

MICIP Portfolio Report

Adrian Public Schools

Goals Included

Active

- Improve State Assessment Proficiency Levels
-

Buildings Included

Open-Active

- Adrian Community High School
 - Adrian High School
 - Alexander Elementary
 - Lincoln Elementary
 - Michener Elementary
 - Prairie Elementary
 - Springbrook Middle
-

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

MICIP Portfolio Report

Adrian Public Schools

Improve State Assessment Proficiency Levels

Status: ACTIVE

Statement: Students at Adrian Public Schools will increase average proficiency by 6% by 2024 in all subject areas.

Created Date: 05/18/2021

Target Completion Date: 06/15/2025

Data Set Name: Adrian Public Schools Academics

Name	Data Source
High School Assessments: Performance Level	MI School Data
Elementary M-STEP Standard Performance Strength and Weakness Report	Acadience
Springbrook M-STEP Strength and Weakness Report 2019	Acadience
NWEA Fall Data	Acadience
Alexander ELA Grades 3-8 Assessments: Proficiency	MI School Data
Lincoln ELA Grades 3-8 Assessments: Proficiency	MI School Data
Michener ELA Grades 3-8 Assessments: Proficiency	MI School Data
Prairie ELA Grades 3-8 Assessments: Proficiency	MI School Data
Alexander Math Grades 3-8 Assessments: Proficiency	MI School Data
Lincoln Math Grades 3-8 Assessments: Proficiency	MI School Data
Michener Math Grades 3-8 Assessments: Proficiency	MI School Data
Prairie Math Grades 3-8 Assessments: Proficiency	MI School Data
Student Assessment:	MI School Data

Name	Data Source
College Readiness SAT	
Springbrook Grades 6-8 Assessments: Proficiency	MI School Data
Springbrook Grades 6-8 Assessments: Proficiency	MI School Data
Springbrook Grades 6-8 Assessments: Proficiency	MI School Data
Springbrook Grades 6-8 Assessments: Proficiency	MI School Data
Springbrook Grades 6-8 Assessments: Proficiency	MI School Data
Student Counts: Student Count Economic	MI School Data
Student Counts: Student Count Ethnicity	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Student Assessment: College Readiness	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Student Assessment: College Readiness	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data
Student Counts: Attendance	MI School Data
English Learner Data: English Learner Dashboard	MI School Data
Student Counts: Retained In Grade	MI School Data

Data Story Name: All students at Adrian Public Schools will be proficient in all subject areas.

Initial Data Analysis: English Language Arts

Alexander Proficiency: English Language Arts proficiency in 3rd through 5th grade is generally in the 40% range of students with around 20 to 30% partially proficient in M-STEP.

Lincoln: English Language Arts proficiency in 3rd through 5th grade is generally in the 40% to 50% range of students with around 20 to 25% partially proficient in M-STEP. Generally Lincoln has the highest proficiency percentage of students in the District.

Michener: English Language Arts proficiency in 3rd through 5th grade is generally in the 20% to 30% range of students with around 15 to 30% partially proficient in M-STEP.

Prairie English Language Arts proficiency in 3rd through 5th grade is generally in the 20% to 35% range of students with around 20 to 30% partially proficient in M-STEP. Prairie has had some recent years where a grade level scored above 50% proficiency two years in a row.

Springbrook: English Language Arts proficiency in 6th through 7th grade is generally in the 25% to 40% range of students with around 20 to 25% partially proficient in M-STEP. 8th Grade Students are averaging under 40% on PSAT

Adrian High School has seen a decline in the proficiency of students meeting ELA college readiness benchmarks from a high of 63% in 2015-16 down to 44.9% in 2018-2019.

Mathematics

Alexander Proficiency: Math proficiency in 3rd through 5th grade is generally in the 20% to 50% range of students with around 30% partially proficient in M-STEP. Generally, Alexander has the highest average for M-Step Math but has a decline in 4th and 5th grade.

Lincoln: Math proficiency in 3rd through 5th grade is generally in the 20% to 40% range of students with around 30% partially proficient in M-STEP. Generally Lincoln has much higher proficiency rates at the third-grade level and then it declines over the next two grade levels.

Michener: Mathematics proficiency in 3rd through 5th grade is generally in the 35% to 40% range of students with around 15 to 30% partially proficient in M-STEP.

Prairie: Mathematics proficiency in 3rd through 5th grade is generally in the 20% to 35% range of students with around 20 to 37% partially proficient in M-STEP. Prairie has had some recent years where 4th grade has been the highest in the District.

Springbrook: Mathematics proficiency in 6th through 7th grade is generally in the 20% to 30% range of students with around 20 to 25% partially proficient in M-STEP. 8th Grade Students have scored around 20% proficient and 20% partially proficient on PSAT.

Adrian High School has seen a decline in the proficiency of students meeting Mathematics college readiness benchmarks from a high of 40% in 2015-16 down to 23% in 2018-2019.

Initial Initiative Inventory and Analysis: English Language Arts

The mission of Adrian Public School is the following: In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society. The connection of this data set and the particular goal is to provide students with a quality education, proficiency in English Language Arts is important to their development for future jobs and or educational careers.

What personnel are involved in the implementation?

The District ensures that all teachers are highly qualified for the positions of teaching English Language Arts. Teachers, the District Curriculum Department, and building

administration are important in the development and progress of this goal.

What is the expected outcome?

The expected outcome is to have a majority of our students proficient in English Language Arts and be College and Career Ready by the time they graduated from Adrian Public Schools.

What evidence for outcomes are there thus far?

At this time, the outcome thus far is that a majority of our students are not college and career ready according to the SAT and PSAT in English Language Arts or proficient in the M-STEP in grades 3-7.

What is the financial commitment and source of funding?

This district's commitment to English Language Arts proficiency is in the areas of increasing curriculum budgets and using state and federal funds to provide needed materials to elementary students, particularly Heinemann Fountas and Pinnell materials. In addition, Intervention Teachers are in place at each elementary building as well as secondary buildings to provide Tier II and Tier III ELA support to students that need it.

What professional development exists including coaches and performance feedback?

The District has contracted with Trish Camino and other Fountas and Pinnell representatives to provide professional development on Fountas and Pinnell materials as well as best instructional practices. The District has also participated in professional development provided by the local ISD on best instructional practices.

Mathematics

The mission of Adrian Public School is the following: In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society. The connection of this data set and the particular goal is to provide students with a quality education, proficiency in Mathematics is important to their development for future jobs and or educational careers.

What personnel are involved in the implementation?

The District ensures that all teachers are highly qualified for the positions of teaching Mathematics. Teachers, the District Curriculum Department, and building administration are important in the development and progress of this goal.

What is the expected outcome?

The expected outcome is to have a majority of our students proficient in Mathematics and meet College and Career Ready benchmark by the time they graduated from Adrian Public Schools.

What evidence for outcomes are there thus far?

At this time, the outcome thus far is that a majority of our students are not college and career ready according to the SAT and PSAT in Mathematics or proficient in the M-STEP in grades 3-7.

What is the financial commitment and source of funding?

