

MICIP Portfolio Report

Webberville Community Schools

Goals Included

Active

- Improve Reading District Data
 - Improve SEL supports
-

Buildings Included

Open-Active

- Webberville Elementary
 - Webberville High School
 - Webberville Middle School
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

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Implementation Plan

Buildings

Funding

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Activity Text

Activity Buildings

MICIP Portfolio Report

Webberville Community Schools

Improve SEL supports

Status: ACTIVE

Statement: Our goal is to increase effectiveness in meeting the growing needs of students using behavior data and academic at risk data to determine students at the Tier 1, Tier 2, and Tier 3 levels. With implementation of SEL screening tool, our goal is to collect benchmark data (3x per year) and increase fidelity of Tier 1 PBIS strategies in the classroom as well as increase the use of individualized and small group support for students at the tier 2 and tier 3 level by 2025-2026.

Created Date: 06/25/2021

Target Completion Date: 06/01/2026

Data Set Name: A systemic approach to improving the well-being of all students through creating inclusive, equitable schools that impacts positive student outcomes.

Name	Data Source
Attendance Data	Illuminate DNA
MiPHY 2019-20 Ingham data	MiPHY
New Mental Health Referrals 2020-21	Other
Planning for SEL Screening Data Collection	Other
Behavior Referral Data Summary for 2022-2023	District Determined
High School Academic At - Risk	Student Grading System

Data Story Name: A systemic approach to improving the well-being of all students through creating inclusive, equitable schools that impacts positive student outcomes.

Initial Data Analysis:

- 18% students missed 10% or more of instructional time;
- During 20-21 school year, 118 new mental health referrals;
- 76% of middle school students and 48% of high school students have seen another student get pushed, hit or punched in the last 12 months.
- 40% of high school and 31% of middle school students reported feeling sad or hopeless within a two-week period (MiPHY)
- 17% of high school and 16% of middle school students reported that they made a plan on how they would attempt suicide (MiPHY)

Initial Initiative Inventory and Analysis:

Current SEL Initiatives/Strategies

PreK-12

PreK

Elementary

Middle School

High School

Tier I - Universal Support

Tier II - Targeted Support

Tier III - Intensive Individual Support

Is there a method to measure effectiveness? Have you recently reviewed this data?

What is the current source of funding?

What professional development has been implemented?

Second Step

X

X

X

General Funds

PD for PK-5 staff

Implementation of PBIS

X
X

X

General Funds

Student and Family Specialist Supporting Tier 2 and Tier 3

X
X

X
X

31A

Zones of Emotional Regulation/Calm Down Strategies

X
X

X
X
X

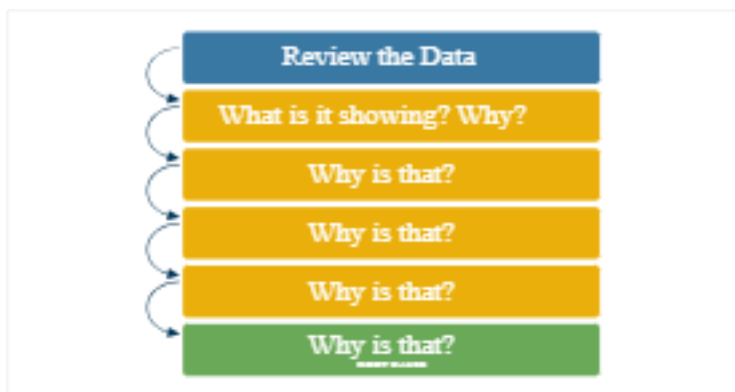
31A

Gap Analysis: A gap exists between those with positive student attendance and those identified as chronically absent.

District Data Story Summary: Some students are struggling with belonging and feeling connected which may impact student attendance and social emotional health. We need to assure the approach and the materials implemented are culturally relevant to meet the needs of all students. As a district, we have many supports in place to address student academic and social needs. However, the supports are not consistent across school buildings and we are not effectively connecting them to our most at-risk students and their families. While some staff are trained and equipped to respond to student mental health needs, it is not universally provided. We have strong community support and partnerships, but not all buildings have capacity to coordinate services and help students and families access the supports. Students in need of support and resources often are not able to access them due to a variety of barriers.

