MICIP Portfolio Report

Cassopolis Public Schools

Goals Included

Active
- Improve Math NWEA MAP scores.
- Improve Reading Growth on MAP (NWEA) Benchmark

Buildings Included

Open-Active
- Cassopolis Alternative Ed.
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Plan Components Included

Goal Summary
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Analysis
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MICIP Portfolio Report

Cassopolis Public Schools

Improve Math NWEA MAP scores.

Status: ACTIVE

Statement: Our goal by June 2024, At least 50% percent of students will reach their projected growth goal on the NWEA MAP mathematics benchmark assessment.

Created Date: 06/29/2021   *Target Completion Date:* 06/29/2024

Data Set Name: K-5 Math NWEA

Name	Data Source
Math Student Growth Summary K-10	NWEA
iReady Math Diagnostic Results K-5	iReady
MS iReady Math Diagnostic Results 6-8	iReady
PSAT/SAT Growth Summary	District Determined
PSAT/SAT Growth Data 2	District Determined
PSAT/SAT Growth Summary 3	District Determined
SAT 2023	District Determined
Sec 98bGal Progress Report 2023	District Determined
Summary SAT?PSAT math 2023	District Determined
Sec 98b 2023	District Determined
SAMS I-Ready Spring 22-23	iReady
Cassopolis Middle School Winter I-Ready Diagnostic report	iReady
Math Student Growth Summary K-12	District Determined

Data Story Name: District Math Summary

Initial Data Analysis:

Not much discrepancy between male and female

African-American and White students perform lower in math than reading

Math concepts taught closer to the test are the areas of strength

Overall math growth is down for students in grades 6-8

Students in grades 1st and 2nd had substantial growth in 2022-2023

Foundational skills are lacking in most students

K-5 - Algebraic thinking and numbers and operations . MS and HS Number Sense

Initial Initiative Inventory and Analysis: iReady professional development for staff - twice in 2022-23

SUccess time (RTI) for 6th-8th grade

New curriculum implemented in the past three years at MS and four years at Elementary

Using iReady path and Exact Path in selected cycles in T2 EL and in T1 consistently- each student has a path based on their skills, including gaps and new skills. T1- MS uses them. Problem-based learning.

Math Professional development- Hs- IXL math and exact path. Big ideas PD- 8-12 grades

8th Alg-HS- Big Ideas training and support for T1 and T2

Gap Analysis: Based on math achievement data, many students are performing below average.

District Data Story Summary: MS and HS have identified the needs of students and are providing services to fulfill those needs. Funding for extra support and staff has been a challenge (now that ESSER funds will be exhausted) to meet the needs of students in math.

SUCCESS TIME/Response to Intervention (RTI) is in place for students who struggle in math. Tier 1 supports have been the focus due to the overwhelming amount of students who are not at grade level. Having multiple measures allows us to provide evidence that our math foundation needs to have more support.

Analysis:

Root Cause

Five Whys

- Why: Data walls and goal setting need to be analyzed twice a year and furthermore quarterly analyzed for RTI purposes.
  Interventions have been implemented this year for math accross the district.
  This year not all of the domains have the same level of need, careful analysis of needs to determine which area to provide extra focus on is in place for RTI cycles
  The Academy in the EL and MS is discontinued. In the HS The Academy is focused on grade-level content only - no interventions are provided Improvement of vertical alignment of math across grade levels began this school year.
  Whole-group instruction being used widely instead of small group.instruction.
  Areas of need:
  Math for all students with a focus on female students
  Measurement and data
  Work on story problems
  Operations and Algebraic thinking
  Geometry, Statistics, and Probability largest spread of need
  Basic skills in the 3 lower areas: stats, real and complex, geometry
  Fractions/Multiplication skill
  Minute math review of concepts EL

Challenge Statement: If we improve Tier 1 math and refine our Tier 2 math interventions, then student achievement will increase.
If we set goals and create data walls with students, and teach them how to self-assess, then student achievement will increase.
If we focus on academic vocabulary and content vocabulary with academic discourse then student achievement will increase.