The District has recently purchased new Algebra, Geometry, and Algebra II materials with general fund dollars. State and Federal dollars have been used to provide interventions for students in mathematics.

What professional development exists including coaches and performance feedback?

The District has participated in LISD professional development and Mathematic Strategic Intervention Solutions professional development for Elementary Teachers concentrated on number sense.

Gap Analysis: We know there is a gap in a number of skills as listed below. We also are aware of a number of students that are not reading at grade level K-12 but especially in K-3 where 35% of our students are on an Irip. We also are aware of a number of our students in middle school and high school that have a functioning math level around 4th to 7th grade mathematic skills.

English Language Arts

The following are standards that have had multiple years in a row that demonstrates a weakness on M-STEP.

Alexander

3rd Grade Weakness

Examine or compare relationships within or across literary texts.

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Revise brief texts demonstrating narrative techniques appropriate to purpose.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit a text.

4th Grade Weakness

Interpret, explain, or connect information presented within or across informational texts.

Revise brief narrative texts demonstrating mode specific organization, format, and focus.

Revise brief informational texts demonstrating mode specific organization, format, and focus.

Revise brief texts stating opinion demonstrating mode specific organization, format, and focus.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit

texts.

Lincoln

3rd Grade GAP/Weakness

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Cite evidence to support opinions based on prior knowledge and information collected.

4th Grade GAP/Weakness

Relate knowledge of literary text structures, features, or formats to interpret, explain, or connect information.

In an informational text, interpret fig. language/lit. devices/connotative meaning and their impact on meaning or tone.

5th Grade GAP/Weakness

In a literary text, interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.

Write full explanatory texts demonstrating mode specific techniques: organization, format, focus.

Revise brief texts stating opinion demonstrating mode specific organization, format, and focus.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit texts.

Michener

3rd Grade GAP/Weakness

Accurately use language and vocabulary appropriate to the purpose and audience.

Revise brief texts demonstrating narrative techniques appropriate to purpose.

Accurately use language and vocabulary appropriate to the purpose and audience.

Given an inference or conclusion, use supporting details and information from an informational text.

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Cite evidence to support opinions based on prior knowledge and information collected.

4th Grade GAP/Weakness

Write/revise brief narrative texts demonstrating mode specific organization, format, and focus.

Use informational text structures or features to obtain, interpret, explain, or integrate information.

Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected.

5th Grade GAP/Weakness

Prairie 3rd Grade

3rd Grade GAP/Weakness

Revise brief texts stating an opinion with appropriate organization, focus, and format.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit a text.

Identify central ideas, key events, or the sequence of events presented in a literary text.

Make an inference/provide a conclusion of informational texts and use supporting evidence to justify/explain inferences.

4th Grade GAP/Weakness

Write/revise brief narrative texts demonstrating mode-specific organization, format, and focus. Weakness

Identify central ideas, key events, or procedures in an informational text.

Use language and vocabulary appropriate to the purpose and audience when revising or composing.

Given an inference or conclusion, use supporting details and information from a literary text.

5th Grade GAP/Weakness

In a literary text, interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.

Revise brief informational texts demonstrating mode specific organization, format, and focus.

Springbrook

7th Grade Weakness/Gaps on M-STEP

Apply a variety of strategies when writing/revising one or more paragraphs of informational/explanatory text.

Springbrook

8th Grade Weakness/Gap on Previous M-STEP

Make an inference/provide a conclusion of a literary text; use supporting evidence to justify/explain inferences.

Mathematics

The following are standards that have had multiple years in a row that demonstrates a weakness on M-STEP.

Alexander

3rd Grade Weakness

Examine or compare relationships within or across literary texts.

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Revise brief texts demonstrating narrative techniques appropriate to purpose.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit a text.

4th Grade Weakness

Select and use appropriate tools strategically. Weakness

Apply mathematics to solve problems arising in everyday life, society, and workplace.

Weakness

State logical assumptions being used. Weakness

Identify important quantities in a practical situation and map relationships.

5th Grade Weakness

Geometric measurement: use concepts of volume, relate to multiplication & addition.

Weakness

Graph points on the coordinate plane. Weakness

Identify important quantities in a practical situation and map their relationships. Weakness

Construct chains of reasoning to justify models, interpretations, and solutions. Weakness

Identify important quantities in a practical situation and map relationships.

Lincoln

3rd Grade GAP/Weakness

Solve problems involving the four operations. Identify, explain patterns in arithmetic.

Use place value and properties of arithmetic to perform multiWeaknessdigit arithmetic.

Develop understanding of fractions as numbers.

4th Grade GAP/Weakness

Extend familiarity with factors and multiples.

Extend understanding of fraction equivalence and ordering.

5th Grade GAP/Weakness

Perform operations with multiWeaknessdigit whole numbers & with decimals to hundredths.

Use equivalent fractions as a strategy to add and subtract fractions.

Geometric measurement: use concepts of volume, relate to multiplication & addition.

Graph points on the coordinate plane.

Select and use appropriate tools strategically.

Michener

3rd Grade GAP/Weakness

Select and use appropriate tools strategically.

State logical assumptions being used.

Distinguish correct logic or reasoning from that which is flawed.

4th Grade GAP/Weakness

Understand decimal notation for fractions, and compare decimal fractions.

Apply mathematics to solve problems arising in everyday life, society, and workplace.

Test propositions or conjectures with specific examples.

Base arguments on concrete referents such as objects, drawings, diagrams, and actions.
Analyze existing model or develop model of a real phenomenon.

5th Grade GAP/Weakness

Apply mathematics to solve problems arising in everyday life, society, and workplace.
Base arguments on concrete referents such as objects, drawings, diagrams, and actions.
State logical assumptions being used.
Analyze existing model or develop model of a real phenomenon.

Prairie 3rd Grade

3rd Grade GAP/Weakness

Multiple and divide within 100

Develop understanding of fractions as numbers.

4th Grade GAP/Weakness

Measurement, conversion of measurements from a larger unit to a smaller unit.

5th Grade GAP/Weakness

Graph points on the coordinate plane.

Perform operations with multi digit whole numbers and with decimals to the hundredths place.

Springbrook

7th Grade Weakness/Gaps on M-STEP

Represent, analyze relationships between dependent & independent variables.

Solve problems involving area, surface area, and volume.

Develop understanding of statistical variability.

7th Grade Weakness/Gaps on M-STEP

Identify important quantities in a practical situation and map relationships.

Investigate chance processes and develop, use, & evaluate probability models.

Know geometrical figures and describe the relationships between them.

Numerical and algebraic expressions and equations.

Operations with fractions; add, subtract, multiply, and divide rational numbers.

Select and use appropriate tools strategically.

State logical assumptions being used.

8th Grade Weakness/Gap on Previous M-STEP

Define, evaluate, and compare functions.

Identify important quantities in a practical situation and map relationships.

Identify important quantities in a practical situation and map relationships.

Interpret results in the context of a situation.

State logical assumptions being used.

Use functions to model relationships between quantities.

Work with radicals and integer exponents.

