

# MICIP Portfolio Report

## Stockbridge Community Schools

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### Goals Included

#### Active

- High Fidelity Written and Implemented MTSS Program...
  - Improve EBRW, MSTEP, NWEA, and Fastbridge Reading
  - Improve SEL Supports
  - Math Scores
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### Buildings Included

#### Open-Active

- Emma Smith Elementary
  - Heritage School
  - Stockbridge Junior/Senior High
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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

# MICIP Portfolio Report

## Stockbridge Community Schools

### Improve SEL Supports

*Status:* ACTIVE

*Statement:* Our goal is to increase effectiveness in meeting the growing needs of students, using key indicators on CASEL competencies. With implementation of SEL supports, our goal is to have less than 5% of students missing 10% or more of instructional time by June 2026.

Option 2) Our goal is to increase effectiveness in meeting the growing needs of students. Using key indicators on CASEL competencies. With implementation of SEL screening tool, our goal is to collect benchmark data (3x per year) and frequent check-ins district-wide by the beginning of 2022-23 school year.

Goal Due Date: 6/12/2026

*Created Date:* 05/21/2021

*Target Completion Date:* 06/16/2026

*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          |
| SY 2023 Chronic Absence Data               | Eidex          |
| SY 2023 District Behavior Data             | Eidex          |
| Behavior Fishbone                          | Acadience      |

*Data Story Name:* Develop a systemic approach to improve the mental well-being of all students so they may make meaningful contributions to society after their PK-12 experience.

*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)

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Schools do not all use the same data reporting within the school district's SIS.

Schools do not inform all staff of building data.

More than half of the district's students miss more than 10 days of school.

In grades 7-12 there were 160 behavior incidents. 72/160 were for physical violence or substance abuse related incidents.

*Initial Initiative Inventory and Analysis:* The research based PBIS Program was selectively abandoned by staff in grades PK-6. PK-2

Several SEL support staff have been hired to support children's needs. However, there isn't a clear research-based Tier I strategy along with supported training implemented.

MIPHY, BASC, BIRS, Office Referrals

Please indicate the level(s)

Please indicate the tier level of implementation:

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

x

Measure impact through behavior data, referrals to mental health specialists, counselors and social workers. We review this data 3X a year. Principals need to monitor and track implementation/fidelity

General Funds

None, PD is needed

## Social Work Services

x

x

x

Number of students on caseload vs student population, special ed director provides evaluations,

General Funds

In order to obtain license, they complete CEHs annually. MASSAW membership

*Gap Analysis:* During SY 2023 A large gap still exists with student attendance. There is also a large gap in the number of unexpected and inappropriate student behaviors from previously recorded school years.

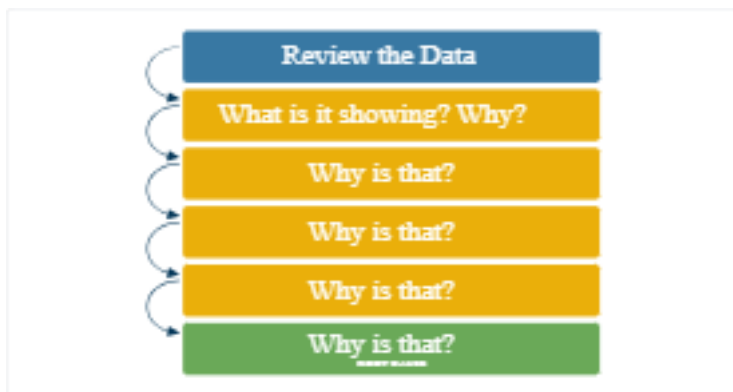
A gap exists between those with positive student attendance and those identified as chronically absent.

*District Data Story Summary:* In addition to the data story presented previously, students aren't attending regularly. Staff have been hired to support students in Tier III settings. However, there is also a need for a system to teach our front line teachers how to systematically install expected behaviors within the school setting, so they do not jump to Tier III.

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 lack of understanding among administrators, SEL staff, teaching staff, and students about what a strong SEL support system looks like in schools.
- Why: There has never been systemic training or follow up at staff meetings to design such systems and record them for all to see and understand.
- Why: Staff meetings have not been held in 3 years to share data with staffs. Much of the work around the SEL challenges has been conducted in isolated groups of hard working individuals who often find themselves alone in this work.
- Why: COVID is one reason, but the leadership has not created a structured set of expectations to ensure K-12 is working together to support an SEL/District PBIS/Supports instead of siloing the approach.

**Challenge Statement:** If we develop a system that supports all students' social and emotional needs in partnership with parents/caregivers and the community, we will see an improvement in academic, behavior, attendance, and post-secondary outcomes.

**Strategies:**

(1/5): Focus on social emotional skills through adoption CASEL competencies

Owner: Brian Friddle

Start Date: 05/21/2021

Due Date: 06/01/2026

Summary: CASEL’s SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students’ learning and development.

SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts

SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Buildings: All Active Buildings

Total Budget: \$500,000.00

- ISD Reimbursement (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- Special Education Foundation (51A) (State Funds)

**Communication:**

Method

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

Audience

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

**Strategy Implementation Plan Activities**

| Activity  | Owner         | Start Date | Due Date   | Status   |
|---|---------------|------------|------------|----------|
| Restorative Practices Training                                  | Steve Keskes  | 05/21/2021 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |               |            |            |          |
| Second Step K-6   | Brian Friddle | 05/21/2021 | 06/30/2022 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |               |            |            |          |

| Activity   | Owner         | Start Date | Due Date   | Status   |
|--|---------------|------------|------------|----------|
| Individualized Counseling Services   | Steve Keskes  | 05/21/2021 | 06/01/2026 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                    |               |            |            |          |
| Group Counseling Services  | Brian Friddle | 05/21/2021 | 06/01/2026 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                    |               |            |            |          |
| Classroom Training on Mental Health First Aid                                      | Steve Keskes  | 05/21/2021 | 06/01/2026 | COMPLETE |
| <i>Activity Buildings:</i>   |               |            |            |          |
| <ul style="list-style-type: none"> <li>• Stockbridge Junior/Senior High</li> </ul> |               |            |            |          |
| ALICE Training   | Steve Keskes  | 05/21/2021 | 06/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                    |               |            |            |          |

**(2/5): Positive Behavioral Intervention and Support (PBIS)**

**Owner:** Steve Keskes

**Start Date:** 06/26/2023

**Due Date:** 06/16/2026

**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:** \$10,000.00

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

**Communication:**

| Method   | Audience  |
|--|---|
| <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> </ul> | <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |

**Strategy Implementation Plan Activities**

| Activity  | Owner         | Start Date | Due Date   | Status   |
|---|---------------|------------|------------|----------|
| Train Staff in PBIS Systems   | Steve Keskes  | 06/26/2023 | 06/16/2026 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |               |            |            |          |
| Organize SEL and teaching staff into a District-wide professional learning community around SEL systems and supports. | Brian Friddle | 06/26/2023 | 06/16/2026 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |               |            |            |          |



**(3/5): TRAILS (Transforming Research into Action to Improve the Lives of Students)**

**Owner:** Steve Keskes

**Start Date:** 06/30/2023

**Due Date:** 06/16/2026

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

**Buildings**

- Heritage School
- Stockbridge Junior/Senior High

**Total Budget:** \$200,000.00

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

**Communication:**

**Method**

- School Board Meeting
- Presentations

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Trails Training   | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| TRAILS Fidelity Monitoring and Coaching                         | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |

**(4/5): Student Support Network**

**Owner:** Steve Keskes

**Start Date:** 06/30/2023

**Due Date:** 06/16/2026

**Summary:** This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

**Buildings:** All Active Buildings

**Total Budget:** \$20,000.00

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

**Communication:**

Method

- School Board Meeting
- Presentations
- District Website Update
- Local Newspaper
- Social Media

Audience

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

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Reading Buddies   | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |              |            |            |          |
| Link Crew: Peer Mentorship  | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| <b>Activity Buildings:</b>  |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Heritage School</li> <li>• Stockbridge Junior/Senior High</li> </ul> |              |            |            |          |

**(5/5): Whole School, Whole Community, Whole Child Framework (WSCC)**

**Owner:** Steve Keskes

**Start Date:** 06/30/2023

**Due Date:** 06/16/2026

**Summary:** "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children."

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

| Method                 | Audience             |
|------------------------|----------------------|
| • School Board Meeting | • Community-at-Large |
| • Presentations        | • Educators          |
| • Parent Newsletter    | • Staff              |
| • Social Media         | • School Board       |
|                        | • Parents            |

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Parent Involvement Nights                                       | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

| Measure   | Owner | Due Date   | Status   |
|---|-------|------------|----------|
| Increase by 7% for Attendance Data                |       | 06/15/2026 | COMPLETE |
| Increase by 5% for SY 2023 District Behavior Data |       | 06/15/2026 | COMPLETE |

**Impact Notes**

| Date | Note | Author |
|------|------|--------|
|------|------|--------|

| Date       | Note   | Author       |
|------------|--|--------------|
| 06/26/2023 | We have the number of students who are seeing an SEL support staff person data so there is an improvement in that goal area. | Steve Keskes |

#### Adjust Notes

| Date       | Note  | Author       |
|------------|---|--------------|
| 06/26/2023 | We need a monitoring tool that we can all subscribe to and agree to use consistently. | Steve Keskes |

#### Activity Status:

##### Focus on social emotional skills through adoption CASEL competencies Activities

| Activity                                      | Owner         | Start Date | Due Date   | Status   |
|---|---------------|------------|------------|----------|
| Restorative Practices Training                | Steve Keskes  | 05/21/2021 | 06/30/2022 | COMPLETE |
| Second Step K-6                               | Brian Friddle | 05/21/2021 | 06/30/2022 | COMPLETE |
| Individualized Counseling Services            | Steve Keskes  | 05/21/2021 | 06/01/2026 | COMPLETE |
| Group Counseling Services                     | Brian Friddle | 05/21/2021 | 06/01/2026 | COMPLETE |
| Classroom Training on Mental Health First Aid | Steve Keskes  | 05/21/2021 | 06/01/2026 | COMPLETE |
| ALICE Training                                | Steve Keskes  | 05/21/2021 | 06/01/2026 | ONTARGET |

##### Positive Behavioral Intervention and Support (PBIS) Activities

| Activity  | Owner         | Start Date | Due Date   | Status   |
|---|---------------|------------|------------|----------|
| Train Staff in PBIS Systems   | Steve Keskes  | 06/26/2023 | 06/16/2026 | COMPLETE |
| Organize SEL and teaching staff into a District-wide professional learning community around SEL systems and supports. | Brian Friddle | 06/26/2023 | 06/16/2026 | COMPLETE |

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

| Activity                                | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Trails Training                         | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| TRAILS Fidelity Monitoring and Coaching | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |

##### Student Support Network Activities

| Activity | Owner | Start Date | Due Date | Status |
|----------|-------|------------|----------|--------|
|----------|-------|------------|----------|--------|

| Activity                   | Owner        | Start Date | Due Date   | Status   |
|----------------------------|--------------|------------|------------|----------|
| Reading Buddies            | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |
| Link Crew: Peer Mentorship | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |

*Whole School, Whole Community, Whole Child Framework (WSCC) Activities*

| Activity                  | Owner        | Start Date | Due Date   | Status   |
|---------------------------|--------------|------------|------------|----------|
| Parent Involvement Nights | Steve Keskes | 06/30/2023 | 06/16/2026 | COMPLETE |

**Monitoring Notes**

Monitoring Notes: Focus on social emotional skills through adoption CASEL competencies

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

| Date       | Note   | Author       |
|------------|--|--------------|
| 06/26/2023 | The strategy has started with hiring people to carry out the strategy. | Steve Keskes |

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

| Date       | Note   | Author       |
|------------|--|--------------|
| 06/26/2023 | We are meeting the students who need Tier III support. | Steve Keskes |

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

| Date       | Note   | Author       |
|------------|--|--------------|
| 06/26/2023 | We have sufficient resources to find people. However, we need to work on building systems so teachers and principals can implement, track data, and improve their process. | Steve Keskes |

Monitoring Notes: Positive Behavioral Intervention and Support (PBIS)

*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: Student Support Network

*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: TRAILS (Transforming Research into Action to Improve the Lives of Students)

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

No Data Available

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

No Data Available

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

No Data Available

### Monitoring Notes: Whole School, Whole Community, Whole Child Framework (WSCC)

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

No Data Available

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

No Data Available

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

No Data Available

### Evaluation Status:

#### Evaluate Goal: End Target Measures

| Measure                             | Due Date   | Status   |
|-------------------------------------|------------|----------|
| Decrease by 25% for Attendance Data | 06/01/2026 | COMPLETE |

| Measure  | Due Date   | Status   |
|--|------------|----------|
| Decrease by 50% for SY 2023 District Behavior Data             | 06/16/2026 | COMPLETE |
| Decrease by 50% for SY 2023 District Behavior Data             | 06/16/2026 | COMPLETE |
| Increase by 50% for Planning for SEL Screening Data Collection | 06/16/2026 | COMPLETE |

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

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

No Data Available

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

No Data Available

## Math Scores

**Status:** ACTIVE

**Statement:** Our goal is to improve the percentage of students who are proficient in Math on Springmath, local, and MSTEP assessments by 2027.

**Created Date:** 03/01/2022

**Target Completion Date:** 06/01/2027

**Data Set Name:** Implementation of an MTSS K-12 framework to improve student achievement through evidence based practices that impact student outcomes.

| Name                          | Data Source |
|-------------------------------|-------------|
| MSTEP ELA and Math Trends     | Eidex       |
| NWEA ELA and Math Data Trends | Eidex       |

**Data Story Name:** Implementation a MTSS K-12 framework to improve student achievement and mental well being

**Initial Data Analysis:** Our MSTEP and NWEA indicate a downward trend since the start of the pandemic in 2020. When reviewing our NWEA data we see a consistent summer slide with scores increasing throughout the school year. There is also a sharp decrease in NWEA scores in the winter of 2020. This is due to classrooms/grade levels having the choice to take the winter NWEA test. This is not a true reflection of all grade levels.

**Initial Initiative Inventory and Analysis:** Math and Reading Title I interventions K-4 (two Title I teachers and two interventionists)

Full-time K-3 literacy coach

4-8 Instructional coach (with a math focus for the 21/22 school year)

Pilot and purchase of IXL K-12

PD surrounding the K-3 literacy essentials (heavy focus on Essential 3 and 5)

PD for 4-6 surrounding data analysis and small group instruction

**Gap Analysis:** NWEA ELA: Our most current reading scores are at 45.6% meeting proficiency. We would like to be at 70%.

NWEA Math: Our most current math scores are at 45.3% meeting proficiency. We would like to be at 70%.

MSTEP ELA: Our most current ELA scores are at 34.6% meeting proficiency. We would like to be at 70%.

MSTEP Math: Our most current Math scores are at 31.4% meeting proficiency. We would like to be at 70%.

**District Data Story Summary:** Student achievement results for reading and math have remained low (less than 60% meeting achievement and growth metrics) for the previous 3 years. As a district, we have many supports in place to address student academic and social needs. However, these supports are not consistent across schools and we are not effectively connecting these supports to our most at-risk students and families. We have many district/school priorities that are competing for staff time, training, and attention.



We need to commit resources to support our MTSS framework.

## Analysis:

### Root Cause



### Five Whys

- Why: There is a continuing need for student academic support focused on evidence-based practices.
- Why: There is no clearly defined and shared district MTSS implementation plan
- Why: A clear plan and MTSS schedule needs to be created before the start of the school year and shared with all teachers.

**Challenge Statement:** If our district leaders focus on strengthening our district's infrastructure to support MTSS, then our schools will be better equipped to implement and sustain effective and equitable programs, practices and initiatives within the MTSS framework.

