

# MICIP Portfolio Report

## Caledonia Community Schools

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### Goals Included

#### Active

- Effective Tiered Interventions
  - MTSS System
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### Buildings Included

#### Open-Active

- Caledonia Elementary School
  - Caledonia High School
  - Duncan Lake Early Childhood Center
  - Duncan Lake Middle School
  - Duncan Lake Transitions Program
  - Dutton Elementary School
  - Emmons Lake Elementary School
  - Kettle Lake Elementary School
  - Kraft Meadows Middle School
  - Paris Ridge Elementary
- 

### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

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Activities

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Monitoring & Adjusting

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Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

# MICIP Portfolio Report

## Caledonia Community Schools

### MTSS System

*Status:* ACTIVE

*Statement:* To build an MTSS system that meets the needs of all learners within each tier of support while implementing evidence-based strategies with fidelity, supported by district capacity in order to achieve high student outcomes. This MTSS system will be in place by Spring 2028.

*Created Date:* 06/06/2023

*Target Completion Date:* 06/13/2028

*Data Set Name:* Foundations for MTSS

Name	Data Source
MAP Growth by Subgroup - District	Our School Data
MAP Growth by Subgroup - District	Our School Data
District Capacity Assessment: Total and Scale Scores	MiMTSS
Reading Tiered Fidelity Inventory: Total and Tier Scores	MiMTSS
School Index: School Index Growth	MI School Data
Student Assessment: Student Growth	MI School Data
Student Assessment: Student Growth	MI School Data

*Data Story Name:* Foundations for MTSS

*Initial Data Analysis:* Attendance: Student attendance has increased from the prior year, but we still see high levels of chronic absenteeism in spite of daily attendance rates remaining above 90%.

Behavior: While behavior rates remain below national norms, our data indicates disproportionality for students with IEPs, male students and students of color.

Course Performance: The majority of our students show high academic achievement, but data from 5th-12th grade indicate that male students, students with IEPs and economically disadvantaged students fail courses at a disproportionate rate.

Benchmark Assessments: Caledonia benchmark data remains above national norms, but students with IEPs and students below benchmark are not achieving necessary growth.

M-STEP 3-7, PSAT 8 and SAT 11: MSTEP, PSAT and SAT results are consistently above the national average, but cohort trends indicate that students in higher grade levels experience less growth. Students with IEPs and economically disadvantaged students lag behind their grade level peers.

R-TFI and SWPBIS-TFI: TFI data from the past few years indicate that our elementary

buildings maintain a strong focus on the fundamentals of PBIS and MTSS, and the scores decline in the upper grades.

DCA: DCA results are below 80%.

Index Data: Caledonia High School was identified as a TSI school from 2021-2022 school year data due to an underperforming subgroup. We did not meet expectations for our students with disabilities in the following areas: growth, proficiency, graduation, school quality and student success, and assessment participation.

Data Analysis Summary: Overall, CCS students demonstrate high academic achievement, strong positive attendance, below-average disciplinary concerns, and a consistent effort toward developing PBIS and MTSS systems across the grades. However, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk in academic achievement, behavior referrals, and chronic absenteeism. We recognize that while we do excellent work with a majority of students, we also need to more intentionally focus on those students who are not in the majority.

*Initial Initiative Inventory and Analysis:* Caledonia has implemented tiered reading and math support for grades K-12. Tiered support is much more robust in grades K-8 with a focus on both lagging foundational skills and support for current content. Support in grades 9-12 is focused on the current content, with minimal evidence-based resources for lagging foundational skills. Grades K-8 have implemented iReady Mathematics, which provides personalized learning for all students based on diagnostic placement.

*Gap Analysis:* As of spring 2023, all 9 of our schools have implemented tiers of support for academics and social/emotional wellbeing. However, there is inconsistent data representing our school-level implementation. While all schools have implemented three tiers of support for academics and social/emotional well-being, there is less than 80% fidelity with them. According to the R-TFI, the elementary population is above 80%; all secondary schools are below that figure. With the SWPBIS-TFI, all 9 schools fall below 80% tiered implementation. Next year, our aim is to have 8 of 9 schools implementing the R and SWPBIS TFIs at an 80% threshold.

*District Data Story Summary:* Overall, CCS students demonstrate high academic achievement, strong positive attendance, below-average disciplinary concerns, and a consistent effort toward developing PBIS and MTSS systems across the grades. However, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk in academic achievement, behavior referrals, and chronic absenteeism. We recognize that while we do excellent work with a majority of students, we also need to more intentionally focus on those students who are not in the majority.

