **Method**

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

###### **Audience**

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

##### **Strategy Implementation Plan Activities**

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Trails will be used to support all students throughout the tiers of support for SEL. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan                      |                 |            |            |          |

## (5/6): 23g Expanded Learning Time

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

### Communication:

#### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

#### Audience

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

### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Expanded Learning Time: Before and after school, lunch time, and Summer School | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan                |                 |            |            |          |

## (6/6): 23g Tutoring

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

### Communication:

#### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

#### Audience

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

### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| All students who need to get back on track will have tutoring support available. Tutoring for supplemental one-on-one or small group instruction | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |

### Monitoring and Adjusting:

**Evaluate Goal:** Interim Target Measures

| Measure                           | Owner | Due Date   | Status      |
|-----------------------------------|-------|------------|-------------|
| Decrease by 25% for MTSS Behavior |       | 06/15/2024 | APPROACHING |

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

*Activity Status:*

*MTSS - PBIS (Behavior) Activities*

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| PBIS- A district Positive Behavior Intervention Support System will be continuously regenerated and monitoring for fidelity. | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Second Step SEL Curriculum   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Coaching (Instructional & Systems)   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Data Review  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Professional Learning Opportunities  | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |
| Social Emotional Staff   | Kimberly Morden | 01/12/2022 | 06/06/2025 | ONTARGET |

*Early Warning Intervention and Monitoring System (EWIMS) Activities*

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| EWIMS data will be monitored and used by interventionists, counselors, tutors, and administrators to get students back on track. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### Second Step (2002 Edition) Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Second STEP lessons will be used to improve student behavior outcomes. Staff will receive training and refreshers. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### TRAILS (Transforming Research into Action to Improve the Lives of Students Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Trails will be used to support all students throughout the tiers of support for SEL. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### 23g Expanded Learning Time Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Expanded Learning Time: Before and after school, lunch time, and Summer School | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### 23g Intensive, Individualized Support Activities

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Intensive, Individualized academic and behavioral support will be leveraged for all students who need to get back on track | Jason Lundin | 10/27/2023 | 06/07/2025 | ONTARGET |

### 23g Tutoring Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| All students who need to get back on track will have tutoring support available. Tutoring for supplemental one-on-one or small group instruction | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

## Monitoring Notes

### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - 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

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

No Data Available

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### Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - 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

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

No Data Available

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### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - 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

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

No Data Available

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

*Implementation with Fidelity - 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

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

No Data Available

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#### Monitoring Notes: MTSS - PBIS (Behavior)

*Implementation with Fidelity - 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

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

No Data Available

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#### Monitoring Notes: Second Step (2002 Edition)

*Implementation with Fidelity - 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

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

No Data Available

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#### Monitoring Notes: TRAILS (Transforming Research into Action to Improve the Lives of Students)

*Implementation with Fidelity - 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

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

No Data Available

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#### Evaluation Status:

*Evaluate Goal: End Target Measures*



| Measure                           | Due Date   | Status   |
|-----------------------------------|------------|----------|
| Decrease by 50% for MTSS Behavior | 06/07/2025 | ONTARGET |

#### *Evaluate Goal: Impact Questions and Responses*

***Fidelity - 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

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

No Data Available

***Impact - How did student outcomes improve?***

No Data Available

## Improve Math Outcomes

**Status:** ACTIVE

**Statement:** Our goal is to install and implement a comprehensive K-12 math curriculum (Into Math and Into AGA) to improve student outcomes to 80% proficiency in math by May 2025. We will use the embedded assessments from the curriculum resource to analyze data to provide interventions for students not making mathematical gains. We will also select targeted professional learning opportunities for staff delivering the various Tiers of mathematics instruction.

This goal will help in addressing unfinished learning. The strategies and activities will assist students in meeting grade-level academic standards. Also, they will provide additional academic assistance to students at risk of falling behind their peers. Current and new staff members will receive training and refreshers on effective innovations and initiatives. Funding will create and/or expand our efforts and activities described in this continuous improvement plan.

The interventionist will support the classroom teacher and their students. One person at each building will support the instruction, tutoring, and extended learning time of individuals or small groups before, during, and/or after school (and/or Summer School).