District Data Story Summary: District Data Story Summary
English Language Arts

What strengths have been uncovered? What growth edges have been identified?

Individual buildings have strengths in specific standards for a year or two as outlined in the data charts provided in the District Data. However, many of the standards are

communicated to the District as “neither a weakness” nor a strength. It is evident that writing is an area of growth that could be addressed moving forward.

What learner needs are going unmet or not being met adequately/sufficiently?

It’s possible due to the number of students needing additional support that not all students needing support are able to receive it at the level of need. To address that issue moving forward additional interventionists will be hired to support those students.

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

Currently the district programs include instructional coaches to provide assistance to teachers, graduation coaches to provide direct support to students. Read 180 and other reading intervention programs for students K-12, classroom materials to ensure teachers have the materials needed to teach students what is expected, and SEL supports.

Are there any major challenges not being addressed by a service, program, or activity?

Additional emphasis on student attendance is necessary moving forward for the district.

Are learners at the greatest risk of receiving prevention programs, services, and supports? If not, why?

The intent of the school is to ensure these students are receiving support. Due to the number of students needing Tier 2 or Tier 3 supports, it is feasible that not all students are receiving all they need.

Is there a braiding of funding across various programs and efforts?

Yes, the district uses 31a-state at-risk funds, Title I funds, Title II funds, and general funds to support all programs to improve student outcomes.

Mathematics

What strengths have been uncovered? What growth edges have been identified?

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What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

Currently, the district programs include instructional coaches to provide assistance to teachers, graduation coaches to provide direct support to students. Math 180 and additional mathematics intervention programs for students K-12, classroom materials to ensure teachers have the materials needed to teach students what is expected, and SEL supports.

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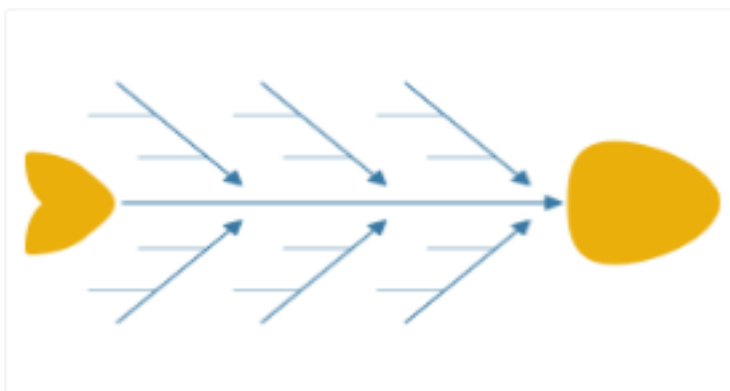
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Is there a braiding of funding across the various programs and efforts?

Yes, the district uses 31a-state at-risk funds, Title I funds, Title II funds, and general funds to support all programs to improve student outcomes.

Analysis:

Root Cause



Summary of Fishbone discovery:

The Fishbone exercise demonstrated that there are numerous factors but attendance is a major factor in students not meeting academic achievement. Other factors may be but are not limited to: curriculum updates, staffing, trauma, and other environmental causes. The

large number of students that participated in virtual learning for a year, with over 30% of students missing out on direct instruction all seems to have had a major impact on students from low socio-economic backgrounds.

Supporting Documents

No Documents Included

Challenge Statement: The district needs to allocate resources to increase students' attendance, provide interventions to students below grade level, increase awareness of career and post-secondary, and ensure that curriculum is meeting the needs of students.

Strategies:

(1/12): Increase Student Engagement by improving Direct Interactive Instruction and implementing engagement strategies.

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: Direct Interactive Instruction, or DII, is an efficient, effective, and research-based approach to closing the achievement gap. DII strategies guide teachers to disaggregate and sequence even the most difficult concepts at the highest levels of cognition and achieve a high success rate with all students.

Buildings: All Active Buildings

Total Budget: \$35,000.00

- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Kagan Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Adrian High School • Springbrook Middle 				
Direct Interactive Instruction Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Adrian High School • Springbrook Middle 				
Peer Teaching Observations	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Adrian High School • Alexander Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Lincoln Elementary • Michener Elementary • Prairie Elementary 				
Define Foundational Engagement Strategies	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Springbrook Middle 				
Webb's Depth of Knowledge Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/12): Implement Fountas and Pinnell Classroom

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2025

Summary: Fountas & Pinnell Classroom™ is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. Fountas & Pinnell Classroom™ is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.

Buildings

- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary

Total Budget: \$50,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Fountas and Pinnell Benchmark Assessments	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Fountas and Pinnell Read Alouds	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Fountas and Pinnell Phonics, Spelling, and Word Study	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Fountas and Pinnell Reading Mini Lessons	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Fountas and Pinnell Writing K-1	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Derrick Richards	06/14/2021	06/15/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Fountas and Pinnell Classroom Library	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/12): Improve Instruction through Instructional Coaching aligned best practices

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/07/2025

Summary: The number of school districts using instructional coaches is growing at a staggering rate. Coaching is becoming popular, in part, because many educational leaders recognize the old form of professional development, built around traditional in-service sessions for teachers, simply does not affect student achievement

Buildings: All Active Buildings

Total Budget: \$250,000.00

- 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)

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
New Teacher Program	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches to support District Goals and Instruction Practices	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Co-Plan/Co-Teaching with Teachers	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Adrian High School • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary • Springbrook Middle 				

(4/12): Math Strategic Intervention Solutions

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: SIS supports 21st century math instruction and works to create systemic change in K-12 schools through a unique combination of customized, hands-on professional development and job-embedded coaching for administrators and teachers alike. Molding Math Mindsets (M³) was created as a workshop series for teachers to gain in-depth knowledge of mathematical content for teaching. Through the 8 Mathematical Practices, Number Talks, Performance Integration and more, teachers will understand and transform their teaching to meet the 21st century demands in mathematics

Buildings

- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary

Total Budget: \$25,000.00

- 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)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math SIS professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Number Talks and Modeled Drawings	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Math Mini Binders to Engage NY	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Assessments and	Derrick	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Data Analysis Form	Richards			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/12): Curriculum alignment and assessments

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: Teachers will continue to align curriculum and assessments through the use of Atlas Rubicon, Illuminate DNA, and State of Michigan standards.

Through the administration of assessments that are carefully aligned to standards and curriculum, educators are able to gain an understanding of how student learning is progressing.