**Strategies:**

(1/1): MTSS Framework (General)

Owner: Steve Keskes

Start Date: 03/01/2022

Due Date: 06/30/2025

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings:** All Active Buildings

**Total Budget:** \$1,500,000.00

- Other Federal Funds (Federal Funds)
- 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                 | Audience       |
|------------------------|----------------|
| • School Board Meeting | • Educators    |
| • Presentations        | • Staff        |
| • Parent Newsletter    | • School Board |
|                        | • Parents      |

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| K-3 Literacy Coach  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <b>Activity Buildings:</b>                                      |              |            |            |          |
| • Emma Smith Elementary   |              |            |            |          |
| Title IA Teachers   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan |              |            |            |          |
| 3-6 Instructional Coach   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <b>Activity Buildings:</b>                                      |              |            |            |          |
| • Emma Smith Elementary   |              |            |            |          |

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| IXL Intervention (used at Tier I)  | Amy Hodgson  | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i>   |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Emma Smith Elementary</li> <li>• Heritage School</li> </ul> |              |            |            |          |
| Summer Programming   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Before/After School Tutoring   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Implement and Monitor In-person Alternative Education Program  | Steve Keskes | 08/09/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Complete MTSS Practice Profile Annually  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Tier II and III Interventions K-12   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Create K-12 MTSS District Team   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Using the 5D Instructional Framework at Tier I   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                      |              |            |            |          |
| Increase teacher observations and feedback surrounding the 5D instructional framework                | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| <i>Activity Buildings:</i>   |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Emma Smith Elementary</li> <li>• Heritage School</li> </ul> |              |            |            |          |

**Monitoring and Adjusting:**

*Evaluate Goal: Interim Target Measures*

| Measure   | Owner | Due Date   | Status   |
|---|-------|------------|----------|
| Decrease by 10% for NWEA ELA and Math Data Trends |       | 06/18/2024 | ONTARGET |
| Increase by 10% for NWEA ELA and Math Data Trends |       | 06/29/2024 | ONTARGET |

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

*Activity Status:*

*MTSS Framework (General) Activities*

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| K-3 Literacy Coach  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Title IA Teachers   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| 3-6 Instructional Coach   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| IXL Intervention (used at Tier I)   | Amy Hodgson  | 03/01/2022 | 06/30/2025 | ONTARGET |
| Summer Programming  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Before/After School Tutoring  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Implement and Monitor In-person Alternative Education Program                         | Steve Keskes | 08/09/2022 | 06/30/2025 | ONTARGET |
| Complete MTSS Practice Profile Annually   | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Tier II and III Interventions K-12  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Create K-12 MTSS District Team  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Using the 5D Instructional Framework at Tier I  | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |
| Increase teacher observations and feedback surrounding the 5D instructional framework | Steve Keskes | 03/01/2022 | 06/30/2025 | ONTARGET |

*Monitoring Notes*

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         |
|------------|--|----------------|
| 05/22/2023 | The MTSS Team did not meet after December. Team needs to include more stake holders at each building.  | Steve Keskes   |
| 09/29/2022 | We have established a district MTSS team that will meet at least quarterly throughout the year to evaluate and monitor progress towards full K-12 MTSS implementation. The team started with a district self-evaluation using the MTSS Practice Profile and identified action items. Our intervention teams, SEL teams and building leaders are all a part of the district team. | Michella Hilla |

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

No Data Available

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

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

| Measure   | Due Date   | Status   |
|---|------------|----------|
| Decrease by 40% for MSTEP ELA and Math Trends     | 06/01/2026 | ONTARGET |
| Decrease by 30% for NWEA ELA and Math Data Trends | 06/01/2026 | ONTARGET |

*Evaluate Goal: Impact Questions and Responses*

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

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

No Data Available

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

No Data Available

## Improve EBRW, MSTEP, NWEA, and Fastbridge Reading

**Status:** ACTIVE

**Statement:** 80% of students will be reading on grade level by 2027 as measured by Fastbridge, NWEA, and MSTEP/SAT Suite scores in our comprehensive data review.

**Created Date:** 06/30/2023

**Target Completion Date:** 07/01/2027

**Data Set Name:** Less than 40% of students are reading proficiently.

| Name                                  | Data Source |
|---------------------------------------|-------------|
| 2023 Spring Comprehensive Data Review | Eidex       |

**Data Story Name:** Develop ELA MTSS System to increase districtwide reading proficiency to 80%.

**Initial Data Analysis:** The data is telling us that less than half of our students are reading proficiently on state and local assessments.

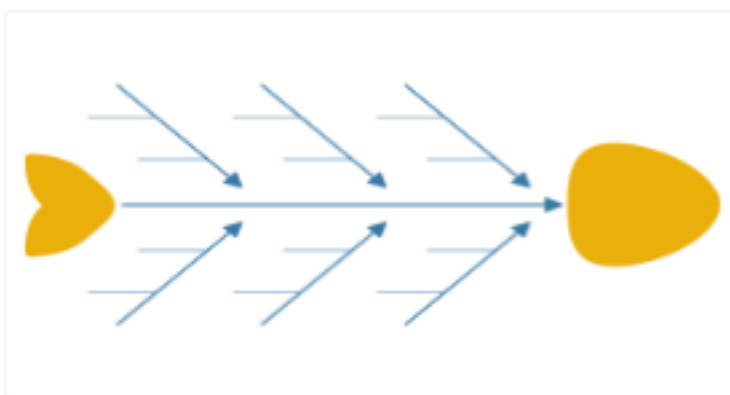
**Initial Initiative Inventory and Analysis:** We have engaged in literacy coaching, small group instruction from certified Title I teachers, several online tools, small individual groups of LETRS training, Orton-Gillingham training, summer school, SSR at the secondary level and mentoring.

**Gap Analysis:** We would like to see 80% of our students reading on grade level. This is twice as many as we see now.

**District Data Story Summary:** We need to engage our teachers in an MTSS framework model that includes services for students at every tier of the framework. COVID took a toll on the district, but there is also a void in understanding how to implement an MTSS system. There should be common data used to identify which students need help at each tier.