The Director of Academics oversees the alignment and selection process for programs. He then works directly with administration and staff to implement selected programs and interventions to support academic growth at all three tiers of support. The Director also works with building-level SLT's to review data from the Tier 1 general programming through the Tier 3 individualization through data-driven decision-making sessions. The continuous work on ensuring the fidelity of implementation is critical to success and/or modification development as determined by the data review.

The Director will also report the data to MDE through the data hub. He will also provide the oversight to ensure all MI Kids Back on Track Activities are being carried out with fidelity.

**Created Date:** 11/02/2022

**Target Completion Date:** 06/07/2025

**Data Set Name:** Math Improvement

| Name   | Data Source    |
|--|----------------|
| Grades 3-8 Assessments:<br>Performance Level | MI School Data |

**Data Story Name:** Math Improvement

**Initial Data Analysis:** As a district, we have had a focus on reading and behavior within our MTSS model. As a result, our math student outcomes have shown that we have a need to improve.

K-8 the district has been using Engage New York, which is a problem-based curriculum. Currently the team is exploring an alternate curriculum that can be paired with explicit instruction to make sure that students learn the most efficient algorithms to solve and that they get enough practice to develop automaticity with key math skills.

The District team is going to explore, align, select, and begin initial implementation of a K-12 comprehensive (interventions included) math program.

*Initial Initiative Inventory and Analysis:* K-8 Engage New York as a tier 1 curriculum. IXL and Moby Max are used for interventions.

*Gap Analysis:* When we adopt, fully install, and implement with fidelity a K-12 math program, Then we will see at least 80% of our students who are proficient in math.

*District Data Story Summary:* The team will begin the process to align, review, and select a new comprehensive K-8 math curriculum. This team-based collaborative approach will allow us to find a research-based program to address student needs. The team will also identify areas of need and find a curriculum that has embedded interventions.

## Analysis:

### Root Cause



### Summary of Root Cause Analysis:

When we adopt, fully install, and implement with fidelity a K-12 math program, Then we will see at least 80% of our students who are proficient in math.

### Supporting Documents

*No Documents Included*

*Challenge Statement:* The district has allocated resources to align, review, and select a new comprehensive K-12 math curriculum. The district needs to follow the installation and implementation plan that has been developed as well as a professional learning plan. The baseline data from this Fall's NWEA and Spring State Assessments will be used to measure growth. The district needs to develop fidelity measures to ensure effective implementation. The interventionist will support the classroom teacher and their students. One person at each building will support the instruction, tutoring, and extended learning time of individuals or small groups before, during, and/or after school (and/or Summer School).

The Director of Academics oversees the alignment and selection process for programs. He then works directly with administration and staff to implement selected programs and interventions to support academic growth at all three tiers of support. The Director also works with building-level SLT's to review data from the Tier 1 general programming through the Tier 3 individualization through data-driven decision-making sessions. The continuous work on ensuring the fidelity of implementation is critical to success and/or modification development as determined by the data review. The .13 represents a small portion (approximately 38 of 260 days) of the full FTE position and the associated costs are derived from the associated salary.

The Director will also report the data to MDE through the data hub. He will also provide the

oversight to ensure all MI Kids Back on Track Activities are being carried out with fidelity.

## Strategies:

### (1/5): Instructional Coaching/Consulting for Mathematics

**Owner:** Kimberly Morden

**Start Date:** 01/09/2023

**Due Date:** 06/07/2025

#### Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

**Buildings:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

#### Communication:

##### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

##### Audience

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

#### Strategy Implementation Plan Activities

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
| curriculum purchase   | Kimberly Morden | 01/09/2023 | 06/06/2025 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |                 |            |            |          |
| An instructional coach will work with all staff to improve mathematics teaching and learning to increase students | Kimberly Morden | 01/09/2023 | 06/07/2025 | ONTARGET |

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
| outcomes.   |                 |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |
| Math PD   | Kimberly Morden | 08/19/2024 | 06/07/2025 | UPCOMING |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |

## (2/5): MTSS Framework (General)

**Owner:** Kimberly Morden

**Start Date:** 04/11/2023

**Due Date:** 06/07/2025

**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:** \$1,100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

| Method                    | Audience             |
|---------------------------|----------------------|
| • School Board Meeting    | • Community-at-Large |
| • Email Campaign          | • Educators          |
| • Presentations           | • Staff              |
| • District Website Update | • School Board       |
| • Brochure                | • Parents            |
| • Parent Newsletter       |                      |
| • Local Newspaper         |                      |
| • Social Media            |                      |