Buildings: All Active Buildings

Total Budget: \$25,000.00

- General Fund (Other)
- ISD Reimbursement (Other)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Atlas Rubicon Curriculum Documentation and Alignment	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Adrian High School • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary • Springbrook Middle 				
Science Standard alignment to NGSS	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Social Studies Curriculum Alignment to new MDE Standards	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement new social	Derrick	06/14/2021	06/14/2022	COMPLETE

Activity	Owner	Start Date	Due Date	Status
studies textbook materials	Richards			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Springbrook Middle 				
Illuminate DNA Assessments	Derrick Richards	06/15/2021	06/15/2023	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary • Springbrook Middle 				
Evaluate Battle Creek Science Kits	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary 				

(6/12): Leveled Literacy Intervention

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2025

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

- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary

Total Budget: \$35,000.00

- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Leveled Literacy Materials for LLI Implementation	Derrick Richards	06/14/2021	05/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
LLI Professional Development	Derrick Richards	06/14/2021	06/15/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/12): MTSS Framework (General)

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2025

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: \$750,000.00

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

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Graduation Coaches/ Success Coaches	Derrick Richards	06/15/2021	06/15/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Before/After School Tutoring	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Homeless and Foster Care Liaison	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math and Reading Interventionist	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary • Springbrook Middle 				
ESL Teachers and Supports	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mental Health Therapist and Counselors	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math and Reading Intervention Software (Moby Max/ESPAK)	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary 				
Math 180 Intervention	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Prairie Elementary • Springbrook Middle 				

(8/12): Portrait of a Graduate

Owner: Derrick Richards

Start Date: 06/23/2023

Due Date: 06/15/2025

Summary: The process of building and implementing a Portrait of a Graduate is a community effort. Typically, districts bring together students, staff, teachers, community leaders, business leaders, and school administrators to create the portrait. These stakeholders come together to discuss the responsibilities and goals of public schools in their local community, as well as the traits and skills that students will need the most to be successful in adult life.

Once the traits are finalized, the district submits the Portrait of a Graduate to its Board of Education. The end deliverable gets incorporated into the district's strategic plan and serves as a public-facing north star.

It's important to note that a district's Portrait of a Graduate is meant to complement academics and test scores as measures of preparedness. While it does not replace a focus on academic achievement, it shows the district community's commitment to investing in educational experiences that educate the whole child.

The Importance of a Portrait of a Graduate for Students

National data on postsecondary student outcomes highlights the need for district leaders—alongside community stakeholders and students—to redefine what student success means in schools. Here are some trends to be aware of:

Many students are choosing not to enroll in college, whether a two-year or four-year institution, even as the job market increasingly advantages those with an associate's or bachelor's degree. A large number of students who do enroll in college require remedial courses in ELA and/or math.

Graduation rates at colleges are hovering at around 60 percent. There is a large disparity in readiness and post-secondary education outcomes for underserved students, including students of color, poor students, and first-generation college students.

Employers are reporting a significant need for high school graduates to receive additional education and training to make up for gaps.

Within the Portrait of a Graduate movement, districts are responding to these challenges with a deep focus on students' life skills—also known as 21st century skills or SEL skills—that supplement and enhance students' content mastery.

Buildings: All Active Buildings

Total Budget: \$10,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- 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
Administrative POG Session	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Community POG Sessions	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher POG Sessions	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Board of Education POG Session	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Fall POG First Draft	Derrick Richards	06/23/2023	12/31/2023	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Final Draft POG	Derrick Richards	06/23/2023	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/12): 23g Tutoring

Owner: Derrick Richards

Start Date: 11/08/2023

Due Date: 06/15/2025

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

- Adrian High School
- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary
- Springbrook Middle

Total Budget: \$45,900.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Local Newspaper

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
District Plans on retaining Derrick Richards as program expert on tutoring programs to oversee the program.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Before and After School tutoring at each school building to provide academic support in reading and mathematics. Students will be identified	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<p>being below grade level in reading according to NWEA and F&P Benchmark Assessment. Also students below grade level in Math according to local assessments and NWEA. Students will get small group instruction to improve student outcomes. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers. . 1,000 total hours.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(10/12): 23g Intensive, Individualized Support

Owner: Derrick Richards

Start Date: 11/08/2023

Due Date: 06/15/2025

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Total Budget: \$439,304.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- 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
Elementary Reading Interventionist providing students small group (3-5) Fountas and Pinnell Leveled Literacy Intervention program. Students below grade level according to NWEA and F & P Benchmark Assessment will be identified for this program. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Activity Buildings:				
<ul style="list-style-type: none"> • Michener Elementary 				
Elementary Mathematics	Derrick	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Interventionist to provide small group instruction (3-5) to students below grade level in NWEA and local assessments in grades 3-5 grade impacted by the COVID shutdown. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers	Richards			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Prairie Elementary 				
Secondary Mathematics Interventionist to provide mathematic interventions to students below grade level . Students will take pre and post test benchmark assessments to monitor growth . Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Springbrook Middle 				
Interventionist Training to provide support to teachers in implementing the Math and Reading Interventionist. Math SIS, Math 180, Fountas and Pinnell Trainings will be provided.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Adrian High School • Michener Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Prairie Elementary Springbrook Middle 				
The District Plans to retain Ann Lacasse Principal at Michener as the expert on overseeing the Reading Interventionist program.	Ann Lacasse	11/08/2023	06/15/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Michener Elementary 				
The District plans to retain Carl Lewandowski as expert to oversee the elementary math interventionist program.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Prairie Elementary 				
The District plans to retain Derrick Richards to oversee the Secondary Mathematics Intervention program.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Adrian High School Springbrook Middle 				
23g Program Manager to oversee and coordinate all the programs and with experts to ensure full documentation, effectiveness, and enrollments of students.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(11/12): 23g Expanded Learning Time

Owner: Derrick Richards

Start Date: 11/08/2023

Due Date: 06/15/2025

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: \$82,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will retain Derrick Richards as the expert to oversee the extended learning opportunities.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Transportation to provide students bussing to extended learning programs.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Implement Summer School programs and Camps for students K-12 impacted by learning loss during COVID 19. Students will be	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<p>provided with opportunity to participate in regular summer school programs as well as a learning camp style as well to increase engagement. The summer school will take place in June with aspirations to also hold summer school in June and August as well.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Adrian High School • Alexander Elementary • Lincoln Elementary • Michener Elementary • Prairie Elementary • Springbrook Middle 				

(12/12): 23g Career Pathways

Owner: Derrick Richards

Start Date: 11/08/2023

Due Date: 06/15/2025

Summary: Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Buildings

- Adrian High School

Total Budget: \$55,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Dual Enrollment Support to provide additional support to students taking Dual Enrollment Classes of first generation college students. This support will oversee the students in dual enrollment to improve outcomes of these students in the class. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
The district will retain Stefanie Pickford to oversee the Dual Enrollment 1st generation college	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
student program.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 3% for High School Assessments: Performance Level		06/15/2024	ONTARGET
Decrease by 2% for Alexander ELA Grades 3-8 Assessments: Proficiency		06/15/2024	ONTARGET
Decrease by 2% for Springbrook Grades 6-8 Assessments: Proficiency		06/15/2024	ONTARGET
Decrease by 2% for Lincoln ELA Grades 3-8 Assessments: Proficiency		06/15/2024	ONTARGET
Decrease by 2% for Prairie Math Grades 3-8 Assessments: Proficiency		06/15/2024	ONTARGET
Decrease by 2% for Michener Math Grades 3-8 Assessments: Proficiency		06/15/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Increase Student Engagement by improving Direct Interactive Instruction and implementing engagement strategies. Activities