Analysis:

Root Cause



Five Whys

- Why: There is a growing need for student supports.

- Why: Missing/incomplete SEL screening data
- Why: Lack of staff training
- Why: Lack of targeted student supports
- Why: Lack of systematic supports of SEL practices

Challenge Statement: If we develop a systemwide implementation of equitable SEL supports/practices within school settings addressing inclusion, then we can better engage students and improve outcomes.

Strategies:

(1/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Jeannette Kiernan

Start Date: 08/28/2023

Due Date: 06/01/2026

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

Communication:

Method

- MI School Data
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increase mental health resources support and also increase consistency with behavior support through the use of a general education mental health professional and also a behavior interventionist.	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create behavior PLC that include general education teams and also mental health/behavior support staff that focuses on create action plans to support students struggling with behavior and engagement in the classroom.	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>All staff PK-5 will incorporate circle time daily and zones of emotional regulation check in upon entering the classroom. Elementary staff will also incorporate social contract debriefing 2-3 times per week. Secondary staff will incorporate community circles and/or social contract debriefing daily. Secondary staff will incorporate a weekly check in with each of their classes. A weekly check in will focus on social emotional health and well being and reflect upon the week.</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>PK-5 Behavior Intervention and 6-12 Behavior Interventionist will support Tier 2 and Tier 3 Behavior Intervention, and provide emotional regulation strategies, restorative justice, and tools for students. Behavior Interventionist will support teaching staff in implementation of Tier 1 classroom SEL strategies and specific strategies, including behavior plans, for tier 2 and tier 3 students. Behavior Interventionist and General Education Mental Health professionals will push into classrooms to</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>support teachers in the implementation of positive behavior approaches and emotional regulation strategies, as well as, teach students about how to report and the 3D's.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Mental Health Professional/ Behavior Team will support staff member(s) the implementation of the use of the zones of emotional regulation in all PK-5 classrooms and throughout the school so that teachers are able to incorporate the following strategies each day: Zones check in upon entering the classroom Whole class and Individualized emotional regulation tool boxes which may include a calm down area/corner Utilization of a reporting form that includes size of problem and color zones and also the restorative process</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Webberville Elementary 				
<p>Support tier 2 and tier 3 (non IEP) behavior students on a regular basis by meeting with them on a frequent basis to work on students' replacement behaviors and/or increase their use of emotional regulation strategies. Support the transference of strategies to be used by the</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
classroom teacher and the increase of independence in using strategies in the classroom.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Increase the consistency of the following TIER 1 Expectations. WES Tier 1 PBIS Expectations: Implement PBIS Matrix and 3 Main Rules: Students define what these rules look like in the classroom the first week of school STAR Bucks Social Contracts Zones Daily Check In Tools Choice Board Greet Students at the Door Daily Circle Time Positive Thinking Questions: What were you doing? What were you supposed to be doing? What are you going to do now? Magic T Signal Secondary Tier 1 PBIS Expectations: Implement PBIS Matrix and 3 Main Rules: Do What's Right, Do Your Best, Love the Team-- Students define what these rules look like in the classroom the first week of school Social Contracts (first week) and daily debrief or check in Greet Students at the Door Hallway/Passing Time Supervision Active Supervision Circle Time expectations, as needed Weekly SEL Reflection completed by students</p>	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Positive Thinking Questions: What were you doing? What were you supposed to be doing? What are you going to do now?				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Incorporate homeroom time for secondary students in order to increase opportunities for students to increase ownership in school wide policies and procedures and promote positive relationships among students and staff. Homeroom time will be 1-2 times a week and will allow teachers to have time: Have circle time Discuss upcoming school/district events and increase student involvement--WATCH announcements Weekly reflection about how students are doing and feeling Learn strategies for handling stress, anxiety, and management of homework, classwork Learn more about careers and have opportunities to explore possible career paths.	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): 23g Personalized Learning Environments