### Analysis:

#### Root Cause



#### Summary of Fishbone discovery:

There is a need for formalization of our MTSS structure in which different intervention strategies are employed to ensure the right interventions are being pursued. There needs to be agreement and training on which data sources should be used to help understand which

skills are being assessed at each level and to group kids based on mastery of these skills. There needs to be training on best literacy practices common across teachers at all grade levels. There needs to be monitoring of implementation fidelity.

*Supporting Documents*

| Document Name | Document Summary  | Upload Date |
|---------------|---|-------------|
| ELA Fishbone  | There are several areas of strength within the district. There are also areas in which we need to grow. One area is Tier III intervention. Another is clearly defining a system of support. | 06/30/2023  |

*Challenge Statement:* By the year 2026 80 % of students will be reading proficiency on grade level by developing a MTSS for literacy at every level of the district.



**Strategies:**

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

Owner: Steve Keskes

Start Date: 06/30/2023

Due Date: 07/01/2026

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

**Buildings:** All Active Buildings

**Total Budget:** \$700,000.00

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

**Communication:**

| Method                    | Audience             |
|---------------------------|----------------------|
| • School Board Meeting    | • Community-at-Large |
| • Presentations           | • Educators          |
| • District Website Update | • Staff              |
| • Parent Newsletter       | • School Board       |
|                           | • Parents            |

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| MTSS Training   | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Small Group Reading Interventions                               | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Individual Reading Tutoring                                     | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| MTSS Interventionist and Coordinator                            | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Tier I Take Home Classroom Reading Libraries                    | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |

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

**(2/4): ELAS - Early Literacy Assessment System**

**Owner:** Steve Keskes

**Start Date:** 06/30/2023

**Due Date:** 07/01/2026

**Summary:** The 172-page Early Literacy Assessment Systems that Support Learning guide offers principles, recommendations, supporting research, and detailed guidance to Michigan schools and districts as they develop, implement, support, and monitor an Early Literacy Assessment System.

**Buildings:** All Active Buildings

**Total Budget:** \$60,000.00

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

**Communication:**

**Method**

- Presentations
- Parent Newsletter

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Fastbridge and NWEA   | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Emma Smith Elementary</li> <li>• Heritage School</li> </ul> |              |            |            |          |

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

**Owner:** Steve Keskes

**Start Date:** 06/30/2023

**Due Date:** 07/01/2026

**Summary:** EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students’ response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

**Buildings:** All Active Buildings

**Total Budget:** \$40,000.00

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

**Communication:**

- |   |   |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> <li>• Presentations</li> </ul> | <p>Audience</p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|---|

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Data Dashboard/Early Warning System to Increase Attendance  | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |              |            |            |          |
| Data Dashboard to show student growth and achievement and help sort students into groups for intervention and monitoring. | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <b>Activity Buildings:</b> All Buildings in Implementation Plan   |              |            |            |          |

#### (4/4): Phonological Awareness Training plus Letter Knowledge Training

**Owner:** Steve Keskes

**Start Date:** 06/30/2023

**Due Date:** 07/01/2026

**Summary:** Phonological Awareness Training plus Letter Knowledge Training is a general practice aimed at enhancing young children’s phonological awareness, print awareness, and early reading abilities. Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is considered to be a precursor to reading. Phonological awareness training (without letter knowledge training) can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds.

#### Buildings

- Emma Smith Elementary
- Heritage School

**Total Budget:** \$80,000.00

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

#### Communication:

- |  |  |
|--|--|
| Method   | Audience   |
| <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Parent Newsletter</li> </ul> | <ul style="list-style-type: none"> <li>• Educators</li> <li>• Parents</li> </ul> |

#### Strategy Implementation Plan Activities

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| LETRS Training  | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Orton-Gillingham training                                       | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Literacy Coach Provided Professional Learning                   | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Provide Literacy Essentials Training                            | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |

## Monitoring and Adjusting:

### Evaluate Goal: Interim Target Measures

| Measure   | Owner | Due Date   | Status   |
|---|-------|------------|----------|
| Increase by 10% for 2023 Spring Comprehensive Data Review |       | 06/28/2024 | ONTARGET |
| Decrease by 10% for 2023 Spring Comprehensive Data Review |       | 06/30/2025 | ONTARGET |

### Impact Notes:

No Data Available

### Adjust Notes:

No Data Available

### Activity Status:

#### MTSS - Literacy (Reading) Activities

| Activity                                     | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| MTSS Training                                | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Small Group Reading Interventions            | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Individual Reading Tutoring                  | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| MTSS Interventionist and Coordinator         | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Tier I Take Home Classroom Reading Libraries | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |

#### ELAS - Early Literacy Assessment System Activities

| Activity            | Owner        | Start Date | Due Date   | Status   |
|---------------------|--------------|------------|------------|----------|
| Fastbridge and NWEA | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |

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

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Data Dashboard/Early Warning System to Increase Attendance                                   | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Data Dashboard to show student growth and achievement and help sort students into groups for | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |

| Activity                     | Owner | Start Date | Due Date | Status |
|------------------------------|-------|------------|----------|--------|
| intervention and monitoring. |       |            |          |        |

*Phonological Awareness Training plus Letter Knowledge Training Activities*

| Activity                                      | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| LETRS Training                                | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Orton-Gillingham training                     | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Literacy Coach Provided Professional Learning | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |
| Provide Literacy Essentials Training          | Steve Keskes | 06/30/2023 | 07/01/2026 | ONTARGET |