Activity	Owner	Start Date	Due Date	Status
Kagan Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Direct Interactive Instruction Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Peer Teaching Observations	Derrick	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
	Richards			
Define Foundational Engagement Strategies	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Webb's Depth of Knowledge Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Implement Fountas and Pinnell Classroom Activities

Activity	Owner	Start Date	Due Date	Status
Fountas and Pinnell Benchmark Assessments	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Read Alouds	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Phonics, Spelling, and Word Study	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Reading Mini Lessons	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Writing K-1	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Professional Development	Derrick Richards	06/14/2021	06/15/2023	COMPLETE
Fountas and Pinnell Classroom Library	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Improve Instruction through Instructional Coaching aligned best practices Activities

Activity	Owner	Start Date	Due Date	Status
New Teacher Program	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Instructional Coaches to support District Goals and Instruction Practices	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Co-Plan/Co-Teaching with Teachers	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Math Strategic Intervention Solutions Activities

Activity	Owner	Start Date	Due Date	Status
Math SIS professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Number Talks and Modeled Drawings	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Implement Math Mini Binders to Engage NY	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math Assessments and Data Analysis Form	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Curriculum alignment and assessments Activities

Activity	Owner	Start Date	Due Date	Status
Atlas Rubicon Curriculum Documentation and Alignment	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Science Standard alignment to NGSS	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Social Studies Curriculum Alignment to new MDE Standards	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Implement new social studies textbook materials	Derrick Richards	06/14/2021	06/14/2022	COMPLETE
Illuminate DNA Assessments	Derrick Richards	06/15/2021	06/15/2023	COMPLETE
Evaluate Battle Creek Science Kits	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Leveled Literacy Intervention Activities

Activity	Owner	Start Date	Due Date	Status
Leveled Literacy Materials for LLI Implementation	Derrick Richards	06/14/2021	05/31/2025	ONTARGET
LLI Professional Development	Derrick Richards	06/14/2021	06/15/2025	COMPLETE

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Graduation Coaches/ Success Coaches	Derrick Richards	06/15/2021	06/15/2024	COMPLETE
Before/After School Tutoring	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
Summer School	Derrick Richards	06/14/2021	06/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Homeless and Foster Care Liaison	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math and Reading Interventionist	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
ESL Teachers and Supports	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Mental Health Therapist and Counselors	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math and Reading Intervention Software (Moby Max/ESPAK)	Derrick Richards	06/14/2021	06/15/2025	ONTARGET
Math 180 Intervention	Derrick Richards	06/14/2021	06/15/2025	ONTARGET

Portrait of a Graduate Activities

Activity	Owner	Start Date	Due Date	Status
Administrative POG Session	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
Community POG Sessions	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
Teacher POG Sessions	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
Board of Education POG Session	Derrick Richards	06/23/2023	01/01/2024	ONTARGET
Fall POG First Draft	Derrick Richards	06/23/2023	12/31/2023	ONTARGET
Final Draft POG	Derrick Richards	06/23/2023	06/01/2024	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
District Plans on retaining Derrick Richards as program expert on tutoring programs to oversee the program.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Before and After School tutoring at each school building to provide	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<p>academic support in reading and mathematics. Students will be identified being below grade level in reading according to NWEA and F&P Benchmark Assessment. Also students below grade level in Math according to local assessments and NWEA. Students will get small group instruction to improve student outcomes. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers. . 1,000 total hours.</p>				

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
<p>Elementary Reading Interventionist providing students small group (3-5) Fountas and Pinnell Leveled Literacy Intervention program. Students below grade level according to NWEA and F & P Benchmark Assessment will be identified for this program. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers</p>	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
<p>Elementary Mathematics Interventionist to provide small group instruction (3-5) to students below grade level in NWEA and</p>	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
local assessments in grades 3-5 grade impacted by the COVID shutdown. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers				
Secondary Mathematics Interventionist to provide mathematic interventions to students below grade level . Students will take pre and post test benchmark assessments to monitor growth . Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Interventionist Training to provide support to teachers in implementing the Math and Reading Interventionist. Math SIS, Math 180, Fountas and Pinnell Trainings will be provided.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
The District Plans to retain Ann Lacasse Principal at Michener as the expert on overseeing the Reading Interventionist program.	Ann Lacasse	11/08/2023	06/15/2025	UPCOMING
The District plans to retain Carl Lewandowski as expert to oversee the elementary math interventionist program.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
The District plans to retain Derrick Richards to oversee the Secondary Mathematics	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Intervention program.				
23g Program Manager to oversee and coordinate all the programs and with experts to ensure full documentation, effectiveness, and enrollments of students.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
The district will retain Derrick Richards as the expert to oversee the extended learning opportunities.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Transportation to provide students bussing to extended learning programs.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING
Implement Summer School programs and Camps for students K-12 impacted by learning loss during COVID 19. Students will be provided with opportunity to participate in regular summer school programs as well as a learning camp style as well to increase engagement. The summer school will take place in June with aspirations to also hold summer school in June and August as well.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

23g Career Pathways Activities

Activity	Owner	Start Date	Due Date	Status
Dual Enrollment Support to provide additional support to students taking Dual	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Enrollment Classes of first generation college students. This support will oversee the students in dual enrollment to improve outcomes of these students in the class. Regular oversight meetings will occur at a minimum of 4-6 weeks between the administrator, program evaluator, and teachers				
The district will retain Stefanie Pickford to oversee the Dual Enrollment 1st generation college student program.	Derrick Richards	11/08/2023	06/15/2025	UPCOMING

Monitoring Notes

Monitoring Notes: 23g Career Pathways

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 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: Curriculum alignment and assessments

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

Date	Note	Author
05/02/2023	Michener 2022-2023: The district has worked to align curriculum, assessment and provide pacing in all four primary content areas.	Ann Lacasse
05/02/2023	Lincoln: The district utilizes Illuminate to store our data and monitor student progress. We have a district wide Assessment calendar. NWEA is giving 3 times a year with ELA with Grades K-3 with the 3rd grade reading law.	Tiffany Yatzek
05/02/2023	Alexander: The district utilizes Illuminate to store our data and monitor student progress. We have a district wide Assessment calendar. NWEA is giving 3 times a year with ELA with Grades K-3 with the 3rd grade reading law.	Shanan Henline
06/01/2022	Springbrook: Teachers use Illuminate for assessments. Teachers have Atlas maps up to	Derrick Richards

Date	Note	Author
	date. Science is aligned to NGSS. Social studies textbooks were utilized.	
05/05/2022	Alexander: The district utilizes Illuminate to store our data and monitor student progress. We have a district wide Assessment calendar. NWEA is giving 3 times a year with ELA with Grades K-3 with the 3rd grade reading law.	Shanan Henline

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

Date	Note	Author
05/02/2023	Michener 2022-2023: All grade levels are using the curriculum and assessments and following the district provided assessment calendar.	Ann Lacasse
05/02/2023	Lincoln: The instructional team updates assessment calendar. Teachers implement the various curriculums provided and data is monitored 3 times a year in DNA.	Tiffany Yatzek
05/02/2023	Alexander: The instructional team updates assessment calendar. Teachers implement the various curriculums provided and data is monitored 3 times a year in DNA.	Shanan Henline

