

MICIP Portfolio Report

Michigan International Prep School

Goals Included

Active

- Increase Student Achievement Through Alignment of ...
-

Buildings Included

Open-Active

- Michigan International Prep School
-

Plan Components Included

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MICIP Portfolio Report

Michigan International Prep School

Increase Student Achievement Through Alignment of ...

Status: ACTIVE

Statement: Our goal is to increase academic achievement of all students by aligning K12 curriculum, instruction, and assessment through implementing multi-tiered intervention and support strategies as measured by increased graduation rates to at least 67% and grade level completion of course expectations.

Created Date: 06/01/2021

Target Completion Date: 06/30/2027

Data Set Name: Curriculum, Instruction, & Assessment Alignment

| Name | Data Source |
|---|---------------------|
| Student Assessment: ELA Student Growth | MI School Data |
| Student Assessment: Math Student Growth | MI School Data |
| 2020-21 Exit Surveys (Parents & Students) | Google Survey Form |
| Dashboard & Accountability Scorecard: At Risk Student | MI School Data |
| Grades 3-8 Assessments: Proficiency | MI School Data |
| iReady Reading Diagnostic Summary | iReady |
| NWEA Projected Proficiency | NWEA |
| District PD Evaluation | Other |
| Engagement in Tutoring | Other |
| Percentage of Course Completed | District Determined |
| MISchoolData School Index Growth | MiSchoolData |
| NWEA Student Growth | NWEA |
| Graduation Rates | MiSchoolData |
| Student Support for 2021-22 | Google Survey Form |
| Student Assessment: Student Growth | MI School Data |
| Dashboard & Accountability Scorecard: District Best Practices | MI School Data |

Data Story Name: Alignment of Instruction and Supports

Initial Data Analysis: Overall student growth and proficiency are low across all assessments

and grade levels. Other sources of data such as parent/student perception surveys and PD evaluations indicate areas of challenge in curriculum alignment and engagement. Data indicate a low percentage of students successfully complete courses.

Initial Initiative Inventory and Analysis: -Technology programs/devices: Chromebooks, iPads, Lincoln Learning, Edmentum, Edgenuity, iReady

-Professional learning: Asynchronous & Synchronous student engagement, focus standards, Google tools for course development

-Reading and math intervention live lessons & skill-based groups

-1-to-1 Tutoring

We currently provide students with a diverse range of learning tools and options as well as tier 2 and 3 supports but do not have a strong system for ensuring students have appropriate tier 1 core curriculum & instruction support.

Resource Allocation Review:

Gap Analysis: Our district continues with a downward trend in reading and mathematics achievement and student growth as measured by the M-STEP and NWEA and a low course completion rate. Our goal for 2026 is for 80% of students across all grade levels K-12 to demonstrate at least one year's growth as measured by the NWEA MAP and M-STEP.

District Data Story Summary: All students are underperforming in district expectations for reading and math growth and proficiency. African American students and English language learning have the most significant gaps in performance.

Resource Allocation Review (RAR)

To ensure that the allocation and utilization of resources are related to identified needs, and the resources are equitably aligned with the plan to improve outcomes for each and every student, Option 2 of the Universal Teir was selected. The RAR specifcally focused on the Student Support Team (SST) which is part of Strategy 2 Mutlitiered Systems of Support (MTSS).

The sources of funding to directly support SST which is part of Strategy 2 MTSS are as follows: Title I, Title II, Title IV, 31a, and General Fund.

Below are the resources currently allocated to support the strategy.

Funds are used to pay for academic interventionists to provide academic support for any and all students who fall behind pacing and/or are not meeting grade level standards.

Funds are used to pay for every student to have a mentor who meets with them weekly, monitors their pacing, monitors their academic performance, and collaborates with teachers so all students are supported and have an equal opportunity to be academically successful.

Instructional resource time is allocated so all students have the equal opportunity to attend live lessons, open office hours, and individual and small group sessions to receive additional academic support.

Funds have been allocated to create and maintain a proprietary dashboard that automatically gathers and displays performance data on all students so teachers and mentors can daily monitor student academic performance.

Additional investment was made in our SIS (PowerSchool) for add-ons that allow us to improve our communication with families.

We have hired a data analysis expert to verify the resources are utilized as allocated and the

goal is being achieved through the strategy.

A portion of these funds are being used to fill positions that are difficult to fulfill.

We have two contingency plans for if we have the funds but can't provide the resource, particularly for the interventionist positions. First, we will have teachers pick up more interventionist type support. Second, we will continue posting and searching other avenues to try and fill needed spots.

The State of Michigan created a a funding inequity for students by freezing funding and giving non-cyberschools a \$500 per pupil increase. The impact of the freeze and probited access to increase funding is still being assessed.

Resources being utilized for other items include moving a high school mathematics teachers into a full-time interventionist/tutor role to reach out to struggling students in the high school and offer direct, one on one support. This is an intentional approach to reduce and strive for complete elimination of students who struggle in mathematics failing to graduate on time.

A substantial amount of funding would be made available and resouces realloacted if students could complete state testing in neighboring schools.