Strategies:

(1/5): MTSS Framework (General)

Owner: Yara Hernandez

Start Date: 06/29/2021   *Due Date:* 06/29/2024

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

Buildings: All Active Buildings

Total Budget: $250,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Parent Newsletter
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Administration and Instructional staff will develop and implement a process for providing interventions for high needs students. SAT teams will meet monthly to monitor referred students behaviorally and academically.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Students will use Exact Path and iReady programming for interventions. RTI math cycles will also be implemented for interventions.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis Middle School • Sam Adams Elementary School				
Teachers work alongside instructional coach(es) to analyze data, identify student needs, and develop intervention plans based on identified needs.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Data-Based, Decision Making

Owner: Yara Hernandez

Start Date: 06/29/2021   *Due Date:* 06/29/2024

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: $80,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Presentations
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will have "test talks" with students about NWEA MAP goals and test taking prior to each assessment administration (based on previous assessment scores)	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers will create data walls to help monitor and plan academic goals at the middle school level.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis Middle School				
District Data Dives will occur after each benchmark and monthly data meetings	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
with grade-level teams.				

Activity Buildings:
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

(3/5): Problem Solving with Contextualized Problems and Tasks

Owner: Yara Hernandez

Start Date: 06/29/2021   *Due Date:* 06/29/2024

Summary: Provide ongoing professional learning which addresses enabling students to engage in problem solving with contextualized problems and tasks (including "word problems"). In particular, such professional learning would enable educators to assist students in looking for and identifying underlying mathematical structures in these problem situations, rather than using a "key word" approach. This professional learning will include multiple learning opportunities over an extended period of time, resources and tools to support such learning (access to books, article, videos, online learning, etc.), protected time for collaborative learning with colleagues, and other supports, which may include curricular materials which support this type of problem solving.

Buildings: All Active Buildings

Total Budget: $100,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
District and Instructional Staff has began work developing Year-at-a-Glance and Pacing Guides that will include academic language and content specific vocabulary for mathematics and encourage students to use it daily both in written communication and oral communication.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis High School				

Activity	Owner	Start Date	Due Date	Status
• Cassopolis Middle School • Sam Adams Elementary School				
T2/T3 has begun developing K-5 math vocab focus ½ spiral review and math problems and academic challenges. District will develop district focus using math vocabulary, math problems, and/or academic challenges.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis High School • Cassopolis Middle School • Sam Adams Elementary School				
District will provide professional learning for teaching staff and interventionists around math instruction.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
ELTeachers will continue using I-Ready concept extensions/ will implement problem-based learning (using hands-on manipulatives). MS/HS will identify windows of opportunity to implement those strategies as well.	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis High School • Cassopolis Middle School • Sam Adams Elementary School				

(4/5): 23g Expanded Learning Time

Owner: Yara Hernandez

Start Date: 10/19/2023   *Due Date:* 06/29/2024

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

Buildings: All Active Buildings

Total Budget: $25,000.00
- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

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

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer program hours for K-8 students identified in need of support to remediate, improve academic growth, and 9-12 students for recovery credits during summer program hours. ALL BUILDINGS K-8 - 8 teachers, 2 paras and 2 Instructional coaches to support small group instruction. (3hrsx5=15 hrs per week x12= 180 hrs TOTAL Instructional coaches report to Yara Neuerburg program coordinator to support teachers with research-based strategies in place.. HS- 1 tutor (June 8hrsx 2= 16 hrs) 1 Guidance counselor (10hrs per week x8 weeks= 80 hrs July to August) .Students taking credit recovery credits are expected to complete one class at a time. Program coordinator Yara Neuerburg	Yara Hernandez	06/18/2024	06/29/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Instructional coach support students and teachers in T2. Instructional Coach provides support in the implementation of strategies for T2 instructions. Additionally models small group instructions with T2 students.	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING
Activity Buildings: • Cassopolis Middle School • Sam Adams Elementary School				

Activity	Owner	Start Date	Due Date	Status
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program implementation for T2 instruction.	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING

Activity Buildings:
- Cassopolis Middle School
- Sam Adams Elementary School

(5/5): 23g Intensive, Individualized Support

Owner: Yara Hernandez

Start Date: 01/21/2024   *Due Date:* 06/28/2024

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
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Total Budget: $77,884.00
- At Risk (31-A) (State Funds)