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

Date	Note	Author
05/02/2023	Michener 2022-2023: More Professional Development is needed in this area.	Ann Lacasse
05/02/2023	Lincoln: Science and Social Studies is an area that more PD could be provided on.	Tiffany Yatzek
05/02/2023	Alexander: Science and Social Studies is an area that more PD could be provided on.	Shanan Henline

Monitoring Notes: Implement Fountas and Pinnell Classroom

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

Date	Note	Author
05/02/2023	Michener 2022-2023: Fountas and Pinnell Classroom has been fully implemented.	Ann Lacasse

Date	Note	Author
	Professional development has been provided to support this work.	
05/02/2023	Lincoln : All components of F & P has been implemented in all grade levels along with BAS 3 times a year. There has been continual PD provided this school year.	Tiffany Yatzek
05/02/2023	Alexander: All components of F & P has been implemented in all grade levels along with BAS 3 times a year. There has been continual PD provided this school year.	Shanan Henline
06/08/2022	Prairie: This year Prairie focused on the F&P writing, guided reading instruction, phonics word study, interactive read aloud, reading mini lessons, benchmark assessments.	Derrick Richards
05/06/2022	District: The district has implemented Phonics, Word Study, Reading Mini-Lessons, Guided Reading, and Writing K-1. The 2-3 writing will be implemented for the 22-23 school year.	Derrick Richards
05/05/2022	Alexander: Phonics and word study, mini lessons, read alouds, small guided reading groups, grades K-1 writing F & P	Shanan Henline
04/27/2022	Michener: Benchmark Assessments have been implemented with training provided. Read Alouds, Mini Lessons and the F&P Classroom Libraries are being used. Phonics, Spelling and Word Study materials have been provided and are being used, however we need further training on the use of the materials. First and second grades have created a sequence and are sharing materials to fill student knowledge gaps. Fountas and Pinnell Writing materials have been used in the K-1 classrooms.	Ann Lacasse

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

Date	Note	Author
05/02/2023	Michener 2022-2023: All teachers are using the materials at all grade levels. This is evidenced by observation in classrooms.	Ann Lacasse

Date	Note	Author
05/02/2023	Lincoln: All students are getting grade level instruction using F & P along with continued PD. Continued mentoring is given to new teachers and new teachers to our district to ensure they are following district curriculum.	Tiffany Yatzek
05/02/2023	Alexander: All students are getting grade level instruction using F & P along with continued PD. Continued mentoring is given to new teachers and new teachers to our district to ensure they are following district curriculum.	Shanan Henline
06/08/2022	Prairie: through benchmark assessments we are able to see the growth in our students.	Derrick Richards
05/06/2022	District: Teachers are all using the materials so the scale is across the District.	Derrick Richards
05/05/2022	Alexander: all grade levels have had training and the necessary materials to implement the Fountas and Pinnell curriculum. All students are benefiting from this curriculum.	Shanan Henline
05/04/2022	Michener--all grade levels have had training and the necessary materials to implement the Fountas and Pinnell curriculum. All students are benefiting from this curriculum.	Derrick Richards

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

Date	Note	Author
05/02/2023	Michener 2022-2023: The resources for writing are being purchased as they get published. The 4th and 5th grade materials will be bought when they come out.	Ann Lacasse
05/02/2023	Lincoln: Increasing teachers capacity in how to teach reading through continued PD in addition to instructional coach support within the classroom.	Tiffany Yatzek
05/02/2023	Alexander: Increasing teachers capacity in how to teach reading through continued PD.	Shanan Henline
06/08/2022	Prairie: training has been provided although additional training would be beneficial.	Derrick Richards
05/06/2022	District: Additional training will continue throughout the 22-23 school year. Trish Camino along with the Instructional Coaches	Derrick Richards

Date	Note	Author
	have provided training throughout the past couple of years.	
05/05/2022	Alexander: continued professional development is necessary to increase teacher skill when teaching reading.	Shanan Henline
05/04/2022	Michener--continued professional development is necessary to increase teacher skill when teaching reading.	Derrick Richards

Monitoring Notes: Improve Instruction through Instructional Coaching aligned best practices

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

Date	Note	Author
05/02/2023	Michener 2022-2023: Instructional coaches have worked on a regular basis for new teachers and long term subs as well as provided support when needed for veteran teachers.	Ann Lacasse
05/02/2023	Lincoln: Instructional coaches have been working with the new teachers. In addition they reach out to help support any additional staff with questions. Co-planning and Co-teaching is taking place with new teaches and for those who would like additional support.	Tiffany Yatzek
05/02/2023	Alexander: Instructional coaches have been working with the new teachers and the instructional coaches reach out to help support any additional staff with questions. Co-planning and Co-teaching is taking place with new teachers.	Shanan Henline
05/05/2022	Alexander: Instructional coaches have been working with the new teachers and the instructional coaches reach out to help support any additional staff with questions.	Shanan Henline
05/02/2022	District: The Instructional Coach team has been working specifically with new teachers, teachers needing support, and supporting the District main initiatives including Fountas and Pinnell as well as Engage NY/SIS	Derrick Richards

Date	Note	Author
	mathematics. It would be the hope that in the next year, the work could be expanded.	
04/27/2022	Michener: Co-planning time has been provided for each grade level at least once a week.	Ann Lacasse

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

Date	Note	Author
05/02/2023	Michener 2022-2023: The intended population is the teaching staff and they are meeting regularly with the teachers.	Ann Lacasse
05/02/2023	Lincoln : All new teachers meet with instructional coaches throughout the year. In addition, instructional coaches meet with staff that requests their support.	Tiffany Yatzek
05/02/2023	Alexander: All new teachers meet with instructional coaches throughout the year.	Shanan Henline
05/06/2022	District: The scale/reach was negatively impacted due to a loss of a staff member and retirement. It is the plan in 22-23 to be at full capacity as a team to impact more staff members.	Derrick Richards

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

Date	Note	Author
05/02/2023	Michener 2022-2023: The district has provided the teacher coaches when needed.	Ann Lacasse
05/02/2023	Lincoln: Teacher growth has been shown throughout the school year with the support by our instructional coaches.	Tiffany Yatzek
05/02/2023	Alexander: Teacher growth has been shown throughout the school year with the support by our instructional coaches.	Shanan Henline
05/06/2022	District: Additional training is necessary for the team to be able to effectively lead teachers in all initiatives.	Derrick Richards

Monitoring Notes: Increase Student Engagement by improving Direct Interactive Instruction and implementing engagement strategies.