Analysis:

Root Cause



Summary of Root Cause Analysis:

The Root Cause Analysis revealed that areas that need improvement are:

- (1) Communication of standard from the top down, continuous monitor/adjusting for educators/mentors/staff
- (2) Curriculum Alignment/Instructional Supports
- (3) Support for students to build systems for success: SES, BEBS, Academic Intervention, Special Education, healthy habits, etc.
- (4) Adding more support/accountability at home and more engagement opportunities for students to establish the students' "hive"
- (5) Academic Intervention/Tutoring services for students with gaps in learning.

Supporting Documents

| Document Name | Document Summary | Upload Date |
|--------------------------------|---|-------------|
| Root Cause - Fishbone 22-23 | If we develop and align our curriculum and establish student requirements for live lesson attendance and pacing then students will complete more courses and overall student growth and proficiency will increase | 06/07/2022 |

Challenge Statement: If the district allocates more resources to support a system for continued curriculum alignment and tiered MTSS interventions and support, overall student growth and proficiency will increase.

Strategies:

(1/6): Instructional Student Engagement Strategies

Owner: David Pilgreen

Start Date: 06/29/2021

Due Date: 06/25/2027

Summary: Instructional Student Engagement Strategies- Teachers will increase student engagement by intentionally selecting a strategy from one of many different resources that provide instructional strategies (e.g., the Study Team Teaching Strategies from CPM, or the Cultures of Thinking Routines, etc). The strategy chosen should be selected purposefully and used to carefully plan lessons to engage students in the learning of specific content.

Buildings: All Active Buildings

Total Budget: \$125,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Online Learning Professional Development for K-12 Teachers - Five sessions during district PD days will be monitored through PD evaluations and teacher observation of live lessons to view implementation of strategies learned. | David Pilgreen | 07/29/2022 | 06/26/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Aligned Materials and Supplies - K-12 teachers will acquire materials to support ELA, Math, Science and Social | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------|------------|------------|----------|
| studies proficiency, prior to the beginning of the academic school year. The Elementary and Secondary Principals in conjunction with the Instructional Coaching Team, will provide a researched and evidence-based list of supplies, materials, and digital resources that are aligned to CCSS ELA and Math, Michigan Social Studies and Science standards. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Monitoring Instructional Implementation - The Elementary and Secondary Principals will join at least one live lesson, per teacher, per term (twice a year). Notes and rubric-scored data aligned to implementation of research-based instructional strategies for effective online learning will be used to identify areas of teacher needs and strengths. From this data the Elementary and Secondary Principals will create a plan for improvement. | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Standards-Based Professional Development - | Roy Sovis | 06/30/2022 | 06/28/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| Instructional Coaches along with support from Director of Curriculum and Instruction, will scaffold professional learning for teachers on designing and implementing standards-based curriculum. This will be accomplished through book studies, ongoing professional learning sessions, online learning, and embedded coaching. Professional learning will include the development of varied formative assessments, cognitively engaging online activities, and student voice and choice in various learning styles. In 23/24 school year focus will be on: Literacy Footprints K-5 and Literacy Essentials | | | | |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Curriculum Development - K-12 Teachers will record each MIPS course content that is housed in Google Classroom in official curriculum documents that include course abstracts, unit overviews, Michigan Standards alignment by unit, list of key concepts, list of key skills, lesson sequence, pacing guides, and assessment blueprints. | David Pilgreen | 07/29/2022 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Standards-Based Assessments - K-12 Teachers with assistance of interventionists will create standards-based assessments aligned to Michigan ELA, Math, Science, and Social Studies state standards. Support will be provided through individual subject-based and school-wide professional development opportunities. | David Pilgreen | 07/29/2022 | 06/28/2025 | OVERDUE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Aligning Processes and Practices - Develop a cohesive instructional manual for deadlines/ processes with instruction/ assessment, and course completion expectations. | David Pilgreen | 07/29/2022 | 06/28/2025 | OVERDUE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Instructional Coaches - Coaches will provide instructional support to K-5, 6-8, and 9-12 teams on standards-based instruction, formative assessment, and cognitive engagement through modeling, and PLC facilitation. Instructional support by Coaches will include collaborating on expanded learning time for all students which will include on-on-one tutoring and small group | Roy Sovis | 06/29/2021 | 06/28/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| instruction. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Increasing Focus in Maintaining Cohorts 9-12 - Using data to determine whether students are in cohort, finding students that are at risk of falling out of cohort, determining reasoning for falling out of cohort, and providing tier 2/3 support for these students. | David Pilgreen | 07/01/2022 | 06/26/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Brand Standard - Creating standards for student achievement through teachers working with mentors directly. | David Pilgreen | 06/01/2024 | 06/26/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Resource Allocation Review (RAR) - Academic interventionists to provide academic support for any and all students, Instructional resource time is allocated so all students have the equal opportunity to attend live lessons, open office hours, and individual and small group sessions to receive additional academic support. | Roy Sovis | 06/29/2021 | 06/28/2024 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| K-5 Academic Interventionists - | Roy Sovis | 06/29/2021 | 06/28/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|--|-----------|------------|------------|----------|
| Interventionists will provide high quality focused support to students individually and in small groups to increase mathematics and reading academic achievement so students can perform at grade level or higher. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The tutoring during expanded learning time is customized to be student centered based on achievement and other SES data. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Increase student engagement by using funds to provide professional learning opportunities for K-5 teachers during which they learn how to implement computational thinking in all subject areas. Teachers will design active learning opportunities that improve problem-solving skills; foster critical thinking and creativity; recognize patterns; understand and use algorithmic design; and | Roy Sovis | 06/29/2021 | 06/28/2026 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|-------|------------|----------|--------|
| effectively participate in collaboration and teamwork. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(2/6): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Danielle Dias