**Monitoring Notes**

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

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

No Data Available

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

No Data Available

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

No Data Available

**Monitoring Notes: ELAS - Early Literacy Assessment System**

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

No Data Available

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

No Data Available

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

No Data Available

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

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

No Data Available

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

*What is the evidence?:*

No Data Available

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

No Data Available

**Monitoring Notes: Phonological Awareness Training plus Letter Knowledge Training**

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

No Data Available

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

*What is the evidence?:*

No Data Available

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

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

| Measure   | Due Date   | Status   |
|---|------------|----------|
| Decrease by 40% for 2023 Spring Comprehensive Data Review | 07/01/2026 | ONTARGET |

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

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

No Data Available

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

No Data Available



## High Fidelity Written and Implemented MTSS Program...

**Status:** ACTIVE

**Statement:** Our goal is to implement high-fidelity Multi-Tiered Systems of Support around our that include team-based decision making, continuous data-based decision making, comprehensive screening and assessment system, selection and implementation of instruction, interventions, and support, and a tiered delivery system with parent and community support to improve student proficiency rates on MSTEP and SAT Suite assessments by 40% by June of 2028

**Created Date:** 10/27/2023

**Target Completion Date:** 06/17/2028

**Data Set Name:** 23g/31aa Parent Involvement survey

| Name                               | Data Source        |
|------------------------------------|--------------------|
| Community Grant Survey             | Google Survey Form |
| Fall Elementary Comprehensive Data | Other              |
| Fall Secondary Data Review         | Other              |

**Data Story Name:** 23g MI Kids Back on Track

**Initial Data Analysis:** Data shows 35% to 27% of secondary students and 23%-21% of elementary students were chronically absent (missing at least 18 days of school) during the 2022/2023 SY.

Children in grades 7-12 had between 30% and 50% of students with 2 or more courses with a D or F.

Fastbridge Early Reading Composite Scores were at 80% which is the highest they've been over the past 5 years. Smith has between 40% and 52% of students performing proficiently on the NWEA MAP Reading. Heritage has between 28% and 50% reading proficiently on MAP. JR/SR High has 18-27% of our students reading proficiently on the MAP to start the school year. Math proficiencies on MSTEP and SAT Suite were between 19% and 42.9% last spring.

**Initial Initiative Inventory and Analysis:** Our current initiatives are a new district-wide school improvement structure that strives to improve Literacy, Math, Assessment, and SEL/ student behavior outcomes. We are re-booting a district-wide understanding of MTSS and working on data literacy as a new found barrier. We are engaging in a math curriculum review and pilot. We currently have Tier II reading interventions in place in grades K-3. We are in the implementation stage of implementing Tier II and Tier III interventions in Math. We have identified an early literacy coach for grades PK-3 to replace our outgoing coach to support K-6 Tier I best literacy instruction practices and the MDE essentials. We partnered with a non-profit to provide Tier III reading interventions to students in grades K-12. We are also building a school-based Federally qualifying health center to provide medical support to students as well as the rest of the community. We are trying to address the needs of our teachers for Tier I best instructional practices and intentional intervention strategies and supports for the students in their classrooms. We put much of our resources and emphasis

on students who are struggling. We have a tremendous amount of financial support through various grant-funding sources and the District. Coordination of efforts to ensure we are being strategic and capturing these efforts is an area of concern. We are also engaging in a series of parent involvement strategies to re-engage the community and involve them in understanding needs from their perspective. This includes the 23g and 31aa resources.

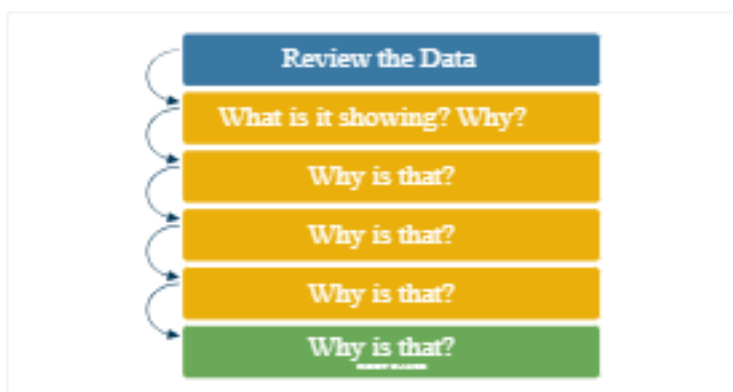
**Gap Analysis:** We have many academic gaps. Our goal is to have all of our students reading, writing, and practicing mathematics proficiently on our standardized assessments. Our hope is for incremental growth of 8 % of students gaining proficiency each year through a better systemized and organized MTSS system that includes strong Tier I instruction, Tier II and III interventions for Reading, Math, and Behavior. We have a knowledge gap in understanding our screener and benchmark assessments and how to provide Tier I instructional strategies around what the data is telling us. We also have a recently identified attendance gap. We have many students who miss more than 18 days of school. This has been a challenge since before the COVID-19 epidemic and has continued.

**District Data Story Summary:** The strengths in place are a community that supports our schools and wants the best for our children. We have a staff that is willing to try new things to support our students. We have several new staff who are bringing information from previous teaching and SEL support contexts to grow our capacity.

Areas of growth include a need to improve parent involvement and connection to our classrooms and schools, a knowledge gap around data use and assessment for learning, a need for a software tool that can warehouse and align benchmark, diagnostic, and summative data to support teacher and student learning. We currently do not have duplicate services to address the same problems, but we do need to be succinct and clear about when and how to intervene based on data making sure we don't have students never leaving Tier II/III interventions and being persistently behind their peers academically. We are braiding several grants to pay for human resources to carry out Tier II and III interventions as well as the Tier II/III SEL/Behavior Supports. We currently do not have a system that collects data about initiative implementation and effectiveness. Much is done through a series of spreadsheets that takes a lot of time to collect and creates a barrier to understanding impact.