**Strategies:**

(1/2): Professional Learning Communities

Owner: Joshua Traugber

Start Date: 06/08/2023

Due Date: 06/13/2028

**Summary:** A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. – adapted from Learning by Doing

3 Big ideas of a PLC Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? are we monitoring each student’s learning on a timely basis?
- 3) What will we do if they don’t learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Build a CollaBorative Culture

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

**Buildings:** All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PLC Professional Development	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
PLC Meetings by Grade	Joshua	06/08/2023	06/13/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Level or Subject Area	Traugber			
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Data Meetings	Katie Dorband	06/08/2023	06/13/2028	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MLL Collaborative	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
McKinney Vento Practice Review	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

## (2/2): High Quality Balanced Assessment System

**Owner:** Camela Diaz

**Start Date:** 06/15/2023

**Due Date:** 06/13/2028

**Summary:** The Michigan Assessment Consortium (MAC) provides leadership and services to advance assessment literacy and the implementation of a high-quality balanced assessment system. In order to achieve this, the MAC has developed tools and resources to support the development of assessment literacy and the implementation of a balanced assessment system. The critical components of a high quality balanced assessment system have been delineated and described with supporting professional learning in the attached Strategy Implementation Guide for a High Quality Balanced Assessment System. This document explains the levels of a balanced system, including the use of the formative assessment process, interim/benchmark assessments, and summative assessments. In addition, it provides information to deepen understanding of assessment of learning and assessment for learning. A planning tool and links to professional learning for deeper study are also provided within the resources. Explore our website for resources, and contact us for information about current professional learning opportunities at 517.816.4520 or [klafave@michiganassessmentconsortium.org](mailto:klafave@michiganassessmentconsortium.org). <https://www.michiganassessmentconsortium.org/>

### Buildings

- Caledonia High School

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Identify Learning Targets	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Collaborative teams evaluate progress on the Learning Targets and adjust instruction accordingly	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Draft assessments aligned to learning targets	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District develops alternative assessment for Social Studies to ensure that student	Camela Diaz	06/15/2023	06/13/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
achievement is evaluated				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Diagnostic, formative (ex: Horizons), and summative assessments for each content area are implemented to gather data.	Camela Diaz	06/15/2023	06/13/2028	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 5% for MAP Growth by Subgroup - District		06/13/2028	ONTARGET
Increase by 5% for Student Assessment: Student Growth		06/13/2028	ONTARGET

*Impact Notes*

Date	Note	Author
08/28/2024	Interim targets are in line to be reached. A growing partnership with the ISD will continue to help the district proceed toward the documented goals.	Joshua Traugber
08/26/2024	Progress is being made toward the interim target. The district will train building and grade level/dept. leads this year. In addition, conversations will occur about building-level implementation. Moreover, the district will collaborate with the ISD to determine what an effective assessment system looks like.	Joshua Traugber

*Adjust Notes*

Date	Note	Author
08/26/2024	As of now, we are on track with making the identified changes/adjustments toward success.	Joshua Traugber

**Activity Status:**

*Professional Learning Communities Activities*

<b>Activity</b>	<b>Owner</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Status</b>
PLC Professional Development	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
PLC Meetings by Grade Level or Subject Area	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
Data Meetings	Katie Dorband	06/08/2023	06/13/2028	ONTARGET
MLL Collaborative	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
McKinney Vento Practice Review	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET

*High Quality Balanced Assessment System Activities*

<b>Activity</b>	<b>Owner</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Status</b>
Identify Learning Targets	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
Collaborative teams evaluate progress on the Learning Targets and adjust instruction accordingly	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
Draft assessments aligned to learning targets	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
District develops alternative assessment for Social Studies to ensure that student achievement is evaluated	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
Diagnostic, formative (ex: Horizons), and summative assessments for each content area are implemented to gather data.	Camela Diaz	06/15/2023	06/13/2028	ONTARGET



## Monitoring Notes

### Monitoring Notes: High Quality Balanced Assessment System

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

Date	Note	Author
08/28/2024	As of this point, the implementation of the district assessment system is at a low level. There are common formative assessments being created and used across grade levels or departments, and the district has a number of diagnostics and benchmark assessments otherwise. A systematic approach is proving to be difficult, yet can be achieved.	Joshua Traugber
<i>Evidence Data Set for 'As of this poin...'</i>		
Date	Data Name	Provider
08/28/2024	24-25 Assessment Plan	Assessment Plan & PLC Questions (Cal).pdf