Start Date: 06/15/2022

Due Date: 06/25/2027

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: \$175,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
|---|------------|------------|------------|----------|
| SES - Our Social Emotional Services team provides extra support to our students who are struggling in the area of social-emotional development. MIPS staff team members work with students and families that may want additional support to help students be successful. The SES team uses one-on-one check-ins with the student to see how they are feeling, recommending other clubs and groups to students and referring students to a partnering counseling agency for sessions as needed. The SES team works to recognize that students' lives outside of school can impact their school motivation, effort, and focus. The SES team identifies those things for each individual student and creates plans/ opportunities to help decrease student social emotional barriers and help them fully engage in their educational experience. | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Tier 1/2/3 Supports - Tier 1 - Mentor/student meetings, mentor/student/parent consultation with SES | Logan Dean | 07/29/2022 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| team and referral for needs assessment as applicable, Youth Mental Health First Aid Training and other professional development training about student social emotional needs. Tier 2 - Needs/strengths assessment, Individual and/or support group meetings with SES team members. Tier 3 - Referral to Wellspring Therapy services, coordination of care with outside agencies. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Truancy - Continue partnership with cooperative counties; develop in-house truancy process for engaging truant students. | Charles Carver | 07/29/2022 | 06/28/2024 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| ASE Team - Our Academic Success and Engagement team works directly with our mentor staff to ensure that these students are provided resources to increase both academic and engagement. This team helps the mentor create goal setting strategies for Home Coaches & students, and provides resources for extra parental support. | David Pilgreen | 07/01/2023 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|-------------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Mentor Training/ Accountability - Training mentors, creating consistent expectations for each grade level band, accountability for mentor staff. Differentiate training and support for K-5 versus 6-12 mentors. Interdisciplinary Process for Mentors - Create an interdisciplinary process for mentors to address student needs and assess growth | Roy Sovis | 07/29/2022 | 06/26/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Training - Staff wide training on MTSS supports | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Extra Curricular Involvement - Develop a policy for extracurricular involvement for students who are behind pace or failing courses. Explanation: Extra curricular activities and clubs boost student morale and allow our virtual students socialization. Students involvement in MIPS clubs and extracurriculars is encouraged if the student is currently meeting academic requirements and expectations, specifically | David Pilgreen | 07/29/2022 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|------------|------------|------------|----------|
| within the 2-week window. These requirements include passing current courses and being on track to complete all 10 necessary courses per academic school year. Some opportunities like Friday Friends/Study Halls/The Hive will still be available to all students to allow for engagement. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Data Management - Verifying accuracy of and updating our process for managing student data - powerschool, dashboard, etc. The project team will work to procure the associated data from MIPS staff, analyze the data to create meaningful results, in both descriptive and inferential statistics, produce data visualization to help “tell the story” of the data, and provide results for both internal and external stakeholders. | Logan Dean | 07/01/2023 | 06/26/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Resource Allocation Review (RAR) - Mentor who meets with students weekly, monitors their pacing, monitors their academic performance, and collaborates with teachers, maintain a | Roy Sovis | 06/15/2022 | 06/28/2024 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| proprietary dashboard that automatically gathers and displays performance data, SIS (PowerSchool) for add-ons. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Tier 1/2/3 Support - Tier 1 - Broad spectrum instructional strategies in the general classroom Tier 2 - Small groups, study sessions, interventionists, etc. Tier 3 - Individualized support for students with SES needs or Special Education needs. | David Pilgreen | 06/15/2022 | 06/26/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(3/6): Career Zone Awareness (K-6)

Owner: Teresa Kellerman

Start Date: 06/28/2023

Due Date: 07/01/2026

Summary: Students become familiar with careers through learning that connects classroom instruction to future work. Students are introduced to various types of careers, including nontraditional for their gender. This strategy addresses the practices that local districts and schools can implement to assure students have career focused experiences K-12. This strategy also addresses the legislative requirements for Public Act 231 of 2018 and focuses on K-6 implementation.

Buildings: All Active Buildings

Total Budget: \$2,275.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|------------------|------------|------------|----------|
| Contextualized Academics - Career Zone through Academic Subject Matter - Focus on each career zone in a specific grade/subject matter. | Teresa Kellerman | 06/28/2023 | 06/26/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Out of School Time - Family Engagement - Develop the school library to include a number of Career Zone Resources that are at a variety of reading and grade levels. | Teresa Kellerman | 08/26/2024 | 06/26/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |

(4/6): Career Exploration (7-8)

Owner: David Pilgreen

Start Date: 06/28/2023

Due Date: 07/01/2026

Summary: This strategy addresses the practices that local districts and schools can implement to assure students have career focused experiences K-12. This strategy also addresses the legislative requirements for Public Act 231 of 2018 and focuses on K-6 implementation.