## Analysis:

### Root Cause



### Five Whys

- Why: Many of the systems that once were in place, were not sustained over time.

- Why: Many of the systems that were once used, were not written down and were person dependent. We have lost several key employees from administrators to teachers at every level. When they left, we also lost the leadership and institutional history to support our initiatives.
- Why: Administrative staff left for opportunities to advance in their careers or retirement. The same could be said for teachers. New administrators and teachers had to learn as much as they could from employees who remained, but did not necessarily have the same understanding or capacity for sustaining the school improvement initiatives.
- Why: Many of the coordination responsibilities fell on building principals and the former curriculum director. Processes were not memorialized in a written format or a centrally located area for administrators and teachers access and own. We also stopped holding staff meetings, so there was not a structure to keep staff involved and informed of current data or decision-making.

*Challenge Statement:* The district must develop written processes and procedures for implementing a MTSS in the areas of Literacy, Numberacy, and Behavior with fidelity that is developed and shared by all stakeholders who are responsible for its implementation.

**Strategies:**

(1/7): 23g Tutoring

Owner: Steve Keskes

Start Date: 10/27/2023

Due Date: 06/17/2028

**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:** \$50,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

**Communication:**

|   |  |
|---|--|
| Method  | Audience   |
| <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> </ul> |

**Strategy Implementation Plan Activities**

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Provide Before and After School Tutoring to Targeted Students Using Evidence Based Strategies in reading, math, and writing.                       | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |              |            |            |          |
| Training in Science of Reading Strategies for Tutors   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan  |              |            |            |          |
| Provide additional reading and math interventionsists during the school day to provide additional reading and math interventions outside of direct | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| instructional time.   |              |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Designate administrator to oversee plan implementation.         | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Train Interventionst in SpringMath intervention system.         | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |

**(2/7): 23g Expanded Learning Time**

**Owner:** Steve Keskes

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

**Due Date:** 06/17/2028

**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:** \$400,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

**Communication:**

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

**Strategy Implementation Plan Activities**

| Activity   | Owner         | Start Date | Due Date   | Status   |
|--|---------------|------------|------------|----------|
| Provide Tier II and Tier III Reading and Math Interventionists during summer school program.   | Steve Keskes  | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                |               |            |            |          |
| Provide Summer School to Identified Students that supports reading, math, and credit recovery. | Steve Keskes  | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                |               |            |            |          |
| Designate Administrator to oversee implementation.   | Brian Friddle | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                                |               |            |            |          |

**(3/7): 23g Intensive, Individualized Support**

**Owner:** Steve Keskes

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

**Due Date:** 06/17/2028

**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:** \$400,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Local Newspaper</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|--|

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Provide 1 on 1 Tier II and III Math Interventionists            | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |
| Designate administrator to oversee this activity.               | Amy Hodgson  | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |              |            |            |          |

**(4/7): 23g Personalized Learning Environments**

**Owner:** Steve Keskes

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

**Due Date:** 06/17/2028

**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:** All Active Buildings

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

- At Risk (31-A) (State Funds)
- Michigan College Access Network (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|--|

**Strategy Implementation Plan Activities**

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Implement A Comprehensive Whole Child Student Data System                          | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                    |              |            |            |          |
| Implement a strength-based career and college aptitude and pathway program         | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i>   |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Stockbridge Junior/Senior High</li> </ul> |              |            |            |          |
| Designate administrator to oversee implementation of activities.                   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                    |              |            |            |          |



**(5/7): 23g Career Pathways**

**Owner:** Steve Keskes

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

**Due Date:** 06/17/2028

**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:** All Active Buildings

**Total Budget:** \$80,000.00

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

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Early College/Dual Enrollment   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i>  |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Stockbridge Junior/Senior High</li> </ul>                            |              |            |            |          |
| College/Workplace Field Trips   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i>  |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Heritage School</li> <li>• Stockbridge Junior/Senior High</li> </ul> |              |            |            |          |
| Internship/Community Service Activities   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i>  |              |            |            |          |
| <ul style="list-style-type: none"> <li>• Stockbridge Junior/Senior High</li> </ul>                            |              |            |            |          |
| Implement a strength-based career and college aptitude and pathway program.                                   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i>  |              |            |            |          |

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| <ul style="list-style-type: none"> <li>Stockbridge Junior/Senior High</li> </ul>                            |              |            |            |          |
| College Readiness Assessment System (Accuplacer or Like)  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Stockbridge Junior/Senior High</li> </ul> |              |            |            |          |
| Work based learning   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Stockbridge Junior/Senior High</li> </ul> |              |            |            |          |
| Designate an administrator to ensure strategies are implemented with fidelity.                              | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan   |              |            |            |          |

**(6/7): MTSS - Literacy (Reading)**

**Owner:** Steve Keskes

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

**Due Date:** 06/17/2028

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

**Buildings:** All Active Buildings

**Total Budget:** \$800,000.00

- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> <li>• Parent Newsletter</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|--|

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Implement Whole Child Information System to diagnose and monitor learning in reading. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                       |              |            |            |          |
| Science of Reading Training   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                       |              |            |            |          |
| Tiered Interventionists   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                       |              |            |            |          |
| Literacy Essentials Training  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                       |              |            |            |          |
| Written MTSS Handbook for Literacy Instruction and Interventions                      | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                |              |            |            |          |
| Designate an administrator to ensure strategies are implemented with fidelity. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan                |              |            |            |          |