Communication:

Method
- MI School Data
- School Board Meeting
- District Website Update

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessional to provide the strategies and support to facilitate the Integration of At-Risk Supports which focuses on effective instructional and behavioral practices related to the specific needs of each child, based on a Multi-Tier System of Supports (MTTS) framework under the direct instruction of MTSS coordinator and/or certified teacher. Provide research-based, direct, instruction in small intervention groups for the majority of the workday under the direction of MTSS coordinator and/or a certified teacher.Monitors student's daily schedule for the purpose of maintaining a safe and positive learning environment.Provide 1 on 1 tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a certified teacher. Work collaboratively with the classroom teachers and administration on the appropriate use of data in making educational decisions.Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Cassopolis High School • Cassopolis Middle School				
Instructional coach support students and teachers in T2. Instructional Coach provides support in the implementation of strategies for T2 instruction through the school year and summer program. Additionally models small group instructions with T2 students.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program implementation for T2 instruction.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 50% for Math Student Growth Summary K-10		06/29/2024	ONTARGET

Impact Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Administration and Instructional staff will develop and implement a process for providing interventions for high needs students. SAT teams will meet monthly to monitor referred students behaviorally and academically.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Students will use Exact Path and iReady programming for interventions. RTI math cycles will also be implemented for interventions.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Teachers work alongside instructional coach(es) to analyze data, identify student needs, and develop intervention plans based on identified needs.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will have "test talks" with students about NWEA MAP goals and test taking prior to each assessment administration (based on previous assessment scores)	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Teachers will create data walls to help monitor and plan academic goals at the middle school level.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
District Data Dives will occur after each benchmark and monthly data meetings with grade-level teams.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Problem Solving with Contextualized Problems and Tasks Activities

Activity	Owner	Start Date	Due Date	Status
District and Instructional Staff has began work developing Year-at-a-Glance and Pacing Guides that will include academic language and content specific vocabulary for mathematics and encourage students to use it daily both in written communication and oral communication.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
T2/T3 has begun developing K-5 math vocab focus ½ spiral review and math problems and academic challenges. District will develop district focus using math vocabulary, math problems, and/or academic challenges.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
District will provide professional learning for teaching staff and interventionists around math instruction.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
ELTeachers will continue using I-Ready concept extensions/ will implement problem-based learning (using hands-on manipulatives). MS/HS will identify windows of opportunity to implement those strategies as well.	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Provide tutoring before or after school hours in K-5 setting in partnership with provider and in-house staff. 5 days a week(Mornings 1.5 hrs x 5days=7.5hrs per week x25 weeks=187.5 hrs per week- Afternoons/2.5 hrs x5 days= 12.5hrs per week x25 weeks = 312.5 hrs per week. Program will be provided by partnering program that will support with Literacy/math/STEAM activities for students. Activities will be determined based on students grade levels and academic needs as per most recent scores and/or academic plans and needs. Two staff members will work with small groups to provide instruction. Hands-on activities, manipulatives, realia, learning games and other engaging activities will be used to engage students in meaningful lessons.Materials and snacks for students will be needed.Partnering program director will be in contact with district tutoring coordinator.	Yara Hernandez	12/04/2023	06/29/2024	ONTARGET
Provide regular and meaningful tutoring activities (6-12 grade setting) that support students' performance and progress in their academics and learning loss in small group instruction after	Yara Hernandez	12/05/2023	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
school hours within the house MS and HS staff. Teachers will work with identified T2/T3 students to support academic growth identified in most recent NWEA scores MS/HS/ALT ED- HS students will receive support in specific classes students are struggling on as well as foundational skills that will in turn support students accessing necessary information in their credit recovery classes. 1.5hrs x5days=7.5hrs x25 weeks=187.5 hrs x2(two programs-1 located in MS and 1 located in HS)Materials and afterschool snacks will be needed. Building leaders report to coordinator Yara Neuerburg.				