Buildings: All Active Buildings

Total Budget: \$2,275.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Contextualized Academics - Deliver Core Academic Career Content through Subject Matter - Career Exploration activities will be embedded in the core curriculum areas through a career focused education. Each career cluster will be addressed in a specific grade/ subject matter. | David Pilgreen | 06/28/2023 | 07/01/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Utilize Career Cruising/ Xello to areas of student interest and expertise. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Assist students in developing an EDP on | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|------------|------------|------------|----------|
| Xello. | | | | |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Provide information on a variety of careers and current and projected job openings in Michigan along with actual and projected wages (see Hot Jobs List). | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Grade 8: Review and revise EDP and add any desired goals. | Logan Dean | 06/28/2023 | 07/01/2026 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Grade 8: Review, edit, and expand Talent Portfolio in Xello. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| 7th Grade - Students will begin a talent portfolio that will be used throughout the remainder of their school career. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Grade 7: Provide students with an overview as to the purpose of the Talent Portfolio and brainstorm content that aligns with individual career interests and goals that demonstrate talents, experiences, certifications and marketable skills. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |

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

(5/6): Career Preparation (9-12)

Owner: David Pilgreen

Start Date: 06/28/2023

Due Date: 07/01/2026

Summary: This strategy addresses the practices that local districts and schools can implement to assure students have career focused experiences K-12. This strategy also addresses the legislative requirements for Public Act 231 of 2018.

Buildings: All Active Buildings

Total Budget: \$30,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Coordinate employability preparation activities (such as: resume writing, talent portfolio, requesting a letter of support, and requesting both a letter of reference and a school record) with help from counselors. | David Pilgreen | 06/28/2023 | 06/02/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Class level/small group/ individual student advisement with counselor to plan career focus and appropriate coursework. | David Pilgreen | 06/28/2023 | 07/01/2026 | ONTARGET |
| Activity Buildings: All Buildings in Implementation Plan | | | | |
| Provide an annual opportunity for students to review and revise their EDP. | Roy Sovis | 06/28/2023 | 07/01/2026 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Provide Students with information and opportunities to enroll in Career and Technical Education (CTE), Early College and Dual Enrollment programming. | David Pilgreen | 06/28/2023 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Engage students with opportunities in their local area for apprenticeships, work-based learning and volunteering. | David Pilgreen | 06/24/2024 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Talent Portfolio - Student will have ongoing opportunities to add to and revise their talent portfolios. | Logan Dean | 06/24/2024 | 07/01/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(6/6): 23g Expanded Learning Time

Owner: Roy Sovis

Start Date: 11/09/2023

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: All Active Buildings

Total Budget: \$128,000.00

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

Communication:

Method

- Email Campaign
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------|------------|------------|----------|
| K-5 Academic Interventionists - Elementary Principal will oversee the K-5 Reading Intervention program to continually monitor so that program is implemented with fidelity by the Reading Interventionist. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The Reading Interventionist will meet with identified students during expanded learning time and customize it according to screening data and other SES data. | Roy Sovis | 11/09/2023 | 09/30/2025 | COMPLETE |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

| Measure | Owner | Due Date | Status |
|---|-----------------|------------|----------|
| Development and standard-based alignment of a minimum of one core course per grade level. | Stephanie Elder | 06/29/2022 | COMPLETE |
| Decrease by 5.0% for NWEA Student Growth | | 06/28/2023 | COMPLETE |
| Parent and student narrative responses on end-of-year surveys will reflect satisfaction with instructional support and curriculum. for 2020-21 Exit | | 06/29/2023 | COMPLETE |

| Measure | Owner | Due Date | Status |
|---|-----------------|------------|----------|
| Surveys (Parents & Students) | | | |
| Increase by 5.0% for NWEA Student Growth | | 06/29/2023 | COMPLETE |
| Increase by 5.0% for Student Assessment: ELA Student Growth | | 06/29/2023 | COMPLETE |
| Increase by 5.0% for Student Assessment: Math Student Growth | | 06/29/2023 | COMPLETE |
| Increase by 10.0% for Percentage of Course Completed | | 06/29/2023 | COMPLETE |
| Development and standard-based alignment of a minimum of one core course per grade level. | Stephanie Elder | 06/29/2023 | COMPLETE |
| Increase by 5.0% for Student Assessment: ELA Student Growth | | 06/29/2024 | COMPLETE |
| Increase by 5.0% for Student Assessment: Math Student Growth | | 06/29/2024 | COMPLETE |
| Increase by 5.0% for Student Assessment: ELA Student Growth | | 06/29/2025 | OVERDUE |
| Increase by 5.0% for Student Assessment: Math Student Growth | | 06/29/2025 | COMPLETE |
| Development and standard-based alignment of a minimum of one core course per grade level. | Stephanie Elder | 06/29/2025 | COMPLETE |
| To inform staff of NWEA growth percentage goal, where we are and our 50% growth goal. | Roy Sovis | 02/28/2026 | ONTARGET |
| To increase NWEA scores to 50% growth percentile by end of 2026 school year | Roy Sovis | 06/30/2026 | ONTARGET |

| Measure | Owner | Due Date | Status |
|--|-----------|------------|----------|
| To increase i-Ready usage rates to an average of 70% weekly by the end of 2026 | Roy Sovis | 06/30/2026 | ONTARGET |

Impact Notes

| Date | Note | Author |
|------------|---------------------------------|---------------|
| 06/08/2022 | K5 Reading/Math Interventionist | Amanda Murray |
| 06/08/2022 | SEL Team Placement | Amanda Murray |

Adjust Notes:

No Data Available

Activity Status:

Instructional Student Engagement Strategies Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Online Learning Professional Development for K-12 Teachers - Five sessions during district PD days will be monitored through PD evaluations and teacher observation of live lessons to view implementation of strategies learned. | David Pilgreen | 07/29/2022 | 06/26/2026 | ONTARGET |
| Aligned Materials and Supplies - K-12 teachers will acquire materials to support ELA, Math, Science and Social studies proficiency, prior to the beginning of the academic school year. The Elementary and Secondary Principals in conjunction with the Instructional Coaching Team, will provide a | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------|------------|------------|----------|
| researched and evidence-based list of supplies, materials, and digital resources that are aligned to CCSS ELA and Math, Michigan Social Studies and Science standards. | | | | |
| Monitoring Instructional Implementation - The Elementary and Secondary Principals will join at least one live lesson, per teacher, per term (twice a year). Notes and rubric-scored data aligned to implementation of research-based instructional strategies for effective online learning will be used to identify areas of teacher needs and strengths. From this data the Elementary and Secondary Principals will create a plan for improvement. | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |
| Standards-Based Professional Development - Instructional Coaches along with support from Director of Curriculum and Instruction, will scaffold professional learning for teachers on designing and implementing standards-based curriculum. This will be accomplished through book studies, ongoing professional | Roy Sovis | 06/30/2022 | 06/28/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| learning sessions, online learning, and embedded coaching. Professional learning will include the development of varied formative assessments, cognitively engaging online activities, and student voice and choice in various learning styles. In 23/24 school year focus will be on: Literacy Footprints K-5 and Literacy Essentials | | | | |
| Curriculum Development - K-12 Teachers will record each MIPS course content that is housed in Google Classroom in official curriculum documents that include course abstracts, unit overviews, Michigan Standards alignment by unit, list of key concepts, list of key skills, lesson sequence, pacing guides, and assessment blueprints. | David Pilgreen | 07/29/2022 | 06/26/2026 | ONTARGET |
| Standards-Based Assessments - K-12 Teachers with assistance of interventionists will create standards-based assessments aligned to Michigan ELA, Math, Science, and Social Studies state standards. Support will be provided through individual subject-based and school-wide professional development | David Pilgreen | 07/29/2022 | 06/28/2025 | OVERDUE |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| opportunities. | | | | |
| Aligning Processes and Practices - Develop a cohesive instructional manual for deadlines/ processes with instruction/ assessment, and course completion expectations. | David Pilgreen | 07/29/2022 | 06/28/2025 | OVERDUE |
| Instructional Coaches - Coaches will provide instructional support to K-5, 6-8, and 9-12 teams on standards-based instruction, formative assessment, and cognitive engagement through modeling, and PLC facilitation. Instructional support by Coaches will include collaborating on expanded learning time for all students which will include on-on-one tutoring and small group instruction. | Roy Sovis | 06/29/2021 | 06/28/2025 | COMPLETE |
| Increasing Focus in Maintaining Cohorts 9-12 - Using data to determine whether students are in cohort, finding students that are at risk of falling out of cohort, determining reasoning for falling out of cohort, and providing tier 2/3 support for these students. | David Pilgreen | 07/01/2022 | 06/26/2026 | ONTARGET |
| Brand Standard - Creating standards for student achievement through teachers working with | David Pilgreen | 06/01/2024 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|-----------|------------|------------|----------|
| mentors directly. | | | | |
| Resource Allocation Review (RAR) - Academic interventionists to provide academic support for any and all students, Instructional resource time is allocated so all students have the equal opportunity to attend live lessons, open office hours, and individual and small group sessions to receive additional academic support. | Roy Sovis | 06/29/2021 | 06/28/2024 | COMPLETE |
| K-5 Academic Interventionists - Interventionists will provide high quality focused support to students individually and in small groups to increase mathematics and reading academic achievement so students can perform at grade level or higher. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The tutoring during expanded learning time is customized to be student centered based on achievement and other SES data. | Roy Sovis | 06/29/2021 | 06/28/2025 | COMPLETE |
| Increase student | Roy Sovis | 06/29/2021 | 06/28/2026 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|--|-------|------------|----------|--------|
| engagement by using funds to provide professional learning opportunities for K-5 teachers during which they learn how to implement computational thinking in all subject areas. Teachers will design active learning opportunities that improve problem-solving skills; foster critical thinking and creativity; recognize patterns; understand and use algorithmic design; and effectively participate in collaboration and teamwork. | | | | |

Multi-Tiered System of Supports (MTSS) Framework (General) Activities

| | | | | |
|--|------------|------------|------------|----------|
| <p>SES - Our Social Emotional Services team provides extra support to our students who are struggling in the area of social-emotional development. MIPS staff team members work with students and families that may want additional support to help students be successful. The SES team uses one-on-one check-ins with the student to see how they are feeling, recommending other clubs and groups to students and referring students to a partnering counseling agency for sessions as needed. The SES team works to recognize that students' lives outside of school can impact their school motivation, effort, and focus. The SES team identifies those things for each individual student and creates plans/ opportunities to help decrease student social emotional barriers and help them fully engage in their educational experience.</p> | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |
| <p>Tier 1/2/3 Supports - Tier 1 - Mentor/student meetings, mentor/ student/parent consultation with SES team and referral for needs assessment as applicable, Youth Mental</p> | Logan Dean | 07/29/2022 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Health First Aid Training and other professional development training about student social emotional needs. Tier 2 - Needs/strengths assessment, Individual and/or support group meetings with SES team members. Tier 3 - Referral to Wellspring Therapy services, coordination of care with outside agencies. | | | | |
| Truancy - Continue partnership with cooperative counties; develop in-house truancy process for engaging truant students. | Charles Carver | 07/29/2022 | 06/28/2024 | COMPLETE |
| ASE Team - Our Academic Success and Engagement team works directly with our mentor staff to ensure that these students are provided resources to increase both academic and engagement. This team helps the mentor create goal setting strategies for Home Coaches & students, and provides resources for extra parental support. | David Pilgreen | 07/01/2023 | 06/26/2026 | ONTARGET |
| Mentor Training/ Accountability - Training mentors, creating consistent expectations for each grade level band, accountability for mentor staff. Differentiate | Roy Sovis | 07/29/2022 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| training and support for K-5 versus 6-12 mentors. Interdisciplinary Process for Mentors - Create an interdisciplinary process for mentors to address student needs and assess growth | | | | |
| Training - Staff wide training on MTSS supports | Roy Sovis | 07/29/2022 | 06/28/2025 | COMPLETE |
| Extra Curricular Involvement - Develop a policy for extracurricular involvement for students who are behind pace or failing courses. Explanation: Extra curricular activities and clubs boost student morale and allow our virtual students socialization. Students involvement in MIPS clubs and extracurriculars is encouraged if the student is currently meeting academic requirements and expectations, specifically within the 2-week window. These requirements include passing current courses and being on track to complete all 10 necessary courses per academic school year. Some opportunities like Friday Friends/Study Halls/The Hive will still be available to all students to allow for engagement. | David Pilgreen | 07/29/2022 | 06/26/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Data Management - Verifying accuracy of and updating our process for managing student data - powerschool, dashboard, etc. The project team will work to procure the associated data from MIPS staff, analyze the data to create meaningful results, in both descriptive and inferential statistics, produce data visualization to help “tell the story” of the data, and provide results for both internal and external stakeholders. | Logan Dean | 07/01/2023 | 06/26/2026 | ONTARGET |
| Resource Allocation Review (RAR) - Mentor who meets with students weekly, monitors their pacing, monitors their academic performance, and collaborates with teachers, maintain a proprietary dashboard that automatically gathers and displays performance data, SIS (PowerSchool) for add-ons. | Roy Sovis | 06/15/2022 | 06/28/2024 | COMPLETE |
| Tier 1/2/3 Support - Tier 1 - Broad spectrum instructional strategies in the general classroom Tier 2 - Small groups, study sessions, interventionists, etc. Tier 3 - Individualized support for students with SES needs or Special Education needs. | David Pilgreen | 06/15/2022 | 06/26/2026 | ONTARGET |

Career Zone Awareness (K-6) Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|------------------|------------|------------|----------|
| Contextualized Academics - Career Zone through Academic Subject Matter - Focus on each career zone in a specific grade/subject matter. | Teresa Kellerman | 06/28/2023 | 06/26/2026 | ONTARGET |
| Out of School Time - Family Engagement - Develop the school library to include a number of Career Zone Resources that are at a variety of reading and grade levels. | Teresa Kellerman | 08/26/2024 | 06/26/2026 | ONTARGET |

Career Exploration (7-8) Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|----------------|------------|------------|----------|
| Contextualized Academics - Deliver Core Academic Career Content through Subject Matter - Career Exploration activities will be embedded in the core curriculum areas through a career focused education. Each career cluster will be addressed in a specific grade/subject matter. | David Pilgreen | 06/28/2023 | 07/01/2026 | ONTARGET |
| Utilize Career Cruising/Xello to areas of student interest and expertise. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| Assist students in developing an EDP on Xello. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| Provide information on a variety of careers and | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|------------|------------|------------|----------|
| current and projected job openings in Michigan along with actual and projected wages (see Hot Jobs List). | | | | |
| Grade 8: Review and revise EDP and add any desired goals. | Logan Dean | 06/28/2023 | 07/01/2026 | COMPLETE |
| Grade 8: Review, edit, and expand Talent Portfolio in Xello. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| 7th Grade - Students will begin a talent portfolio that will be used throughout the remainder of their school career. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |
| Grade 7: Provide students with an overview as to the purpose of the Talent Portfolio and brainstorm content that aligns with individual career interests and goals that demonstrate talents, experiences, certifications and marketable skills. | Logan Dean | 06/28/2023 | 07/01/2026 | ONTARGET |

Career Preparation (9-12) Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Coordinate employability preparation activities (such as: resume writing, talent portfolio, requesting a letter of support, and requesting both a letter of reference and a school record) with help from counselors. | David Pilgreen | 06/28/2023 | 06/02/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|----------------|------------|------------|----------|
| Class level/small group/ individual student advisement with counselor to plan career focus and appropriate coursework. | David Pilgreen | 06/28/2023 | 07/01/2026 | ONTARGET |
| Provide an annual opportunity for students to review and revise their EDP. | Roy Sovis | 06/28/2023 | 07/01/2026 | COMPLETE |
| Provide Students with information and opportunities to enroll in Career and Technical Education (CTE), Early College and Dual Enrollment programming. | David Pilgreen | 06/28/2023 | 07/01/2026 | ONTARGET |
| Engage students with opportunities in their local area for apprenticeships, work-based learning and volunteering. | David Pilgreen | 06/24/2024 | 07/01/2026 | ONTARGET |
| Talent Portfolio - Student will have ongoing opportunities to add to and revise their talent portfolios. | Logan Dean | 06/24/2024 | 07/01/2026 | ONTARGET |

23g Intensive, Individualized Support Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------|------------|------------|----------|
| 6-12 Math Interventionist - Interventionist is a highly qualified, certified teacher who will provide high quality focused support to students individually and in small groups to increase mathematics academic achievement so students can perform at grade level or higher. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, NWEA scores, historical grades, and achievement scores in current academic work. | Roy Sovis | 10/31/2023 | 09/30/2025 | ONTARGET |

23g Expanded Learning Time Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------|------------|------------|----------|
| K-5 Academic Interventionists - Elementary Principal will oversee the K-5 Reading Intervention program to continually monitor so that program is implemented with fidelity by the Reading Interventionist. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The Reading Interventionist will meet with identified students during expanded learning time and customize it according to screening data and other SES data. | Roy Sovis | 11/09/2023 | 09/30/2025 | COMPLETE |

23g Tutoring Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------|------------|------------|----------|
| K-5 Academic Interventionists - Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The tutoring during expanded learning time is customized to be student centered based on achievement and other SES data. | Roy Sovis | 11/09/2023 | 09/30/2025 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|-----------|------------|------------|----------|
| Instructional Coaches - Coaches will provide instructional support to K-5, 6-8, and 9-12 teams on standards-based instruction, formative assessment, and cognitive engagement through modeling, and PLC facilitation. Instructional support by Coaches will include collaborating on expanded learning time for all students which will include on-on-one tutoring and small group instruction. | Roy Sovis | 11/09/2023 | 09/30/2025 | ONTARGET |
| Academic Advocates - This strategy is designed to proactively provide freshman students advanced Tier I academic intervention when needed. Each MIPS teacher will be paired with 2 or 3 mentors who will increase weekly monitoring of student performance. Through increased meeting time with students teachers provide small group and individualized small group instruction when students are struggling. | Roy Sovis | 11/09/2023 | 09/30/2025 | ONTARGET |

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | The budget development process and oversight during the 2023-24 school year enabled all strategies to be funded. The district also completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each activity. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | A data process team has been assembled and has been working to formalize the collection of data for each strategy and activity. A new proprietary data dashboard developed during the 2023-24 school year will commence daily operation during the 2024-25 school year enabling the collection of data to be used to monitor, assess, and adjust strategies and activities as needed to foster the highest student achievement possible. | Roy Sovis |
| 06/28/2024 | K-5 Academic Interventionists served an average of 50 students per week with the highest number being 60. Specific local data to reveal effectiveness is in process of being collected and will be added once fully compiled and analyzed. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | All students who were identified to be below grade level in reading were serviced throughout the year by the Reading Interventionists. | Roy Sovis |

Monitoring Notes: 23g Intensive, Individualized Support

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

No Data Available

Implementation with Fidelity / Integrity - 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

Monitoring Notes: 23g Tutoring

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

No Data Available

Implementation with Fidelity / Integrity - 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

Monitoring Notes: Career Exploration (7-8)

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | The budget development process and oversight during the 2023-24 school year enabled all strategies to be funded. The district also completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each activity. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | A data process team has been assembled and has been working to formalize the collection of data for each strategy and activity. A new proprietary data dashboard developed during the 2023-24 school year will commence daily operation during the 2024-25 school year enabling the collection of data to be used to monitor, assess, and adjust strategies and activities as needed to foster the highest student achievement possible. | Roy Sovis |
| 06/28/2024 | The district completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each 7-8 career exploration activity. The implementation and full use of Xello was identified as a top initiative. All staff will receive professional learning in the use of Xello to support the completion of all activities during the 2024-25 school year. | Roy Sovis |

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | All 7-8 students will participate in activities associated with Career Exploration. | Roy Sovis |

Monitoring Notes: Career Preparation (9-12)

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | The budget development process and oversight during the 2023-24 school year enabled all strategies to be funded. The district also completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each activity. | Roy Sovis |

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | A data process team has been assembled and has been working to formalize the collection of data for each strategy and activity. A new proprietary data dashboard developed during the 2023-24 school year will commence daily operation during the 2024-25 school year enabling the collection of data to be used to monitor, assess, and adjust strategies and activities as needed to foster the highest student achievement possible. | Roy Sovis |
| 06/28/2024 | The district completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each 9-12 career preparation activity. The implementation and full use of Xello was identified as a top initiative. All staff will receive professional learning in the use of Xello to support the completion of all activities during the 2024-25 school year. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | All 9-12 students will participate in activities associated with Career Preparation. | Roy Sovis |

Monitoring Notes: Career Zone Awareness (K-6)

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | The budget development process and oversight during the 2023-24 school year enabled all strategies to be funded. The district also completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each activity. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | A data process team has been assembled and has been working to formalize the collection of data for each strategy and activity. A new proprietary data dashboard developed during the 2023-24 school year will commence daily operation during the 2024-25 school year enabling the collection of data to be used to monitor, assess, and adjust strategies and activities as needed to foster the highest student achievement possible. | Roy Sovis |
| 06/28/2024 | The district completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each K-6 career awareness activity. The implementation and full use of Xello was identified as a top initiative. All staff will receive professional learning in the use of Xello to support the completion of all activities during the 2024-25 school year. | Roy Sovis |

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | All K-6 students will participate in activities associated with Career Awareness. | Roy Sovis |

Monitoring Notes: Instructional Student Engagement Strategies

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | The budget development process and oversight during the 2023-24 school year enabled all strategies to be funded. The district also completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each activity. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | A data process team has been assembled and has been working to formalize the collection of data for each strategy and activity. A new proprietary data dashboard developed during the 2023-24 school year will commence daily operation during the 2024-25 school year enabling the collection of data to be used to monitor, assess, and adjust strategies and activities as needed to foster the highest student achievement possible. | Roy Sovis |

Evidence Data Set for 'A data process ...'

| Date | Data Name | Provider |
|------------|----------------------------------|---|
| 06/10/2025 | District Data Review Spring 2025 | MIPS District Data Review Spring 2025.pdf |
| 06/10/2025 | District Data Dashboard | Screenshot 2025-06-10 at 10.32.29 AM.png |

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | <p>Through observation and documentation it has been verified all teachers are using curriculum and resources that are aligned to state standards, using research-based instructional practices.</p> <p>All teachers received a minimum of two classroom visits during which state standards aligned curriculum and research-based instructional strategies were observed and documented. A new teacher evaluation system is being implemented during the 2024-235 school year which is expected to increase the amount of observation and feedback teachers receive.</p> <p>Some progress was made on verifying standard alignment of assessments created by MIPS instructional staff.</p> <p>Development of a cohesive instructional manual for deadlines/processes with instruction/assessment, and course completion is in draft form and will continue in development.</p> <p>Instructional Coaches were effective at carrying out their coaching responsibilities according to their evaluations.</p> <p>An increased observation of students in and out of cohort took place and over the summer specific plans will go into development that create opportunities for MIPS staff to counsel students into taking additional courses to earn their way back into their cohort.</p> <p>A specific plan with associated processes was created to establish standards for student achievement</p> | Roy Sovis |

| Date | Note | Author |
|------|--|--------|
| | <p>through teachers working with mentors directly. Staff will receive professional learning on July 10, 2024, and during the Opening Year District Professional Development August 13, 14, and 15, 2024.</p> <p>K-5 Academic Interventionists served an average of 50 students per week. Specific data to reveal effectiveness is in process of being collected.</p> <p>K-5 teachers being trained on how to infuse computational thinking into their curriculum will begin in September 2024.</p> | |

Evidence Data Set for 'Through observa...'

| Date | Data Name | Provider |
|------------|--|---|
| 06/28/2024 | 2022-23 CCRESA % Proficient (Math & ELA) (M-STEP & SAT) Across Grades 4 Yr Comparison - MIPS | 03. 2022-23 CCRESA % Proficient (Math & ELA) (M-STEP & SAT) Across Grades 4 Yr Comparison - MIP.pdf |
| 06/28/2024 | MSTEP PSAT SAT Proficiency Year to Year Comparison 22-23 MIPS | 02. MSTEP PSAT SAT Proficiency Year to Year Comparison 22-23 MIP.pdf |
| 06/28/2024 | MStep_PSAT_SAT 5% Proficiency Comparison 22-23 MIPS | 01. MStep_PSAT_SAT 5% Proficiency Comparison 22-23 MIP.pdf |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | Evaluation of each instructional and non-instructional staff member has been completed and documented. | Roy Sovis |

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | The budget development process and oversight during the 2023-24 school year enabled all strategies to be funded. The district also completed a strategic planning process that revealed the top initiatives upon which all personnel will focus during the 2024-25 school year to support what is needed to complete each activity. | Roy Sovis |

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

| Date | Note | Author |
|------------|--|-----------|
| 06/28/2024 | A data process team has been assembled and has been working to formalize the collection of data for each strategy and activity. A new proprietary data dashboard developed during the 2023-24 school year will commence daily operation during the 2024-25 school year enabling the collection of data to be used to monitor, assess, and adjust strategies and activities as needed to foster the highest student achievement possible. | Roy Sovis |
| 06/28/2024 | MIPS MTSS system was leveled up and all staff received professional learning on how to implement an updated and streamlined Student Support system to reduce the number of students being moved to Tier 2 and 3. Data on the effectiveness of the new plan is in process of being collected. | Roy Sovis |

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

| Date | Note | Author |
|------------|---|-----------|
| 06/28/2024 | Every students' academic performance and SES is monitored at a minimum weekly and often on a daily basis. | Roy Sovis |

Evaluation Status:

Evaluate Goal: End Target Measures

| Measure | Due Date | Status |
|--|------------|----------|
| Increase by 50.0% for Percentage of Course Completed | 06/30/2026 | ONTARGET |
| Increase by 10.0% for Graduation Rates | 06/29/2027 | ONTARGET |

Evaluate Goal: Impact Questions and Responses

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

No Data Available

Fidelity/Integrity - 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

Impact - How did student outcomes improve?

No Data Available