**(7/7): MTSS Framework (General)**

**Owner:** Steve Keskes

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

**Due Date:** 06/17/2028

**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:** \$900,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Local Newspaper</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Employ Spring Math Coach and Tier II/III Interventionists             | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan       |              |            |            |          |
| Train Teachers and Interventionists in high fidelity Math Instruction | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan       |              |            |            |          |
| Draft MTSS Handbook for   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Math   |              |            |            |          |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Implement PBIS   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Draft MTSS/PBIS Handbook for SEL Supports                                      | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Employ Tier II/III SEL Supports  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Provide Training in PBIS   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Implement Whole Child Data System  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Implement SpringMath Tier I/2/3 Interventions                                  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Hire an MTSS Coordinator   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |
| Designate an administrator to ensure strategies are implemented with fidelity. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i>                |              |            |            |          |

### Monitoring and Adjusting:

#### Evaluate Goal: Interim Target Measures

| Measure   | Owner | Due Date   | Status   |
|---|-------|------------|----------|
| Decrease by 4% for Fall Secondary Data Review         |       | 06/08/2024 | ONTARGET |
| Decrease by 4% for Fall Elementary Comprehensive Data |       | 06/08/2024 | ONTARGET |
| Decrease by 8% for Fall                               |       | 06/08/2024 | ONTARGET |

| Measure                                       | Owner | Due Date   | Status   |
|---|-------|------------|----------|
| Elementary Comprehensive Data                 |       |            |          |
| Increase by 8% for Fall Secondary Data Review |       | 06/08/2024 | ONTARGET |
| Decrease by 100% for Community Grant Survey   |       | 10/19/2024 | ONTARGET |

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

*23g Tutoring Activities*

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Provide Before and After School Tutoring to Targeted Students Using Evidence Based Strategies in reading, math, and writing.   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Training in Science of Reading Strategies for Tutors   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Provide additional reading and math interventionsists during the school day to provide additional reading and math interventions outside of direct instructional time. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate administrator to oversee plan implmentation.   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Train Interventionst in SpringMath intervention system.  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

*23g Expanded Learning Time Activities*

| Activity                                      | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Provide Tier II and Tier III Reading and Math | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

| Activity   | Owner         | Start Date | Due Date   | Status   |
|--|---------------|------------|------------|----------|
| Interventionists during summer school program.   |               |            |            |          |
| Provide Summer School to Identified Students that supports reading, math, and credit recovery. | Steve Keskes  | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate Administrator to oversee implementation.   | Brian Friddle | 10/27/2023 | 06/17/2028 | ONTARGET |

### 23g Intensive, Individualized Support Activities

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Provide 1 on 1 Tier II and III Math Interventionists | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate administrator to oversee this activity.    | Amy Hodgson  | 10/27/2023 | 06/17/2028 | ONTARGET |

### 23g Personalized Learning Environments Activities

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Implement A Comprehensive Whole Child Student Data System                  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Implement a strength-based career and college aptitude and pathway program | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate administrator to oversee implementation of activities.           | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

### 23g Career Pathways Activities

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Early College/Dual Enrollment   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| College/Workplace Field Trips   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Internship/Community Service Activities                                     | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Implement a strength-based career and college aptitude and pathway program. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |



| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| College Readiness Assessment System (Accuplacer or Like)                       | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Work based learning  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate an administrator to ensure strategies are implemented with fidelity. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

#### *MTSS - Literacy (Reading) Activities*

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Implement Whole Child Information System to diagnose and monitor learning in reading. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Science of Reading Training   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Tiered Interventionists   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Literacy Essentials Training  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Written MTSS Handbook for Literacy Instruction and Interventions                      | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate an administrator to ensure strategies are implemented with fidelity.        | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

#### *MTSS Framework (General) Activities*

| Activity  | Owner        | Start Date | Due Date   | Status   |
|---|--------------|------------|------------|----------|
| Employ Spring Math Coach and Tier II/III Interventionists             | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Train Teachers and Interventionists in high fidelity Math Instruction | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Draft MTSS Handbook for Math  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Implement PBIS  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Draft MTSS/PBIS Handbook for SEL Supports                             | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Employ Tier II/III SEL Supports                                       | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

| Activity   | Owner        | Start Date | Due Date   | Status   |
|--|--------------|------------|------------|----------|
| Provide Training in PBIS   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Implement Whole Child Data System  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Implement SpringMath Tier I/2/3 Interventions                                  | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Hire an MTSS Coordinator   | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |
| Designate an administrator to ensure strategies are implemented with fidelity. | Steve Keskes | 10/27/2023 | 06/17/2028 | ONTARGET |

### 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

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### Monitoring Notes: 23g Personalized Learning Environments

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

No Data Available

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

No Data Available

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

No Data Available

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### Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

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

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

No Data Available

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

No Data Available

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

No Data Available

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### Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

| Measure  | Due Date   | Status   |
|--|------------|----------|
| Increase by 400% for Community Grant Survey            | 06/17/2028 | ONTARGET |
| Increase by 40% for Fall Secondary Data Review         | 06/17/2028 | ONTARGET |
| Increase by 40% for Fall Elementary Comprehensive Data | 06/17/2028 | ONTARGET |
| Decrease by 20% for Fall Secondary Data Review         | 06/17/2028 | ONTARGET |
| Decrease by 20% for Fall Elementary Comprehensive Data | 06/17/2028 | ONTARGET |

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

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

No Data Available

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

No Data Available