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Summer program hours for K-8 students identified in need of support to remediate, improve academic growth, and 9-12 students for recovery credits during summer program hours. ALL BUILDINGS K-8 - 8 teachers, 2 paras and 2 Instructional coaches to support small group instruction. (3hrsx5=15 hrs per week x12= 180 hrs TOTAL Instructional coaches report to Yara Neuerburg program coordinator to support teachers with research-based strategies in place.. HS- 1 tutor (June 8hrsx 2= 16 hrs) 1 Guidance counselor (10hrs per week x8 weeks= 80 hrs July to August) .Students taking credit recovery credits are expected to complete one class at a time. Program coordinator Yara Neuerburg	Yara Hernandez	06/18/2024	06/29/2024	UPCOMING
Instructional coach support students and teachers in T2. Instructional Coach provides support in the implementation of strategies for T2 instructions. Additionally models small group instructions with T2 students.	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
implementation for T2 instruction.				

23g Personalized Learning Environments Activities

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessional to provide the strategies and support to facilitate the Integration of At-Risk Supports which focuses on effective instructional and behavioral practices related to the specific needs of each child, based on a Multi-Tier System of Supports (MTTS) framework under the direct instruction of MTSS coordinator and/or certified teacher. Provide research-based, direct, instruction in small intervention groups for the majority of the workday under the direction of MTSS coordinator and/or a certified teacher.Monitors student's daily schedule for the purpose of maintaining a safe and positive learning environment.Provide 1 on 1 tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a certified teacher. Work collaboratively with the classroom teachers and administration on the appropriate use of data in making educational decisions.Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Instructional coach support students and teachers in T2. Instructional Coach provides support in the implementation of strategies for T2 instruction through the school year and summer program. Additionally models small group instructions with T2 students.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program implementation for T2 instruction.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g Intensive, Individualized Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g 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

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Data-Based, Decision Making

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Problem Solving with Contextualized Problems and Tasks

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 70% for Math Student Growth Summary K-10	06/29/2024	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 Reading Growth on MAP (NWEA) Benchmark

Status: ACTIVE

Statement: By June 2024, At least 50 % of students will reach their projected growth goal on the NWEA MAP reading benchmark assessment.

Created Date: 06/29/2021   *Target Completion Date:* 06/29/2024

Data Set Name: K-10 Reading NWEA Summary Data

Name	Data Source
NWEA Reading Student Growth Summary K-10	NWEA
PSAT Growth Report Class of 2021	District Determined
PSAT Trend Data	District Determined
PSAT Trend Data- Growth Report	District Determined
SAT Spring23	District Determined
Summary SAT-PSAT 2023	District Determined
Student Growth Snapshot M-Step 21-22	MiSchoolData
Sec 98 Goal Progress Report 2023	District Determined
Student Growth Snapshot M-Step 21-22	MiSchoolData
NWEA Reading Student Growth K-12 summary	NWEA

Data Story Name: District Reading Data

Initial Data Analysis:

Low readers need more direct instruction on struggling areas (decoding/phrasing/expression)

Understanding sentence and writing structure- sentence mechanics

Literary Text: Language, Craft, and Structure

Informational Text: Language, Craft, and Structure

Males outperforming females in reading in 7th and 8th grade

Vocabulary

Test-taking vocabulary
Cite Evidence
Summarize
Synthesize

Initial Initiative Inventory and Analysis: Cross-curricular Literacy professional learning
NewsELA
Daily 5 - K-7th grades
Fundations
Sonday System (RTI)
Wilsons/JUst Words (RTI)
Weekly meetings with ISD Literacy Coach (K-5)
Success Time (Flex/RTI)
Instructional Coaches

Gap Analysis: Based on NWEA reading achievement data, many of K-8th grade students are performing below average.
Based on MSTEP reading achievement data, 29% of students are in the support levels.
Based on PSAT and SAT reading achievement trend data students are at or above benchmark from year to year.