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

Date	Note	Author
05/02/2023	Michener 2022-2023: Professional development has been provided to encourage the use of technology in the classroom to improve engagement.	Ann Lacasse
05/02/2023	Lincoln: Instructional Coaches have been in specific classrooms supporting planning, engagement, and instruction delivery to students. However, PD needs to be planned for the 2023/24 school year for engagement.	Tiffany Yatzek
05/02/2023	Prairie 2022 2023; Teachers continue to make efforts at deconstructing objectives into understandable statements for learners. The Gradual Release of Responsibility Model and the three phases are developing within each teacher. Noticeable are engagement during structured and guided practices.	Carl Lewandowski
05/02/2023	Alexander: More PD has been provided this school year to support the direct interactive instruction using technology devices. There is a need for more implementation of these strategies to increase student engagement.	Shanan Henline
06/08/2022	Prairie: Teachers continue to make efforts at deconstructing objectives into understandable statements for learners. The Gradual Release of Responsibility Model and the three phases are developing within each teacher. Noticeable are engagement during structured and guided practices.	Derrick Richards
06/01/2022	Springbrook: Attempted alternative engagement strategies. Some peer teaching observations took place.	Derrick Richards
05/05/2022	Alexander is utilizing our surface go and interactive whiteboards to build on student engagement. We utilize google classroom, jamboards, google slides, etc...	Shanan Henline
03/21/2022	District: Due to COVID, this goal needed to be put on hold until it was safe to focus on more engagement strategies. The secondary level will look to work through this strategy in the	Shanan Henline

Date	Note	Author
	2022-23 school year.	

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

Date	Note	Author
05/02/2023	Michener 2022-2023: Minimal progress has been made this year.	Ann Lacasse
05/02/2023	Lincoln: We've only targeted specific classrooms and need to broaden to the other grade levels.	Tiffany Yatzek
05/02/2023	Prairie 2022 2023; Steady progress is being made by most teachers and as a result we are noticing more students know why they are learning what they are learning. An increase in students discussing with their classmates around content.	Carl Lewandowski
05/02/2023	Alexander: Steady progress is being made by most teachers and as a result we are noticing more students know why they are learning what they are learning (objective). An increase in students discussing with their classmates around content using TPS.	Shanan Henline
06/08/2022	Prairie: Steady progress is being made by most teachers and as a result we are noticing more students know why they are learning what they are learning. An increase in students discussing with their classmates around content.	Derrick Richards

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

Date	Note	Author
05/02/2023	Michener 2022-2023: Minimal resources have been allocated toward this work.	Ann Lacasse
05/02/2023	Prairie 2022 2023; ongoing work with using Direct Interactive Instruction and the gradual release of responsibility instructional model	Carl Lewandowski

Date	Note	Author
	continued during the 2022 2023 school year. We have seen an increase of 11 percentage points in reading on the NWEA from Fall 2022 to Winter 2023. We attribute this increase to the work with DII.	
05/02/2023	Lincoln: This is an area of need and improvement.	Tiffany Yatzek
05/02/2023	Alexander: We are making progress in certain areas such as technology, however, peer teaching observations and Kagan PD would be of huge benefit for further progress.	Shanan Henline
06/08/2022	Prairie: Ongoing focus on direct interactive instruction for new and newer teachers and ongoing attention on experienced teachers on their skill around the Dii Model.	Derrick Richards

Monitoring Notes: Leveled Literacy Intervention

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

Date	Note	Author
06/15/2023	Prairie: LLI has been implemented as our Tier 2 intervention.	Carl Lewandowski
05/02/2023	Michener 2022-2023: LLI has been implemented as our Tier 2 intervention.	Ann Lacasse
05/02/2023	Lincoln: LLI has been implemented as our Tier 2 intervention.	Tiffany Yatzek
05/02/2023	Alexander: LLI has been implemented. There was training provided by Trish Camino from Fountas and Pinnell. Intervention teachers did meet as a District Team regularly.	Shanan Henline
05/02/2022	District: The District is making progress in it's approach to providing meaningful reading interventions to students. The materials are used throughout all four elementary buildings. However, there are some differences from building to building.	Derrick Richards
04/27/2022	Michener: LLI has been implemented. There was training provided by Trish Camino from Fountas and Pinnell. Moving forward,	Ann Lacasse

Date	Note	Author
	Intervention teachers would like to meet as a District Team regularly.	

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

Date	Note	Author
06/15/2023	Prairie: Our three Interventionists meet with students K-3 who have been identified as needing extra support.	Carl Lewandowski
05/02/2023	Michener 2022-2023: Our three Interventionists meet with students K-5 who have been identified as needing extra support. One third of the students have received interventions this school year.	Ann Lacasse
05/02/2023	Lincoln: Using the F & P Benchmark Assessment System, we assess students 3 times a year. Those students who are not meeting benchmark standards, are considered for Tier 2 intervention support.	Tiffany Yatzek
05/02/2023	Alexander: We are seeing more progress with the LLI program with closing the educational gap for students which allows us to meet the needs of more students.	Shanan Henline
05/04/2022	Michener--identified student who were virtual last year were worked with for the majority of the year, as well as students who were below grade level.	Derrick Richards

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

Date	Note	Author
06/15/2023	Reading Interventionists are in place and using the LLI as their foundational support when working with students.	Carl Lewandowski
05/02/2023	Michener 2022-2023: Reading interventions are fully established. However, interventions in math are needed.	Ann Lacasse
05/02/2023	Lincoln: Fully implemented within our LLI staff.	Tiffany Yatzek
05/04/2022	Michener--the Intervention teachers have been trained in the use of the LLI materials and the	Derrick Richards

Date	Note	Author
	materials have been provided. The Interventionists informally support the other teaching staff in best instructional purposes.	

Monitoring Notes: Math Strategic Intervention Solutions

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

Date	Note	Author
05/02/2023	Michener 2022-2023: Teachers have participated in PD, implemented number talks and model drawings, utilize mini binders for lessons, utilize math assessments in DNA.	Ann Lacasse
05/02/2023	Lincoln : Teachers have participated in PD, implemented number talks and model drawings, utilize mini binders for lessons, utilize math assessments in DNA.	Tiffany Yatzek
05/02/2023	Alexander: Teachers have participated in PD, implemented number talks and model drawings, utilize mini binders for lessons, utilize math assessments in DNA. Most Data analysis form has been turned in after assessments are implemented in classrooms.	Shanan Henline
06/08/2022	Prairie: implementing the SIS program into the classroom supplementing the engageNY math lesson plans.	Derrick Richards
05/05/2022	Alexander: Math data analysis PD has been provided, new school year teachers will turn in a data sheet after each unit assessment. Update the pacing guide - adjust.	Shanan Henline
05/02/2022	District: Professional Development was provided to new teacher as well as teachers that needed additional support on Math SIS program. New materials were provided to 2nd grade teachers for the 22-23 school year.	Derrick Richards
04/27/2022	Michener: A data analysis form was provided for teachers to have a monthly data analysis meeting. These meetings were held at the beginning of the year, but have dropped off.	Ann Lacasse