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/01/2026

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings

- Webberville High School

Total Budget: \$30,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide one on one mentoring/tutoring for high school students who are academically at risk. The Mentor will meet with their assigned student to help explore careers (this may include field trips, virtual tours, etc. to help empower the student to create specific goals for their future) and create a career path specific to the student and update their EDP to match. Mentor/Tutor will meet with the program manager/principal to ensure the student's schedule matches the student's current EDP.	Jeannette Kiernan	11/05/2023	06/01/2026	ONTARGET

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

(3/3): 23g Work-Based Learning Experiences (WBLE)

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/01/2026

Summary: Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Buildings

- Webberville High School

Total Budget: \$5,000.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide one on one mentoring/tutoring for high school students who are academically at risk. The Mentor will meet with their assigned student to help explore careers (this may include field trips, virtual tours, etc. to help empower the student to create specific goals for their future) and create a career path specific to the student and update their EDP to match. Mentor/Tutor will meet with the program manager/principal to ensure the student's	Jeannette Kiernan	11/05/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
schedule matches the student's current EDP.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Reading District Data

Status: ACTIVE

Statement: Our goal is to develop consistent expectations across the district in delivering assessment screeners, teaching tier 1 curriculum, supporting struggling readers, and analyzing data in order to improve Reading scores, at each grade level by at least 5% by June 2024.

Created Date: 06/27/2022

Target Completion Date: 06/30/2024

Data Set Name: A systemic approach to improve students' reading proficiency.

Name	Data Source
Webberville Reading Data Growth Chart from Winter 2022-Spring 2022	Acadience
September 2023 District Data	NWEA

Data Story Name: A systemic approach to improve students' reading proficiency.

Initial Data Analysis: --There was a 13% decrease between Winter to Spring 2022 in the percentage of proficient students in grade level K-1.

--There was a 5% increase between Winter to Spring 2022 in the percentage of proficient students in grade level 2-5.

--The greatest percentage of increase in proficient students between winter to spring was in the fourth grade; their was a 19% increase in proficiency.

--The percentage of students who were proficient in reading in Kindergarten decreased by 6%.

--In the elementary building, all grade levels increased the percentage of proficiency in reading except for Kindergarten.

--In 6-10th grade, there was not an increase in proficiency in reading between winter to spring. All grade levels had no increase in proficiency or decreased their percent of proficient students.

Initial Initiative Inventory and Analysis:

1. PK-5 Teachers will implement instructional strategies to impact all 3 tiers as described within the K-5 reading essentials, specifically on #1 (fostering literacy motivation and engagement) and #8 (providing abundant reading material and opportunities for students in the classroom) to support all tier 1, 2, and 3 students in the classroom. For this initiative, fidelity has been sporadic due to interruptions with COVID; instructional coaching could not happen across all grade levels; monitoring fidelity was low. Teachers used reading street curriculum for 8 years and all teachers were not incorporating time for students to reading and practice independently reading. Reading street was used with fidelity but data was not being used to drive or adjust teaching to meet the needs of students individual strengths and areas of growth. The plan will be to continue to work on this area.

2. Teachers in K-5 to impact all 3 tiers will explore the components of effective reading curriculum utilizing teh GELN reading essentials and work towards selecting a reading

curriculum that best fits the needs of WES students. This occurred over the course of the 2021-2022 school year. 6 out of the 8 core classroom teachers were involved in piloting reading materials. Reading Street was used for 8 years so teachers were not using all of the GELN reading essentials in the classroom. Piloting was completed and so this initiative will not continue. A K-5 Reading curriculum was selected.

3. Teachers will implement the Orton Gillingham phonics program to all K-5 students supporting all tier 1, 2, and 3 students during a grade level Power Reading time. K-1 teachers will also implement the Heggerty Phonemic and Phonological Awareness program for all K-1 students. This occurred for all K-2 students with fidelity. Due to COVID, upper el teachers were not able to attend upper el training for OG. K-2 reading data has improved significantly since OG began being implemented at the elementary building. We will continue this initiative.