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

Date	Note	Author
08/28/2024	The current assessments allow teachers to determine how students are performing, though there is not an ability to determine how the assessment results align to the degree that the district is able to make cross references and/or interpretations.	Joshua Traugber

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

Date	Note	Author
08/28/2024	Teacher groups have begun to create, revise, and implement formative assessments across grade levels and departments. These assessments are connected to the essential standards work started in 23-24 SY.	Joshua Traugber

## Monitoring Notes: Professional Learning Communities

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

Date	Note	Author
08/26/2024	The goal is just beginning to be implemented, which, of course, indicates the evidence is limited. The district has defined a sample notes/documentation page and has created language about the budding expectations.	Joshua Traugber

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

Date	Note	Author
08/26/2024	The subgroups identified (e.g., gender, special education, at-risk - including MV and MLL) all show indicators that suggest uneven learning experiences. More UDL and program assessment will need to occur in order to determine subgroup success.	Joshua Traugber

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

Date	Note	Author
08/26/2024	PLCs are being actively supported through a variety of district created resources (essential standards, assessments, notes page, etc.) in addition to PD. Structural changes, and specifically, schedule changes are one of the next steps the district will need to make in order for deep implementation.	Joshua Traugber

## Effective Tiered Interventions

**Status:** ACTIVE

**Statement:** Our goal is to implement or enhance clear, well defined, systems of tiered interventions for students not yet meeting proficiency or college and career readiness benchmarks across our K-12 school campuses in an effort to have 80% of our students demonstrating proficiency or college and career readiness on local and/or State assessments by spring 2026.

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

**Target Completion Date:** 09/30/2025

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

Name	Data Source
Student Assessment: College Readiness	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
Class of 2024- PSAT/SAT Change Over Time	Student Information System (SIS)
Grades 3-8 Assessments: Proficiency	MI School Data
Movement Towards Proficiency 21-23	Our School Data (Kent ISD)
iReady Performance Trend by Subgroup - District	Our School Data
Acadience Performance by Subgroup	Acadience

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

**Initial Data Analysis:** Overall, CCS students demonstrate high academic achievement across grade levels, however, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk. Benchmark tests, M-STEP, PSAT and SAT results are consistently above the national average, but cohort trends indicate that students in higher grade levels experience less growth. Additionally, economically disadvantaged students, multi-language learners, and special education students lag behind their grade-level peers in both growth and achievement. In the higher grades, there has been a steady decline in the percentage of students meeting college readiness benchmarks on the SAT with a more pronounced decline in math. For the class of 2024, 63.8% of students met college readiness benchmarks in math on the PSAT in 8th grade. When the same group tested on the SAT in the Spring of 2023, 39.6% of students met college readiness benchmarks. In Evidence-Based Reading and Writing, 82% of the class of 2024 met college readiness benchmarks on the PSAT in 8th grade and 70% were still meeting the benchmark in the Spring of 2024. Furthermore, data indicates that over 80% of students who are not meeting college readiness benchmarks in 9th grade, will not meet them in 11th grade. Data from the 22/23 school year demonstrates that students involved in our systems of intervention make progress, but not at the accelerated pace that is

necessary.

*Initial Initiative Inventory and Analysis:* Currently, we have intervention systems in place beginning at kindergarten through high school. Each level has a different system in place for providing these interventions to our students. Most of our elementary schools have a .5 FTE interventionist, with one having 1.5 FTE. Our intermediate and middle schools each have a 1.0 FTE interventionist, and the high school currently has 2.0 FTE. These positions are in addition to our special education support. Historically, supplemental resources for intervention have not been prioritized and teacher professional development in the implementation of differentiated supports for students struggling to learn grade-level content has also been limited. Essential standards across content areas, defined common assessments, and aligned expectations for demonstrating proficiency continue to be an area that lacks clarity making it challenging to provide effective intervention support. Some grade-level systems have shown greater impact than others in increasing student learning. Our elementary schools show varied results on benchmark assessments and at the high school level specifically, we have not seen the growth in our student data that we expect to see as a result of the interventions currently in place. In fact, students currently participating in our intervention program at the high school continue to fail courses at three times the rate of the general student population and reflect disproportionate outcomes for our economically disadvantaged students, multi-language learners, and special education students.

*Gap Analysis:* As we look at our students who are not yet meeting benchmark and/or college and career readiness standards, we see that their data is reflecting limited or no growth. Students in our economically disadvantaged, multi-language learners, special education, and students of color subgroups are disproportionately represented in the bottom performing tier. A significant portion of the students who come to us unprepared for the future, leave us equally unprepared. We will not accept this as a viable outcome for the students we serve. Our expectation is that during their time with us, all students will demonstrate growth in their skills toward meeting academic standards as well as college and career readiness benchmarks so that regardless of the path taken after high school, students will be well prepared for success.