District Data Story Summary: The elementary school uses an RTI model to increase student achievement in reading and writing. Students are put into small intervention groups, 1-4 times a week, for 30 minutes, with a focus on specific strands from NWEA. Vocabulary with a focus for bubble students on red/orange grouped students. Writing focus begins after Christmas break- focusing on foundations and mechanics of writing, how to analyze a text and question, and how to respond appropriately to a question using both paper/pencil and computer. Tier 1 intervention with MTSS process using differentiated groups.The Middle school uses an RTI model to increase student achievement in reading and writing. Students are put into small intervention groups, up to 5 times a week, for 30 minutes, with a focus on specific strands from NWEA. The high school will focus on having Success (Flex) time for students to have extra time in areas of need. Based on test scores and qualitative student data, the need for writing in all disciplines is needed. Funding for extra support and staff has been a challenge (prior to ESSER funds) to meet the needs of students in reading. Virtual students aren't progressing at the same rate as face-to-face students - overall engagement is less. Alternative Education continues to provides 1:1 instructional sessions with staff.

Analysis:

Root Cause

Five Whys

- Why: Length of NWEA assessment and small group settings has been a challenge
  Academic vocabulary deficiencies at grade level
  MS and HS improving Succes (Flex) time RTI groups with a focus on reading, on its 2nd year of implementation with room to grow
  Students lack stamina during reading
  Data walls and goal setting on its 2nd year of full implementation in buildings, data walls with room to grow
  MS- Still with many of the domains have the same level of need, so it is a challenge to determine which area to provide extra focus on.
  The Academy is focused on grade-level content only - no interventions are provided, this ywar with one one student in EL and many in HS
  Started work on of vertical/horizontal alignment of reading/writing across grade levels in 22-23 school year
  Daily writing needed in all content areas

Challenge Statement: If we improve Tier 1 reading district wide initiative (Literacy district goal) and add Tier 2 reading, then student achievement will increase.
If we set goals and create data walls with students, and teach students how to self-assess, then student achievement will increase.
If we develop Vertical/Horizontal aligment across the district (Year-at-a-Glance/Pacing Guides) to to cover skills and standards identifying resources, then student achievement will increase.
If we focus on academic vocabulary and content vocabulary (district wide) with academic discourse then student achievement will increase.

Strategies:

(1/5): MTSS Framework (General)

Owner: Yara Hernandez

Start Date: 06/29/2021   *Due Date:* 06/29/2024

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

Buildings: All Active Buildings

Total Budget: $200,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Admin, Teachers, and IA's develop and implement a process for providing interventions for high needs students and students who are above grade-level. Using SAT teams for referrals of behavior and academics.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Exact Path programming	Yara	06/29/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for interventions along with RTI time for students who are identified.	Hernandez			

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Coaches provide supports for teachers	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Activity Buildings:
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Activity	Owner	Start Date	Due Date	Status
Establish a school leadership team at each school that supports the implementation of Tier 1 reading components of an MTSS framework	Yara Hernandez	08/22/2023	06/29/2024	ONTARGET

Activity Buildings:
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Activity	Owner	Start Date	Due Date	Status
Provide training to school leadership teams to support their installation and implementation of MTSS for literacy	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET

Activity Buildings:
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Activity	Owner	Start Date	Due Date	Status
Ensure foundational components of Tier 1 practices are in place	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET

Activity Buildings:
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Activity	Owner	Start Date	Due Date	Status
Before and After School program K-5, during school year. Provide support for	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
summer program for K-12 students.				
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Data-Based, Decision Making

Owner: Yara Hernandez

Start Date: 06/29/2021   *Due Date:* 06/29/2024

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: $1,000.00
- Other Federal Funds (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will create data walls/database/digital binders (district/grade-level) for NWEA MAP to monitor student growth	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis High School • Cassopolis Middle School • Sam Adams Elementary School				
Teachers will have "test talks" with students about NWEA MAP goals and test taking prior to each assessment administration (based on previous assessment scores)	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
District Data dives will happen after every benchmark. Also, monthly data discussions among	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
grade-level teams. Progress monitoring every 6-8 weeks with mid-cycle check in.				
Activity Buildings: • Cassopolis High School • Cassopolis Middle School • Sam Adams Elementary School				
Select and align standards to be taught at each grade level based on specific needs and requirements(Year at a Glance/Pacing guides) Select/ define a small set of district-wide best practices for literacy T1	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET
Activity Buildings: • Cassopolis High School • Cassopolis Middle School • Sam Adams Elementary School				