4. Teachers will support the development of a highly literate student and citizen at the 6-12 building. Fidelity was hard to determine due to a monitoring for fidelity and documentation of this monitoring being sporadic due to COVID. Teachers did not use data at this level to drive instructional decision making or levels of support. Teachers began in 2020 administering NWEA in order to collect reading assessment data. Teachers have been given consistent training for looking and analyzing data and determining how to make adjustments to their teaching. We will continue this initiative.

5. Instructional staff members (title 1 certified or ELA certified staff) will provide reading intervention for K-12 students who are tier 2 or tier 3 using Orton Gillingham, Phonics for Reading, and/or REWARDS curriculum. Title 1 staff had a hard time implementing their schedules this year at the K-5 level due to COVID and a lack of substitute coverage. At the 6-8 level, data was not used effectively to drive students who were given intervention. We initiated reading intervention at the 6-8 level and at the K-5 level continued with a PowerReading Intervention time in which teachers are given a mandatory 30 minute reading intervention block and meet 3 X a year to determine how the PowerReading time will be utilized. We will continue this initiative.

Gap Analysis: There has been a steady increase in the percentage of proficient students in reading at the elementary building. This steady increase has not been seen at the secondary building. This increase is desired.

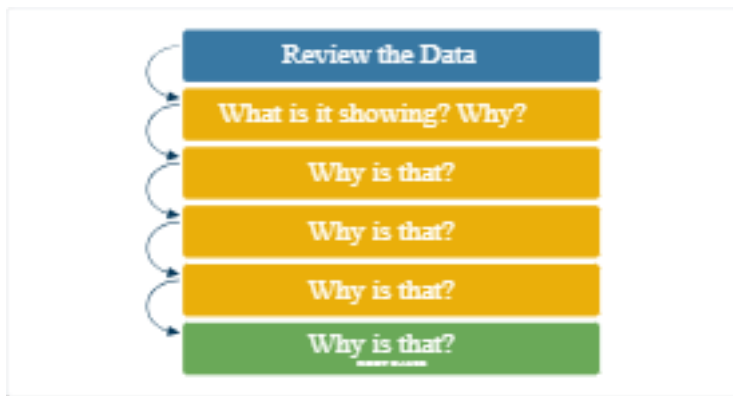
District Data Story Summary: --Fidelity and engagement at the K-5 level can be seen upon looking at the data. Students at risk in reading at the secondary building are not being met.

--PowerReading at the K-5 level and the implementation of Orton Gillingham support the elementary. Teachers at this level use data on a regular basis to make instructional decisions in order to support learners.

--Teachers set student growth goals at the beginning of the year and monitor these goals throughout the year. This process is not being done at the secondary and could be incorporated and added to their processes. --Student engagement and teacher engagement and a lack of consistency in procedures and management at the 6-12 level is a major challenge that impacts the data. --Implementation with fidelity a 6-12 reading curriculum needs to happen.

Analysis:

Root Cause



Five Whys

- Why: --47% Kindergarten students were proficient in reading in the Spring 2022.
--50% First Grade students were proficient in reading in the Spring 2022.
--68% 2nd grade students were proficient in reading in the Spring 2022.
--66% 3rd grade students were proficient in reading in the Spring 2022.
--72% 4th grade students were proficient in reading in the Spring 2022.
--83% 5th grade students were proficient in reading in the Spring 2022.
--20% 6th grade students were proficient in reading in the Spring 2022.
--32% 7th grade students were proficient in reading in the Spring 2022.
--37% 8th grade students were proficient in reading in the Spring 2022.
--34% 9th grade students were proficient in reading in the Spring 2022.
--51% 10th grade students were proficient in reading in the Spring 2022.
Overall, the data shows a significant decrease in the percentage of students proficient in reading between 6th through 10th grade and Kindergarten through fifth grade students. First through fifth grade increased their percentage of proficient students. Kindergarten and 6th through 10th grade decreased the percentage of proficient students between winter 2022 and spring of 2022.
- Why: --Teachers at the elementary are on year 4 of implementing a PowerTime Reading Intervention block and have steadily increased their understanding and implementation of using ongoing data to support their instructional decision making.
- Why: --Teachers at the elementary, due to staffing shortages and changes in title 1 intervention delivery, classroom teachers delivered tier 2 and tier 3 intervention including progress monitoring which supported the ability to make informed instructional decision and adjust their instruction.
- Why: Secondary teachers have had changes in staff and leadership which has impacted their understanding and use of using reading data to inform their instruction and lesson planning.
- Why: Secondary teachers have had changes in staff and leadership which has impacted accountability and the use of a tier 1 reading curriculum with fidelity.
- Why: Reading intervention at the secondary level has not been delivered with fidelity over the past 3 year. Reading intervention was scheduled for some students but data was not used effectively to determine who needed intervention.