*District Data Story Summary:* CCS students demonstrate high academic achievement, strong positive attendance, below-average disciplinary concerns, and there is a consistent effort toward developing PBIS and MTSS systems across the grades. However, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk in academic achievement, behavior referrals, and chronic absenteeism. Benchmark tests, MSTEP, PSAT and SAT results are consistently above the national average, but cohort trends indicate that students in higher grade levels experience less growth. Additionally, students with IEPs, multi-language learners, and economically disadvantaged students lag behind their grade-level peers in both growth and achievement. In the higher grades, there has been a steady decline in the percentage of students meeting college readiness benchmarks on the SAT with a more pronounced decline in math. Students currently participating in our intervention program at the high school continue to fail courses at three times the rate of the general student population and overall course performance reflects disproportionate outcomes for our economically disadvantaged

students, multi-language learners, and special education students. A significant portion of the students who come to us unprepared for the future, leave us equally unprepared. Our goal with 23g funding is to support a realignment and redesign of our intervention system K-12 to provide additional, targeted academic assistance to students currently, or at risk of, falling behind their peers. Our expectation is that during their time with us, all students will demonstrate growth in their skills toward meeting academic standards as well as college and career readiness benchmarks so that regardless of the path taken after high school, students will be well prepared for success.

**Strategies:**

(1/2): MTSS Framework (General)

Owner: Camela Diaz

Start Date: 01/08/2024

Due Date: 09/30/2025

**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**

- Caledonia Elementary School
- Caledonia High School
- Duncan Lake Middle School
- Dutton Elementary School
- Emmons Lake Elementary School
- Kettle Lake Elementary School
- Kraft Meadows Middle School
- Paris Ridge Elementary

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Design and implement a tiered system of interventions across all buildings.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Per Ruth Ann Hodges, please do not read this strategy. Thank you.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Caledonia High School</li> </ul>				

## (2/2): 23g Expanded Learning Time

*Owner:* Camela Diaz

*Start Date:* 11/07/2023

*Due Date:* 09/30/2025

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

### *Buildings*

- Caledonia Elementary School
- Caledonia High School
- Duncan Lake Middle School
- Dutton Elementary School
- Emmons Lake Elementary School
- Kettle Lake Elementary School
- Kraft Meadows Middle School
- Paris Ridge Elementary

### *Strategy Implementation Plan Activities*

<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Align tiered intervention system across grades K-12. This activity will be supported by the Directors of Elementary and Secondary Education. This activity will also be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Intervention Hands On Resources; Hand 2 Mind. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i>				



Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>• Caledonia Elementary School</li> <li>• Dutton Elementary School</li> <li>• Emmons Lake Elementary School</li> <li>• Kettle Lake Elementary School</li> <li>• Paris Ridge Elementary</li> </ul>				
<p>Early Literacy Phonics and Phonemic Awareness; Heggerty Resources. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Caledonia Elementary School</li> <li>• Dutton Elementary School</li> <li>• Emmons Lake Elementary School</li> <li>• Kettle Lake Elementary School</li> <li>• Paris Ridge Elementary</li> </ul>				
<p>Secondary Literacy Intervention; Rewards. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring,</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
State, and benchmark data, reviewed by the MTSS Coordinator.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Caledonia High School</li> <li>• Duncan Lake Middle School</li> <li>• Kraft Meadows Middle School</li> </ul>				
<p>Organize Intervention Resources by Standard, including the purchase of materials to develop and organize intervention resources for efficient access to targeted support based on essential standards. Purchases to include file boxes, file folders, copy costs, labels, etc.. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting.</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Duncan Lake Middle School</li> <li>• Kraft Meadows Middle School</li> </ul>				
<p>High-Quality Professional Learning; iReady, Orton-Gillingham. Each building, K-12, has developed a master schedule that allows classroom teachers, special education providers, and trained paraprofessionals the necessary time daily to provide Tier II and Tier</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Ill interventions to students. The Orton-Gillingham approach will empower our educators providing the interventions with the knowledge and skills they need to develop an individualized, structured, multisensory plan to teach reading and vocabulary skills. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include the collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Caledonia Elementary School</li> <li>• Duncan Lake Middle School</li> <li>• Dutton Elementary School</li> <li>• Emmons Lake Elementary School</li> <li>• Kettle Lake Elementary School</li> <li>• Kraft Meadows Middle School</li> <li>• Paris Ridge Elementary</li> </ul>				
<p>High Quality PD to support the creation of a master schedule that maximizes opportunities for intervention. Each building will have a master schedule with scheduled opportunities</p>	<p>Camela Diaz</p>	<p>11/07/2023</p>	<p>09/30/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
for Tier II and Tier III intervention centered around student needs. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Duncan Lake Middle School</li> </ul>				