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

Date	Note	Author
06/15/2023	Prairie: All teachers have math materials and are implementing them in all grades; PD has been provided	Carl Lewandowski
05/02/2023	Michener 2022-2023: The intended population of classroom teachers are using the materials/strategies K-5. Professional development has been provided.	Ann Lacasse
05/02/2023	Lincoln : All teachers have math materials and are implementing them in all grades. Data is uploaded into DNA after each assessment.	Tiffany Yatzek
05/02/2023	Alexander: All teachers have math materials and are implementing them in all grades. Data is uploaded into DNA after each assessment.	Shanan Henline
05/06/2022	District: All teachers have been trained and have implemented components of SIS in their classrooms. Additional focus and work is needed in this area to ensure full scale/reach throughout the District.	Derrick Richards
05/05/2022	Alexander: all classroom teachers have the materials and professional development to teach using the Strategic Intervention Solutions materials.	Shanan Henline
05/04/2022	Michener--all classroom teachers have the materials and professional development to teach using the Strategic Intervention Solutions materials.	Derrick Richards

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

Date	Note	Author
06/15/2023	Prairie: The district has provided the materials necessary to implement the SIS activities.	Carl Lewandowski
05/02/2023	Michener 2022-2023: The district has provided the materials necessary to implement the SIS activities.	Ann Lacasse
05/02/2023	Lincoln: There is continued PD throughout the school year surrounding the different components of SIS. Instructional coaches monitor number talks and model drawings throughout the year.	Tiffany Yatzek
05/02/2023	Alexander: There is continued PD throughout	Shanan

Date	Note	Author
	the school year surrounding the different components of SIS. Instructional coaches monitor number talks and model drawings throughout the year.	Henline
05/06/2022	District: Additional training and focus is required to move forward. There will be additional professional development provided by SIS in the 22-23 school year.	Derrick Richards
05/05/2022	Alexander: There is continued support from SIS and a refresher on using the math materials and binders will help with implementation post COVID.	Shanan Henline
05/04/2022	Michener--teachers are trained and have materials they need. Refresher professional development is being planned due to the fact that some of the materials could not be used during COVID.	Derrick Richards

Monitoring Notes: MTSS Framework (General)

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

Date	Note	Author
06/15/2023	Prairie: Success Coach, Summer School, Homeless Liaison, Reading Interventionists, ELL teacher, m\Mental h\Health Professional, after school tutoring utilizing Moby Max	Carl Lewandowski
05/02/2023	Michener 2022-2023: Success coaches, after school tutoring, summer school, homeless liaison, reading interventionists, ELL teacher, mental health specialist, and moby max software have been fully implemented at Michener.	Ann Lacasse
05/02/2023	Lincoln: Success coaches, after school tutoring, summer school, homeless liaison, math/reading interventionist, ESI teacher, mental health specialist, and moby max software have been fully implemented at Lincoln as measured by their daily work.	Tiffany Yatzek
06/08/2022	Prairie: we are making progress by implementing a success coach at our school,	Derrick Richards

Date	Note	Author
	we also offer summer school, we have 2 full time reading interventionalist, access to homeless and foster care liaison, ESL teachers and supports, Moby Max intervention software, and a part-time counselor.	
06/01/2022	Springbrook: Three Grad coaches are in place with approx. 120 kids on the caseload. Seven Sections of Math and ELA interventions. After school Homework help is offered 4 days per week. Summer school is taking place, 97 currently enrolled. The counselor has been added to help with SEL needs. ESL supports are in place, approx. 27 students. Counselors and social workers are in place.	Derrick Richards
05/13/2022	ACHS: The graduation coach works with all students that are at risk. The position makes home visits, and regular calls, and creates other programs to entice students to come to school.	Derrick Richards
04/27/2022	<p>Michener: We have had turnover of Success Coaches this year. Information was passed on from the first coach to the second one. Actions that have been implemented this year to help address attendance issues are Building wide and grade level Monthly Perfect Attendance Awards, home visits, parent phone calls and letters. The Success Coach met with children to help them connect to school. Smart Goals to improve attendance and tardies were crafted with individual students. Daytime activities were implemented such as Lunch Buddies, Yoga and Clay Club with the goal of helping children want to attend school.</p> <p>Michener: Summer School is being provided at Lincoln Elementary with transportation provided.</p> <p>Michener: Math Interventionist provided support at the beginning of the year, but was discontinued when the interventionist was moved into Special Education. There have</p>	Ann Lacasse

Date	Note	Author
	<p>been 2.5 Reading Interventionists this year. They used the LLI Intervention system.</p> <p>Michener: ESL support has been provided the entire year using Grapeseed materials. Ongoing professional development has been provided.</p> <p>Michener: There has been considerable turnover of providers this year. Parkside has provided a part-time Social Worker this year with two different people holding this position. Under a 31N grant an additional half time social worker has been provided with 3 different people holding this position this year. Going forward, the consistency of staffing needs to be addressed.</p> <p>Michener: Moby Max professional development was provided by the vendor this year. It is being used as an intervention building wide to fill gaps for individual students, but not replace curriculum.</p>	

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

Date	Note	Author
06/15/2023	Prairie: All of these services are provided for students based on school wide information system, academics/achievement data and teacher observations.	Carl Lewandowski
05/02/2023	Michener 2022-2023: All students have access to academic supports through Moby Max, tutoring during the day and after school as well as summer school for those who are identified as needing this support. Mental Health support is provided daily to all students through the SEL curriculum used in Morning Meetings. Support from three social workers is available for all General Ed and Special Ed students.	Ann Lacasse
05/02/2023	Lincoln: All students have access to these programs and supports as needed based on	Tiffany Yatzek

Date	Note	Author
	the SAT process and referrals.	
06/08/2022	prairie: Having a full time success coach has helped with attendance and home visits. Reading interventionist have helped with students that are on IRIPS. Moby Max has helped supplement for our math intervention. Summer school has helped bridge the gap for learning loss.	Derrick Richards
06/01/2022	Springbrook: We have a wide variety of interventions and are able to meet the needs of most students. Successes and failures are directly related to attendance.	Derrick Richards
05/25/2022	Michener--the Success Coach makes home visits, monitors attendance, makes phone calls to parents, monitors Smart Goals with students and communicates in the Monthly newsletter to parents about attendance. Success Coach problem solves attendance issues with parents.	Ann Lacasse
05/13/2022	ACHS: The Graduation Coach is making contact with each student in the program. The evidence is call logs and other materials. However, it's been difficult the past couple of years to get full engagement from students.	Derrick Richards

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

Date	Note	Author
06/15/2023	Prairie: Full implementation of the supports and programs are occurring; monthly meetings occur with Administer and we review progress, and students that are receiving support.	Carl Lewandowski
05/02/2023	Michener 2022-2023: We have adequate support in SEL and ELA. We would like to extend those supports to Math next year.	Ann Lacasse
05/02/2023	Lincoln: Full implementation of the supports and programs are occurring at Lincoln.	Tiffany Yatzek
06/01/2022	Springbrook: Our capacity is strong. More training for graduation coaches would be beneficial. Some additional training for those teaching intervention classes would be	Derrick Richards

Date	Note	Author
	beneficial.	
05/25/2022	Michener--Although there has been turnover, a competent Success Coach has been in place all year. Students on Smart Goals have improved attendance for those students who are on them.	Ann Lacasse
05/13/2022	ACHS: Trauma training and other relevant trainings to the position is something that will be sought out.	Derrick Richards

Monitoring Notes: Portrait of a Graduate

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