### Strategy Implementation Plan Activities

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
| Coaching (Instructional & Systems)                              | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan |                 |            |            |          |
| Data Review   | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |
| Professional Learning Opportunities                             | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |
| Curricular Purchase   | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |
| Interventions (Paras, computer adaptive interventions)          | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |                 |            |            |          |



### (3/5): Early Warning Intervention and Monitoring System (EWIMS)

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

#### Communication:

##### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

##### Audience

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

#### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| EWIMS data will be monitored and used by interventionists, counselors, tutors, and administrators to get students back on track. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |

#### (4/5): 23g Tutoring

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

#### **Communication:**

##### **Method**

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

##### **Audience**

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

#### **Strategy Implementation Plan Activities**

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| All students who need to get back on track will have tutoring support available. Tutoring for supplemental one-on-one or small group instruction | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan  |                 |            |            |          |

## (5/5): 23g Expanded Learning Time

**Owner:** Kimberly Morden

**Start Date:** 10/27/2023

**Due Date:** 06/07/2025

**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:** All Active Buildings

**Total Budget:** \$1,100,000.00

- Other State Funds (State Funds)

### Communication:

#### Method

- MI School Data
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Local Newspaper
- Social Media

#### Audience

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

### Strategy Implementation Plan Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Expanded learning time: Before and after school, lunch time, and Summer school | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan                |                 |            |            |          |

### Monitoring and Adjusting:

**Evaluate Goal:** Interim Target Measures

| Measure   | Owner | Due Date   | Status      |
|---|-------|------------|-------------|
| Increase by 25% for Grades 3-8 Assessments: Performance Level |       | 06/15/2024 | APPROACHING |

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

*Activity Status:*

*Instructional Coaching/Consulting for Mathematics Activities*

| Activity  | Owner           | Start Date | Due Date   | Status   |
|---|-----------------|------------|------------|----------|
| curriculum purchase   | Kimberly Morden | 01/09/2023 | 06/06/2025 | COMPLETE |
| An instructional coach will work with all staff to improve mathematics teaching and learning to increase students outcomes. | Kimberly Morden | 01/09/2023 | 06/07/2025 | ONTARGET |
| Math PD   | Kimberly Morden | 08/19/2024 | 06/07/2025 | UPCOMING |

*MTSS Framework (General) Activities*

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Coaching (Instructional & Systems)                     | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| Data Review  | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| Professional Learning Opportunities                    | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| Curricular Purchase                                    | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |
| Interventions (Paras, computer adaptive interventions) | Kimberly Morden | 04/11/2023 | 06/07/2025 | ONTARGET |

### 23g Intensive, Individualized Support Activities

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Tutoring, interventionist, computer adaptive program | Jason Lundin | 10/27/2023 | 06/07/2025 | ONTARGET |

### Early Warning Intervention and Monitoring System (EWIMS) Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| EWIMS data will be monitored and used by interventionists, counselors, tutors, and administrators to get students back on track. | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### 23g Tutoring Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| All students who need to get back on track will have tutoring support available. Tutoring for supplemental one-on-one or small group instruction | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### 23g Expanded Learning Time Activities

| Activity   | Owner           | Start Date | Due Date   | Status   |
|--|-----------------|------------|------------|----------|
| Expanded learning time: Before and after school, lunch time, and Summer school | Kimberly Morden | 10/27/2023 | 06/07/2025 | ONTARGET |

### Monitoring Notes

#### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - 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

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

No Data Available

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### Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - 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

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

No Data Available

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### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - 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

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

No Data Available

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

*Implementation with Fidelity - 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

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

No Data Available

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### Monitoring Notes: Instructional Coaching/Consulting for Mathematics

*Implementation with Fidelity - 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

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

No Data Available

### Monitoring Notes: MTSS Framework (General)

*Implementation with Fidelity - 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

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

No Data Available

### Evaluation Status:

#### Evaluate Goal: End Target Measures

| Measure   | Due Date   | Status   |
|---|------------|----------|
| Increase by 50% for Grades 3-8 Assessments: Performance Level | 06/07/2025 | ONTARGET |

#### Evaluate Goal: Impact Questions and Responses

***Fidelity - 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

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

No Data Available

***Impact - How did student outcomes improve?***

No Data Available