**Monitoring and Adjusting:**

*Evaluate Goal: Interim Target Measures*

Measure	Owner	Due Date	Status
Increase by 20% for Student Assessment: College Readiness		09/30/2024	ONTARGET
Increase by 10% for iReady Performance Trend by Subgroup - District		09/29/2025	ONTARGET

*Impact Notes*

Date	Note	Author
08/27/2024	The interim targets seem to be in place. Foc used time is devoted to hard to reach students and PD opportunities will provide more horizontal integration.	Joshua Traugber

*Adjust Notes:*

No Data Available

*Activity Status:*

*MTSS Framework (General) Activities*

Activity	Owner	Start Date	Due Date	Status
Design and implement a tiered system of interventions across all buildings.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Per Ruth Ann Hodges, please do not read this strategy. Thank you.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET

*23g Expanded Learning Time Activities*

<p>Align tiered intervention system across grades K-12. This activity will be supported by the Directors of Elementary and Secondary Education. This activity will also be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>	<p>Camela Diaz</p>	<p>01/08/2024</p>	<p>09/30/2025</p>	<p>ONTARGET</p>
<p>Math Intervention Hands On Resources; Hand 2 Mind. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>	<p>Camela Diaz</p>	<p>11/07/2023</p>	<p>09/30/2025</p>	<p>ONTARGET</p>
<p>Early Literacy Phonics and Phonemic Awareness; Heggerty Resources. This activity will be supported by the MTSS Coordinator</p>	<p>Camela Diaz</p>	<p>11/07/2023</p>	<p>09/30/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>				
<p>Secondary Literacy Intervention; Rewards. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<p>Organize Intervention Resources by Standard, including the purchase of materials to develop and organize intervention resources for efficient access to targeted support based on essential standards. Purchases to include file boxes, file folders, copy costs, labels, etc.. This activity will be supported</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting.</p>				
<p>High-Quality Professional Learning; iReady, Orton-Gillingham. Each building, K-12, has developed a master schedule that allows classroom teachers, special education providers, and trained paraprofessionals the necessary time daily to provide Tier II and Tier III interventions to students. The Orton-Gillingham approach will empower our educators providing the interventions with the knowledge and skills they need to develop an individualized, structured, multisensory plan to teach reading and vocabulary skills. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include the collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed</p>	<p>Camela Diaz</p>	<p>11/07/2023</p>	<p>09/30/2025</p>	<p>ONTARGET</p>



Activity	Owner	Start Date	Due Date	Status
by the MTSS Coordinator.				
High Quality PD to support the creation of a master schedule that maximizes opportunities for intervention. Each building will have a master schedule with scheduled opportunities for Tier II and Tier III intervention centered around student needs. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting.	Camela Diaz	11/07/2023	09/30/2025	ONTARGET

### Monitoring Notes

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

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

Date	Note	Author
08/29/2024	Staff members have analyzed grade level standards, have created essential learning, developed assessments and have sought instructional resources to intervene for underperforming students. The evidence is being developed.	Joshua Traugber

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

Date	Note	Author
08/29/2024	After benchmark testing, students will be identified for further instruction, and thus making use of developed intervention resources.	Joshua Traugber

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

Date	Note	Author
08/29/2024	The evidence of progress toward implementation will be identified through progress monitoring and common formative assessments. In either case, those data pieces will be coming as the year progresses.	Joshua Traugber

**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
08/27/2024	There is evidence to suggest that the district is making progress toward MTSS implementation. The TFI, and academic data, indicates a positive trend regarding structure and program implementation.	Joshua Traugber

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

Date	Note	Author
08/27/2024	All students are part of the planning and implementation MTSS processes. However, tier I & II are meant to specifically scaffold learning for struggling or hard to reach learners. These data is showing uneven outcomes with respect to learning math and reading related concepts.	Joshua Traugber

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

Date	Note	Author
08/27/2024	Successful interventions have been purchased and/or developed in the the elementary schools. The secondary schools have created more programming in the recent past. The next phase is to align resources vertically and horizontally (to our recently developed essential standard guides).	Joshua Traugber

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