Challenge Statement: The district needs to allocate resources to develop a system to

support consistency of expectations and accountability, including the administering of screener assessments, teachers' analysis on a regular basis of data, instructional coaching, and teachers creating student growth goals.

Strategies:

(1/5): Essential Instructional Practices Grades K-3

Owner: Jeannette Kiernan

Start Date: 06/27/2022

Due Date: 06/30/2024

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

Buildings

- Webberville Elementary

Total Budget: \$37,000.00

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

Communication:

Method

- School Board Meeting
- 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
All K-5 teachers will support tier 1, tier 2, tier 3 students by implementing the instruction of the the Bookworms reading curriculum to all students.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
All K-5 teachers will progress monitor their tier 2 and tier 3 students in reading 1-2 times per month and utilize assessment data to adjust small group and individualized instruction to meet the needs of struggling students.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All K-3 teachers and intervention teachers will teach Orton Gillingham to all K-1 students and 2-3 students who need Orton Gillingham strategies during their Differentiation block of Bookworms curriculum. 2-5 teachers will use Bookworms Phonics curriculum to teach all other students who do not need Orton Gillingham during the Differentiation block.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All K-5 teachers will administer an assessment screener 3 x each year and work with intervention teachers to analyze data and determine intervention delivery plans during PowerReading time.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All K-5 teachers will participate in an instructional coaching cycle with instructional literacy coach in the area of reading instruction.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET

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

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

Owner: Jeannette Kiernan

Start Date: 06/27/2022

Due Date: 06/30/2024

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

Buildings

- Webberville Elementary

Total Budget: \$37,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Same strategies as listed in	Jeannette	06/27/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
K-3 Essential Practices	Kiernan			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Jeannette Kiernan

Start Date: 06/27/2022

Due Date: 06/30/2024

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Webberville High School
- Webberville Middle School

Total Budget: \$20,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All secondary teachers will help students and parents to develop awareness of NWEA assessment data.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All 6-10 teachers will successfully administer a NWEA reading assessment 3 x a year.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All 6-12 teachers will utilize NWEA assessment data to create student growth goals at the start of the year and then monitor the progress of these goals throughout the school year.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All 6-10 teachers will identify tier 2 and tier 3 students in reading and develop plans for supporting these students in their classrooms.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All secondary staff will support a consistent set of expectations and work to increase engagement and motivation while students are taking the NWEA test.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): 23g Expanded Learning Time

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/30/2024

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

Buildings: All Active Buildings

Total Budget: \$30,000.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers and/or title 1 paraprofessionals or other qualified staff members will provide after school tutoring 2-3 days per week for 1 hour for tier 2 and/or tier 3 students at risk in the area of reading, math and/or academically at-risk. Above staff will set goals with students being tutored for increasing proficiency in the area being tutored and provide incentives for positive attendance and reaching proficiency goals.	Jeannette Kiernan	01/09/2024	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): 23g Tutoring

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/30/2024

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

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

Buildings: All Active Buildings

Total Budget: \$30,000.00

- Other State Funds (State Funds)

Communication:

- | | |
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| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers and/or title 1 paraprofessionals or other qualified staff members will provide after school tutoring 2-3 days per week for 1 hour for tier 2 and/or tier 3 students at risk in the area of reading, math and/ or academically at-risk. Above staff will set goals with students being tutored for increasing proficiency in the area being tutored and provide incentives for positive attendance and reaching proficiency goals.	Jeannette Kiernan	01/09/2024	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan