

MICIP Portfolio Report

Ewen-Trout Creek Consolidated School District

Goals Included

Active

- Increase Proficiency on STAR Assessment
-

Buildings Included

Open-Active

- Ewen-Trout Creek K-12
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Ewen-Trout Creek Consolidated School District

Increase Proficiency on STAR Assessment

Status: ACTIVE

Statement: Our goal is to work on curriculum and parent engagement to increase the percentage of students who are proficient in literacy by 10% by June 2024.

Created Date: 06/08/2021

Target Completion Date: 06/29/2025

Data Set Name: Increase of Literacy Scores

Name	Data Source
STAR Reading Scores K-12, 2020-21	STAR Assessment
2020-21 Fall, Winter Dibels Test Scores	DIBELS
Proficiency Report	STAR Assessment
Spring Scores 20-21	STAR Assessment
DIBELS (4 YEAR SNAPSHOT)	DIBELS
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data

Data Story Name: Increase of Literacy Scores

Initial Data Analysis: Midyear Star Reading testing revealed the following for K-6: 6/6 kindergarteners showed growth from fall to winter. 5/6 were at core, 1/6 needs intervention. Early Literacy was used.

First grade begins with Early Literacy in the fall and switches to Star testing at mid year. Out of 12 first graders, three were at core with Early Literacy in the fall, four were at core with Star in the winter. Eight need intervention at mid year.

In the second grade, 9/10 showed growth from fall to winter. Five are at core, two are on watch, and three need intervention. Included in the intervention is one student took the

Early Literacy in the fall and Star at midyear. She has regressed.

Seven out of eight third graders showed growth from fall to winter. At midyear, six are at core, two are on watch, and one needs intervention.

In the fourth grade, 8/9 showed growth from fall to winter. At midyear, 6 were at core, 3 need intervention.

In the fifth grade, 5/12 showed growth from fall to winter. 5 at core, 3 at watch, 2 intervention (1 urgent)

In the sixth grade, 3/5 showed growth from fall to winter. At midyear, out of 6, one is core, 2 are on watch, and three need intervention.

7th grade - 4/8 are core, 2/8 on watch, 2/8 intervention

8th grade - 10/16 showed growth; At midyear, 1 is core, 1 on watch, 14 need intervention

9th grade - 6/13 are at core, 2/13 on watch, 5/13 need intervention

10th grade - 5/10 core, 2/10 on watch, 3/10 need intervention (urgent)

11th grade - 1/11 core, 5/11 on watch, 5/11 need intervention (2 urgent)

12th grade - 5/10 core, 1/10 on watch, 4 intervention (3 urgent)

For K, 2-6, 38/50 showed growth, 76% growth rate

For grades 7-12 the following indicates the midyear results:

45 - core, 20 - on watch, 51 - intervention

Dibels K-6 Midyear Results

K - All showed growth, 3/6 core, 1/6 strategic, 2/6 intensive

1 - 8/12 showed growth, 5/12 core, 7/12 intensive

2 - 9/10 showed growth, 4/10 core, 3/10 strategic, 3/10 intensive

3 - 8/8 showed growth, 8/9 core, 1/9 strategic

4 - 8/8 showed growth, 4/9 core, 2/9 strategic, 3/9 intensive

5 - 7/10 showed growth, 6/10 core, 2/10 strategic, 2/10 intensive

6 - 5/6 showed growth, 3/7 core, 4/7 strategic

Totals:

51/60 showed growth for a 85% growth rate

33 - core, 13 - strategic, 17 - intensive

23g

According to Spring 22/23 MSTEP, PSAT and SAT scores, 82% (73/89) were not proficient in both ELA and Math.

Initial Initiative Inventory and Analysis: Title Supports

Paraprofessional led reading interventions with Jean, Katie, and Jack:

Read Naturally-3rd, 5th, 6th-progress is shown

High impact--students moving out

Share with GOISD team (make account)

Get more licenses

Optimal 2-3 at a time

Sound Partners-1st-progress is shown

High impact
1st grade students are responding well

PALs

High Impact
2nd-progress is shown

Phonics games on Friday-1st & 2nd

Unknown Impact
Motivational
Engaging

Word family activities-K-2

High Impact
Good progress
Track progress

Silver Burdett and Journeys decodable readers-K-2nd grade

In Person and Virtual High Impact
STAR Data

Silver Burdett Ginn Leveled Readers

Out of Print-need to decide on something else?
Trying to keep them here
1st grade virtual student-progress is shown
Possibly look at purchasing or trying to locate other copies

Modern Press Curriculum Vowel Concentration Stories

High Impact but is outdated
Limited accessibility
1st-progress for 1st grader
2nd grade virtual student-no progress

Dolch Word Flash Cards-

2nd grade virtual student, no progress
1st grade virtual student-progress shown

Accelerated Reader

High Impact for K-4, maybe some discussion on school-wide use
Should we continue to pay for it?
Virtual and face to face students-progress is shown

Florida Research Activities-K, 1st, 2nd

High Impact

Letter People-K

Unknown Impact
Some progress but it is early

KPals-K, 1st

High Impact
Currently using with two students
Past progress noted

School Wide:
Heggerty

1st grade high impact
K doing daily activities
1 & 2 are using the online version
Working with literacy

Home Reading Program

High Impact
Grades 1-4
Use a log, fill in the tree

Reading Coaches

High Impact
K-2

Journeys
Moderate Impact (lacking quality interventions and team buy in
ADDED 22-23 School Year: Foundations Tier I Phonics Curriculum
ADDED 22-23 School Year: Sounds Sensible and SPIRE Tier II Intervention Program
23g

The plan for improvement to assist students in skill building this year is to facilitate Reading and Math coaching with ISD Curriculum and Instruction Consultant.

Gap Analysis: After reviewing data and initiatives, fluency and comprehension are issues in K-3. For older students, comprehension difficult. We would like to use STAR and/or DIBELS progress monitoring next year to keep up with whether or not interventions are working.

23g

Our desired state is to increase proficiency on all state testing.

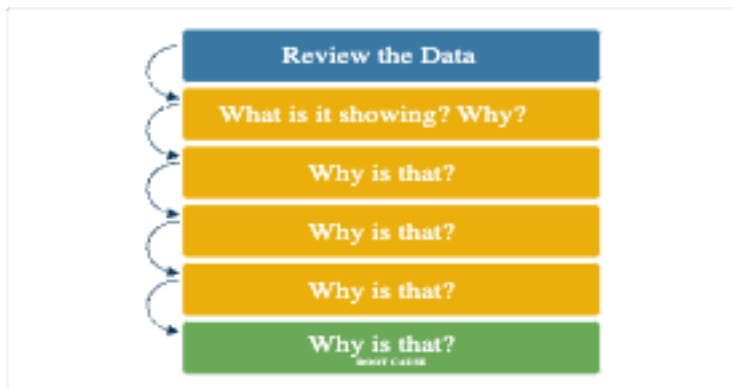
District Data Story Summary: Based on the data and inputs above our story currently 70% of students are not meeting proficiency on the the STAR reading assessment. We will work on school wide reading intiatives and coaching and start progress monitoring. We will also work to get parents involved in our reading initiatives by sending home benchmark reading reports.

23g

The data used to support the need for summer school options was showing that summer learning is needed to help support underperforming students with building skills in math and reading.

Analysis:

Root Cause



Five Whys

- Why: Lack of consistency in reading/ELA curriculum. We should focus on a curriculum audit and make a schedule for the next few years.
- Why: Our district needs to create a stronger home to school connection so parents are more involved in the students' education.
- Why: Students being virtual this year also impacted our scores. Since our class sizes are small, two to three students can have a negative impact on proficiency.
- Why: Fidelity of curriculum and implementations needs to happen. We would like to reinstate PLCs next year to collaborate for more consistency.

Challenge Statement: The district needs to allocate resources to develop a system to review curriculum and ensure fidelity. Making better connections with parents will also require more resources and funding.

Strategies:

(1/7): Essential Instructional Practices Grades K-3

Owner: Tony Basanese

Start Date: 06/08/2021

Due Date: 06/01/2024

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

Buildings: All Active Buildings

Total Budget: \$11,900.00

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

Communication:

Method

- Other
- Brochure

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Heggerty Training	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Grouping Based on DIBELS and STAR scores	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classwide Quick Phonics Screener	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Grouping Based on	Tony	06/08/2021	06/01/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
DIBELS and STAR scores	Basanese			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
LETRS Training	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Wilson's Foundations Phonics Curriculum K-3	Tony Basanese	09/30/2022	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
(SPIRE) Essential 9: Ongoing observation and assessment of children's language and literacy development that informs their education	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/7): Accelerated Reader

Owner: Tony Basanese

Start Date: 06/08/2021

Due Date: 06/01/2024

Summary: Accelerated Reader is a computerized supplementary reading program that provides guided reading instruction to students in grades K-12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance.

The program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance.

Buildings: All Active Buildings

Total Budget: \$100.00

- General Fund (Other)

Communication:

Method

- Other
- Email Campaign

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Tree - Point Club	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Home Reading	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Tree - Point Club	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Home Reading	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/7): Peer-Assisted Learning Strategies

Owner: Tony Basanese

Start Date: 06/08/2021

Due Date: 06/01/2024

Summary: Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting as the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgement of student needs and abilities, and teachers reassign tutoring pairs regularly.

Buildings: All Active Buildings

Total Budget: \$100.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Data Digs	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress Monitoring PD	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data Digs	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress Monitoring PD	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/7): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Tony Basanese

Start Date: 05/05/2022

Due Date: 06/01/2024

Summary: The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children’s work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings: All Active Buildings

Total Budget: \$200.00

- General Fund (Other)

Communication:

Method

- Other
- School Board Meeting
- Presentations
- Social Media

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
School Wide Center Wide Screener	Tony Basanese	05/05/2022	06/01/2024	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Essential 3: High Quality Instructional Materials K-12	Tony Basanese	05/05/2022	06/01/2024	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Essential 6: Organizational Systems That Assess and Respond to Individual Needs (Sounds Sensible and SPIRE)	Tony Basanese	05/05/2022	06/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Data Dig Process	Tony Basanese	05/05/2022	06/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(5/7): Guaranteed and Viable Curriculum

Owner: Tony Basanese

Start Date: 05/05/2022

Due Date: 06/01/2024

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: \$400.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Solid Start Reading and Science Curriculum	Tony Basanese	05/05/2022	06/01/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(6/7): 23g Expanded Learning Time

Owner: Mary Nordine

Start Date: 10/25/2023

Due Date: 06/29/2025

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: \$26,610.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Program Manager: Tony Basanese	Tony Basanese	05/31/2024	06/29/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
If funding allows, additional educational staff support for ELA and MATH students	Tony Basanese	05/31/2024	06/29/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Originate and Implement Summer School Math and Literacy Supports	Tony Basanese	05/31/2024	06/29/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(7/7): Pathways to Potential

Owner: Tony Basanese

Start Date: 11/13/2023

Due Date: 06/28/2025

Summary: Pathways to Potential strives to work closely with families, schools, and communities to ensure that children stay on track in school and life. Data-informed decision-making is key to keeping kids in school at grade level, addressing Social Determinants of Health, and ensuring positive outcomes for students and families.

Buildings: All Active Buildings

Total Budget: \$100.00

- Other State Funds (State Funds)

Communication:

Method

- Email Campaign
- Presentations
- Brochure
- Local Newspaper

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monthly Class Attendance Goals and Celebrations	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Perfect Attendance Honor Roll	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Spontaneous "Thank You's"	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
6th Grade Preparation for High School	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Assist Families with Other State Programs	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
5% for Proficiency Report		05/31/2022	COMPLETE
Increase by 4% for Proficiency Report		05/16/2023	COMPLETE
Increase by 5% for Proficiency Report		05/31/2024	ONTARGET

Impact Notes

Date	Note	Author
10/10/2022	STAR Prof Report F 22-23	Patti Witt
10/10/2022	Interim Goal: 34% Current: 36%	Patti Witt
10/10/2022	Interim STAR DATA	Patti Witt

Adjust Notes:

No Data Available

Activity Status:

Essential Instructional Practices Grades K-3 Activities

Activity	Owner	Start Date	Due Date	Status
Heggerty Training	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
Small Grouping Based on DIBELS and STAR scores	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
Classwide Quick Phonics Screener	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
Small Grouping Based on DIBELS and STAR scores	Tony Basanese	06/08/2021	06/01/2024	COMPLETE
LETRS Training	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
Wilson's Foundations Phonics Curriculum K-3	Tony Basanese	09/30/2022	06/01/2024	ONTARGET
(SPIRE) Essential 9: Ongoing observation and assessment of children's language and literacy development that informs their education	Tony Basanese	06/08/2021	06/01/2024	ONTARGET

Accelerated Reader Activities

Activity	Owner	Start Date	Due Date	Status
Reading Tree - Point Club	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
At Home Reading	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
Reading Tree - Point Club	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
At Home Reading	Tony Basanese	06/08/2021	06/01/2024	ONTARGET

Peer-Assisted Learning Strategies Activities

Activity	Owner	Start Date	Due Date	Status
Data Digs	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
Progress Monitoring PD	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
Data Digs	Tony Basanese	06/08/2021	06/01/2024	ONTARGET
Progress Monitoring PD	Tony Basanese	06/08/2021	06/01/2024	ONTARGET

Essential School-Wide and Center-Wide Practices in Literacy Activities

Activity	Owner	Start Date	Due Date	Status
School Wide Center Wide Screener	Tony Basanese	05/05/2022	06/01/2024	COMPLETE
Essential 3: High Quality Instructional Materials K-12	Tony Basanese	05/05/2022	06/01/2024	COMPLETE
Essential 6: Organizational Systems That Assess and Respond to Individual Needs (Sounds Sensible and SPIRE)	Tony Basanese	05/05/2022	06/01/2024	ONTARGET
Data Dig Process	Tony Basanese	05/05/2022	06/01/2024	ONTARGET

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Solid Start Reading and Science Curriculum	Tony Basanese	05/05/2022	06/01/2024	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
23g Program Manager: Tony Basanese	Tony Basanese	05/31/2024	06/29/2025	UPCOMING
If funding allows, additional educational staff support for ELA and MATH students	Tony Basanese	05/31/2024	06/29/2025	UPCOMING
Originate and Implement Summer School Math and Literacy Supports	Tony Basanese	05/31/2024	06/29/2025	UPCOMING

Pathways to Potential Activities

Activity	Owner	Start Date	Due Date	Status
Monthly Class Attendance Goals and Celebrations	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
Perfect Attendance Honor Roll	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
Spontaneous "Thank You's"	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
6th Grade Preparation for High School	Tony Basanese	11/13/2023	06/28/2025	ONTARGET
Assist Families with Other State Programs	Tony Basanese	11/13/2023	06/28/2025	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?:

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Accelerated Reader

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

Date	Note	Author						
04/22/2022	The reading tree is on the elementary hallway wall. K-6 student names are on the wall according to the point club(s) they are in. First grade has book buddy bags and are encouraged to take a book home nightly. Students are allowed to do accelerated reading tests.	Patti Witt						
<p data-bbox="320 533 868 568"><i>Evidence Data Set for 'The reading tre...'</i></p> <table border="1" data-bbox="320 573 1126 689"> <thead> <tr> <th data-bbox="320 573 517 627">Date</th> <th data-bbox="517 573 783 627">Data Name</th> <th data-bbox="783 573 1126 627">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 627 517 689">04/22/2022</td> <td data-bbox="517 627 783 689">Reading Tree K-6</td> <td data-bbox="783 627 1126 689">20220422_105428.jpg</td> </tr> </tbody> </table>			Date	Data Name	Provider	04/22/2022	Reading Tree K-6	20220422_105428.jpg
Date	Data Name	Provider						
04/22/2022	Reading Tree K-6	20220422_105428.jpg						

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

Date	Note	Author						
04/22/2022	Right now, each class, K-8, are working toward full implementation of the Accelerated Reading program. High school is incorporating it once a quarter/semester. First, third, fourth, and Title students have book buddy bags and are encouraged to take a book home nightly. Second grade students take books home from the library. Students are allowed to do accelerated reading tests at home and at school. We will have to work at getting fifth and sixth grade students to read at home.	Patti Witt						
<p data-bbox="320 1444 868 1480"><i>Evidence Data Set for 'Right now, each...'</i></p> <table border="1" data-bbox="320 1485 1054 1601"> <thead> <tr> <th data-bbox="320 1485 517 1538">Date</th> <th data-bbox="517 1485 836 1538">Data Name</th> <th data-bbox="836 1485 1054 1538">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1538 517 1601">04/22/2022</td> <td data-bbox="517 1538 836 1601">Point Club Summary</td> <td data-bbox="836 1538 1054 1601">0414_001.pdf</td> </tr> </tbody> </table>			Date	Data Name	Provider	04/22/2022	Point Club Summary	0414_001.pdf
Date	Data Name	Provider						
04/22/2022	Point Club Summary	0414_001.pdf						

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

Date	Note	Author
04/22/2022	<p>We are working toward implementing AR and at home reading to improve our literacy scores. The needs of certain grade level groups may not be fully accessible at this point in terms of AR. We will try to incorporate it more in the later grades and use it more effectively, but not as a grade.</p> <p>Summer reading programs are limited because of the proximity of most of our students to access the library and school during the summer. We will do some work in summer school and try to plan a few events at our local library to get kids access to reading materials.</p>	Patti Witt

Monitoring Notes: Essential Instructional Practices Grades K-3

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

Date	Note	Author
05/22/2023	Strategy Monitoring for Implementation	Dave Radovich
<i>Evidence Data Set for 'Strategy Monito...'</i>		
Date	Data Name	Provider
05/22/2023	Strategy/ Monitoring List	ETC Monitoring_Strategy_Implementation_709206_7.docx.pdf
11/03/2022	LETRS Training 22-23	Dave Radovich
11/03/2022	<p>Heggerty K-2</p> <p>K and 1 will continue this year. 2nd will end in January because they have mastered the skills.</p>	Dave Radovich
<p><i>Evidence Data Set for 'Heggerty K-2</i></p> <p><i>K...'</i></p>		

Date	Note	Author									
<table border="1"> <thead> <tr> <th data-bbox="320 203 517 262">Date</th> <th data-bbox="517 203 847 262">Data Name</th> <th data-bbox="847 203 1372 262">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 262 517 360">11/03/2022</td> <td data-bbox="517 262 847 360">ETC Heggerty Fall 22-23</td> <td data-bbox="847 262 1372 360">22-23 ETC Heggerty - Kind. Ruotsala.pdf</td> </tr> </tbody> </table>			Date	Data Name	Provider	11/03/2022	ETC Heggerty Fall 22-23	22-23 ETC Heggerty - Kind. Ruotsala.pdf			
Date	Data Name	Provider									
11/03/2022	ETC Heggerty Fall 22-23	22-23 ETC Heggerty - Kind. Ruotsala.pdf									
05/10/2022	Second grade joined in pre and post assessment.	Patti Witt									
<p><i>Evidence Data Set for 'Second grade jo...'</i></p>											
<table border="1"> <thead> <tr> <th data-bbox="320 575 517 633">Date</th> <th data-bbox="517 575 810 633">Data Name</th> <th data-bbox="810 575 1366 633">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 633 517 732">05/10/2022</td> <td data-bbox="517 633 810 732">Haggerty Pre/Post 2</td> <td data-bbox="810 633 1366 732">Screen Shot 2022-05-10 at 3.06.58 PM.png</td> </tr> </tbody> </table>			Date	Data Name	Provider	05/10/2022	Haggerty Pre/Post 2	Screen Shot 2022-05-10 at 3.06.58 PM.png			
Date	Data Name	Provider									
05/10/2022	Haggerty Pre/Post 2	Screen Shot 2022-05-10 at 3.06.58 PM.png									
04/22/2022	<p>Essential #4: Heggerty Phonological Awareness is being implemented in K-2 grade classes. We are including Pre-Post Data to support this. We may have to discuss fidelity next year of implementation.</p> <p>ADD: #3 Differentiation using Susan Walpole's Differentiated Instruction: K-3 The quick phonics was used to assess groups of struggling students and make sure they received differentiated instruction. Based on the screener, students were placed in groups and received Tier 2 interventions based on need.</p> <p>ADD: #3 Small Group Construction (from Data Digs) In order to encourage flexible grouping, teachers participated in Data Digs with MTSS and Literacy coaches to review data, group by need, create action plans, and plan progress monitoring schedules.</p>	Patti Witt									
<p><i>Evidence Data Set for 'Essential #4: H...'</i></p>											
<table border="1"> <thead> <tr> <th data-bbox="320 1760 517 1818">Date</th> <th data-bbox="517 1760 963 1818">Data Name</th> <th data-bbox="963 1760 1366 1818">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1818 517 1917">04/22/2022</td> <td data-bbox="517 1818 963 1917">Data Dig Mid Benchmark Documents</td> <td data-bbox="963 1818 1366 1917">0413_001.pdf</td> </tr> <tr> <td data-bbox="320 1917 517 2042">04/22/2022</td> <td data-bbox="517 1917 963 2042">Heggerty Pre/Post Assessment Kindergarten 2022</td> <td data-bbox="963 1917 1366 2042">Screen Shot 2022-04-19 at 10.42.08 AM.png</td> </tr> </tbody> </table>			Date	Data Name	Provider	04/22/2022	Data Dig Mid Benchmark Documents	0413_001.pdf	04/22/2022	Heggerty Pre/Post Assessment Kindergarten 2022	Screen Shot 2022-04-19 at 10.42.08 AM.png
Date	Data Name	Provider									
04/22/2022	Data Dig Mid Benchmark Documents	0413_001.pdf									
04/22/2022	Heggerty Pre/Post Assessment Kindergarten 2022	Screen Shot 2022-04-19 at 10.42.08 AM.png									

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

Date	Note	Author						
11/03/2022	Three teachers, K-2, are still completing LETRS training for K-3.	Dave Radovich						
04/22/2022	Teachers are in the first year of Heggerty implementation. Our final data dig will reveal the effectiveness of the program. This is our first year of data dig as a collaborative effort, and we intend to refine that next year. We will continue to encourage teachers to have flexible grouping and seek help from colleagues and/or literacy coaches for support.	Patti Witt						
<p><i>Evidence Data Set for 'Teachers are in...'</i></p> <table border="1"> <thead> <tr> <th>Date</th> <th>Data Name</th> <th>Provider</th> </tr> </thead> <tbody> <tr> <td>06/02/2022</td> <td>Pre and Post Test</td> <td>Copy of ETC 21-22 Heggerty.pdf</td> </tr> </tbody> </table>			Date	Data Name	Provider	06/02/2022	Pre and Post Test	Copy of ETC 21-22 Heggerty.pdf
Date	Data Name	Provider						
06/02/2022	Pre and Post Test	Copy of ETC 21-22 Heggerty.pdf						

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

Date	Note	Author						
05/10/2022	The Haggerty training has increased student's phonemic awareness	Patti Witt						
<p><i>Evidence Data Set for 'The Haggerty tr...'</i></p> <table border="1"> <thead> <tr> <th>Date</th> <th>Data Name</th> <th>Provider</th> </tr> </thead> <tbody> <tr> <td>05/10/2022</td> <td>Pre/Post 1st</td> <td>Screen Shot 2022-05-10 at 3.07.30 PM.png</td> </tr> </tbody> </table>			Date	Data Name	Provider	05/10/2022	Pre/Post 1st	Screen Shot 2022-05-10 at 3.07.30 PM.png
Date	Data Name	Provider						
05/10/2022	Pre/Post 1st	Screen Shot 2022-05-10 at 3.07.30 PM.png						
04/22/2022	For differentiated instruction (Walpole) we have worked with Title and some paraprofessional to create, train and implement target interventions. Training of paraprofessionals will continue so interventions are done with fidelity. Sufficient resources is something our team will continue to work on through the School Wide Center Wide screening deep dive tool #7.	Patti Witt						

Monitoring Notes: Essential School-Wide and Center-Wide Practices in Literacy Implementation with Fidelity - What progress are we making on implementing the

selected strategy as intended? What is the evidence?

Date	Note	Author
05/22/2023	Monitoring of Strategy Implementation	Dave Radovich
<i>Evidence Data Set for 'Monitoring of S...'</i>		
Date	Data Name	Provider
05/22/2023	ETC Monitoring of Strategy Implementation	ETC Monitoring_Strategy_Implementation_709206_7.docx.pdf
<i>Evidence Data Set for 'Curriculum Inve...'</i>		
Date	Data Name	Provider
11/03/2022	Curriculum Inventory	0391_001.pdf
11/03/2022	Curriculum Inventory	Dave Radovich

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

Date	Note	Author
11/03/2022	We will begin to look holes on the curriculum inventory sheet to see what possible supplements we need for reading.	Dave Radovich

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

Date	Note	Author
11/03/2022	Found that our K-3 needed to have more phonics support. The plan moving forward was to start with a purchase of Foundations for K-2.	Dave Radovich

Monitoring Notes: Guaranteed and Viable Curriculum

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

Date	Note	Author
05/22/2023	Solid Start Strategy Monitoring	Dave Radovich
<i>Evidence Data Set for 'Solid Start Str...'</i>		

Date	Note		Author
	Date	Data Name	Provider
	05/22/2023	Strategy Monitoring	ETC Monitoring_Strategy_Implementation_709206_7.docx.pdf
06/02/2022	Solid Start Curriculum		Patti Witt
<i>Evidence Data Set for 'Solid Start Cur..'</i>			
	Date	Data Name	Provider
	06/02/2022	Solid Start Overview	SOLID START INTRO.pdf

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

Date	Note	Author
06/02/2022	Solid Start 2nd Grade Implementation was minimal, but it will continue next year with two new teachers in 1st and 2nd grades.	Patti Witt

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

No Data Available

Monitoring Notes: Pathways to Potential

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Peer-Assisted Learning Strategies

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

Date	Note	Author
11/03/2022	Benchmark Data Digs and Progress Monitoring Planning	Dave Radovich

Date	Note	Author
04/22/2022	We have completed two data digs, one after second benchmark and one after the final benchmark. We will continue to focus on the fidelity of assessment administration, intervention PD, and progress monitoring PD.	Patti Witt
<i>Evidence Data Set for 'We have complet...'</i>		
Date	Data Name	Provider
04/22/2022	Data Dig	Data Dig.pdf

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

Date	Note	Author
11/03/2022	Progress Monitoring PD Working with teachers, Title and support staff to create schedules and get training for appropriate interventions.	Dave Radovich
<i>Evidence Data Set for 'Progress Monito...'</i>		
Date	Data Name	Provider
11/03/2022	Support and Intervention Schedule	2022_23 Para Schedule - Sheet1.pdf
04/22/2022	This year was our initial implementation of the data dig meeting. We learned a lot as we went, and will use that data more often at our SAT meetings to discuss flexible grouping that is more reactive to interventions, versus only checking at benchmark time. Progress monitoring is difficult for most teachers to implement at this point. It has been discussed and noted by ISD that the teachers in all districts would like to get professional development on progress monitoring practices.	Patti Witt
<i>Evidence Data Set for 'This year was o...'</i>		
Date	Data Name	Provider
04/22/2022	Data Dig Documents that Highlight Progress Monitoring	0414_001.pdf

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

Date	Note	Author						
02/10/2023	Data Digs are now used also to create progress monitoring plans for each teacher.	Dave Radovich						
<p><i>Evidence Data Set for 'Data Digs are n...'</i></p> <table border="1" data-bbox="320 450 1374 607"> <thead> <tr> <th data-bbox="320 450 517 506">Date</th> <th data-bbox="517 450 858 506">Data Name</th> <th data-bbox="858 450 1374 506">Provider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 506 517 607">02/10/2023</td> <td data-bbox="517 506 858 607">Progress Monitoring Plans</td> <td data-bbox="858 506 1374 607">Screen Shot 2023-02-10 at 9.28.03 AM.png</td> </tr> </tbody> </table>			Date	Data Name	Provider	02/10/2023	Progress Monitoring Plans	Screen Shot 2023-02-10 at 9.28.03 AM.png
Date	Data Name	Provider						
02/10/2023	Progress Monitoring Plans	Screen Shot 2023-02-10 at 9.28.03 AM.png						
04/22/2022	Progress on the implementation of this goal needs work, but most teachers are aware and know they need professional development. The ability to see the need is evident, which is sometimes difficult. We realize that paraprofessionals will have to attend the PD for progress monitoring and be aware of the data dig format to understand the intervention process.	Patti Witt						