(3/5): Literacy Essentials

Owner: Yara Hernandez

Start Date: 06/29/2021   *Due Date:* 06/29/2024

Summary: All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That's why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan's youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

Buildings
- Cassopolis Middle School
- Sam Adams Elementary School

Total Budget: $10,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Email Campaign
- Presentations
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Building and Instructional Staff Develop academic language and content specific vocabulary and encourage students to use it daily both in written communication and oral communication- specific to grade-level.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Implement the Daily 5 and CAFE process within Year at a Glance and pacing guides. K-8	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): 23g Expanded Learning Time

Owner: Yara Hernandez

Start Date: 10/19/2023

Due Date: 06/29/2024

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

Buildings: All Active Buildings

Total Budget: $25,000.00
- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer program hours for K-8 students identified in need of support to remediate, improve academic growth, and 9-12 students for recovery credits during summer program hours. ALL BUILDINGS K-8 - 8 teachers, 2 paras and 2 Instructional coaches to support small group instruction. (3hrsx5=15 hrs per week x12= 180 hrs TOTAL Instructional coaches report to Yara Neuerburg program coordinator. HS- 1 tutor (June 8hrsx 2= 16 hrs). Program coordinator Yara Neuerburg	Yara Hernandez	06/17/2024	06/29/2024	UPCOMING

Activity Buildings:
- Cassopolis Alternative Ed.
- Cassopolis High School
- Cassopolis Middle School

Activity	Owner	Start Date	Due Date	Status
Instructional coach support students and teachers in T2. Instructional Coach provide support in the implementation of strategies for T2 instruction through the school year and summer program. Additionally models small group instructions with T2 students.	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING

Activity Buildings:
- Cassopolis Middle School
- Sam Adams Elementary School

Activity	Owner	Start Date	Due Date	Status
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
evaluate program implementation for T2 instruction.				

Activity Buildings:
- Cassopolis Middle School
- Sam Adams Elementary School

(5/5): 23g Intensive, Individualized Support

Owner: Yara Hernandez

Start Date: 01/21/2024   *Due Date:* 06/28/2024

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
- Cassopolis High School
- Cassopolis Middle School
- Sam Adams Elementary School

Total Budget: $77,884.00
- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessional to provide the strategies and support to facilitate the Integration of At-Risk Supports which focuses on effective instructional and behavioral practices related to the specific needs of each child, based on a Multi-Tier System of Supports (MTTS) framework under the direct instruction of MTSS coordinator and/or certified teacher. Provide research-based, direct, instruction in small intervention groups for the majority of the workday under the direction of MTSS coordinator and/or a certified teacher.Monitors student's daily schedule for the purpose of maintaining a safe and positive learning environment.Provide 1 on 1 tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a certified teacher. Work collaboratively with the classroom teachers and administration on the appropriate use of data in making educational decisions.Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Cassopolis High School • Cassopolis Middle School				
Instructional coach support students and teachers in T2. Instructional Coach provide support in the implementation of strategies for T2 instructions. Additionally models small group instructions with T2 students.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program implementation for T2 instruction.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 65% for NWEA Reading Student Growth Summary K-10		06/28/2024	ONTARGET

Impact Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Admin, Teachers, and IA's develop and implement a process for providing interventions for high needs students and students who are above grade-level. Using SAT teams for referrals of behavior and academics.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Exact Path programming for interventions along with RTI time for students who are identified.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Coaches provide supports for teachers	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Establish a school leadership team at each school that supports the implementation of Tier 1 reading components of an MTSS framework	Yara Hernandez	08/22/2023	06/29/2024	ONTARGET
Provide training to school leadership teams to support their installation and implementation of MTSS for literacy	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET
Ensure foundational components of Tier 1 practices are in place	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET
Before and After School program K-5, during school year. Provide support for summer program for K-12 students.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will create data walls/database/digital binders (district/grade-level) for NWEA MAP to monitor student growth	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Teachers will have "test talks" with students about NWEA MAP goals and test taking prior to each assessment administration (based on previous assessment scores)	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
District Data dives will happen after every benchmark. Also, monthly data discussions among grade-level teams. Progress monitoring every 6-8 weeks with mid-cycle check in.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Select and align standards to be taught at each grade level based on specific needs and requirements(Year at a Glance/Pacing guides) Select/ define a small set of district-wide best practices for literacy T1	Yara Hernandez	08/21/2023	06/29/2024	ONTARGET

Literacy Essentials Activities

Activity	Owner	Start Date	Due Date	Status
Building and Instructional Staff Develop academic language and content specific vocabulary and encourage students to use it daily both in written communication and oral communication- specific to grade-level.	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET
Implement the Daily 5 and CAFE process within Year at a Glance and pacing guides. K-8	Yara Hernandez	06/29/2021	06/29/2024	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Summer program hours for K-8 students identified in need of support to remediate, improve academic growth, and 9-12 students for recovery credits during summer program hours. ALL BUILDINGS K-8 - 8 teachers, 2 paras and 2 Instructional coaches to support small group instruction. (3hrsx5=15 hrs per week x12= 180 hrs TOTAL Instructional coaches report to Yara Neuerburg program coordinator. HS- 1 tutor (June 8hrsx 2= 16 hrs). Program coordinator Yara Neuerburg	Yara Hernandez	06/17/2024	06/29/2024	UPCOMING
Instructional coach support students and teachers in T2. Instructional Coach provide support in the implementation of strategies for T2 instruction through the school year and summer program. Additionally models small group instructions with T2 students.	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program implementation for T2 instruction.	Yara Hernandez	06/04/2024	06/29/2024	UPCOMING

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Provide tutoring before or after school hours in K-5 setting in partnership with provider and in-house staff. 5 days a week(Mornings 1.5 hrs x 5days=7.5hrs per week x25 weeks=187.5 hrs per week- Afternoons/2.5 hrs x5 days= 12.5hrs per week x25 weeks = 312.5 hrs per week. Program will be provided by partnering program that will support with Literacy/math/STEAM activities for students. Activities will be determined based on students grade levels and academic needs as per most recent scores and/or academic plans and needs. Two staff members will work with small groups to provide instruction. Hands-on activities, manipulatives, realia, learning games and other engaging activities will be used to engage students in meaningful lessons.Materials and snacks for students will be needed.Partnering program director will be in contact with district tutoring coordinator.	Yara Hernandez	12/04/2023	06/29/2024	ONTARGET
Provide regular and meaningful tutoring activities (6-12 grade setting) that support students' performance and progress in their academics and learning loss in small group instruction after	Yara Hernandez	12/04/2023	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
school hours within the house MS and HS staff. Teachers will work with identified T2/T3 students to support academic growth identified in most recent NWEA scores MS/HS/ALT ED- HS students will receive support in specific classes students are struggling on as well as foundational skills that will in turn support students accessing necessary information in their credit recovery classes. 1.5hrs x5days=7.5hrs x25 weeks=187.5 hrs x2(two programs-1 located in MS and 1 located in HS)Materials and afterschool snacks will be needed. Building leaders report to coordinator Yara Neuerburg.				

23g Personalized Learning Environments Activities

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessional to provide the strategies and support to facilitate the Integration of At-Risk Supports which focuses on effective instructional and behavioral practices related to the specific needs of each child, based on a Multi-Tier System of Supports (MTTS) framework under the direct instruction of MTSS coordinator and/or certified teacher. Provide research-based, direct, instruction in small intervention groups for the majority of the workday under the direction of MTSS coordinator and/or a certified teacher.Monitors student's daily schedule for the purpose of maintaining a safe and positive learning environment.Provide 1 on 1 tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a certified teacher. Work collaboratively with the classroom teachers and administration on the appropriate use of data in making educational decisions.Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Instructional coach support students and teachers in T2. Instructional Coach provide support in the implementation of strategies for T2 instructions. Additionally models small group instructions with T2 students.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET
Oversight of Strategies implementation and data collection and reporting. 23G grant coordinator will evaluate program implementation for T2 instruction.	Yara Hernandez	01/21/2024	06/28/2024	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g Intensive, Individualized Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g 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

Monitoring Notes: 23g Tutoring

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Data-Based, Decision Making

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: Literacy Essentials

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: MTSS Framework (General)

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 80% for NWEA Reading Student Growth Summary K-10	06/29/2024	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