

MICIP Portfolio Report

Tipton Academy

Goals Included

Active

- Improve NWEA SCGP in Reading and Math
-

Buildings Included

Open-Active

- Tipton Academy 4-8
 - Tipton Academy Prek-3
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Tipton Academy

Improve NWEA SCGP in Reading and Math

Status: ACTIVE

Statement: Our goal is to enhance our Special Education and MTSS program of support through academics & instructional coach support, instructional alignment, and Behavior and Culture, in order to improve our NWEA Median Student Conditional Growth Percentile to 50 by 2024.

Created Date: 06/14/2021

Target Completion Date: 06/30/2024

Data Set Name: 2021-2022 An increase in student learning gaps across all grades and subjects due to the COVID pandemic.

Name	Data Source
20-21 MidYear progress Report	NWEA
NWEA Student Growth Report Fall 2020 - Spring 2021	NWEA
NWEA Student Summary Growth Fall 2017-Spring 2018	NWEA
NWEA Student Growth Summary Fall 2018-Spring2019	NWEA
NWEA Student Growth Summary Report Fall 2020-Winter 2021	NWEA
LSSU Data Board Report 2017-2018	District Determined
LSSU Tipton Board Data 2018-2019	District Determined
2018-2019 Fall-Fall NWEA Data	NWEA
TRG Tipton Principal's Data 2018-2019	District Determined
M-Step District Comparison 2019	District Determined
NWEA Winter - Spring	NWEA

Name	Data Source
Growth 2021	
Fall- Spring 21-22 Growth Summary	Acadience
Fall - Spring 21-22 MAP Growth Summary	Acadience
Fall - Spring 21-22 MAP	NWEA
Fall-Spring Subgroup Growth Data	NWEA
MAP Subgroup data spring 23	NWEA
Subgroup data fall to spring district created	District Determined
Map growth school fall 22-sp 23	NWEA
LSSU spring report 23	District Determined
LSSU report spring 22	District Determined

Data Story Name: ELA and Math Gaps: In 2021-2022 there was an increase in student learning gaps across all grades and subjects due to the COVID pandemic.

Initial Data Analysis: Over the last 2 years we have seen a decline in SCGP from students in Reading and Math due to virtual learning, homeschool, lack of engagement due to the COVID pandemic.

ATS Committee - Analyze: sections assessed for each grade and subject area

3rd grade ELA 1/60 above, 29/60 near, 30/60 below

3rd grade Math 3/30 above, 9/30 near, 18/30 below

4th grade ELA 4/16 ABOVE, 6/16 NEAR, 6/16 BELOW

4th grade Math 2/8 Above, 0/8 Near, 6/8 Below

5th Grade ELA 0/28 above, 12/28 near, 16/28 below

5th Grade Math 0/14 above, 7/14 near, 7/14 below

6th grade ELA 0/20 above, 1/20 near, 19/20 below

6th grade Math 0/10 above, 1/10 near, 9/10 below

7th grade ELA 2/24 above, 9/24 near, 13/24 below

7th grade Math 0/12 above, 5/12 near, 7/12 below

Big AHAs – Special Education Sub group – having some of our student (will specify once we have details, but have seen preliminarily a large increase in growth of these students)
Do a resource analysis about resources...and are we getting our desired result from those resources. We can braid and blend resources to get the biggest buck. Anything that is over

and above what is stipulated on the IEP you can use the supplemental dollars...to make decisions for the best choice.

Utilize sharing PD with other schools to stretch your dollars. Keeping a stable group of teachers is a problem that is universal. Prioritize needs to implementation.

Initial Initiative Inventory and Analysis: Based on our mission and the three pillars of Community and Family Engagement, Equitable Learning Experiences, and High Moral Standards we have worked hard to ensure alignment of our programs and services with our mission.

Current systems that we are using are MTSS utilizing EBLI and Do the Math Now also Teach Like a Champion for engagement and school culture. We have increased our technology to 1:1 student ratio for accessibility. We have added a management single sign on for organization to help access educational programs for students and parents at home. We utilize Google Classroom for continuity of access to Classroom instructional information. We purchased Lincoln Learning, SORA, Razz Kids (Reading A-Z), IXL, Moby Max, Mystery Science, TCI Digital, Envision Digital, Science Dimensions Digital, Do the Math Now, EBLI to provide additional access to learning resources at home. We utilized Classroom DOJO for all school communication with parents. We have provided hot spots on an as needed basis for connectivity issues. We purchased laptops for teachers to be able to continue work at home. We purchased basic equipment such as sound and tripods, mics, and lighting to assist with recording lessons. We purchased a google classroom package to provide opportunity for break out sessions. We created Parent University to support parents by providing training on our curriculum platforms and resources to help learning at home. Virtual learning support/tutoring for hybrid students was provided two days a week to assist students on their virtual days. We provided Admin Coffee Chats which included a series of topics and open Q&A for parents. We provided opportunities for Wellness Wednesdays for parents to virtually log on with our school social work team for support. We provided meals throughout the pandemic including summer, to all families and threw in some "Tipton Happy Meals" with over 40,000 meals provided in the spring of 2020. We provided staff mental health boosts such as food trucks, pick me ups, and other moral boosting things. We've provided round the clock access to administrators to support any needs for parents and teachers. We provided a technology support person on staff to assist with immediate technology needs. We held a Fall Fest and Christmas Drive Through Extravaganza in partnership with our PTO to bring fun and uplifting engagement to our families. We incorporated local businesses in our Teacher Appreciation Week Activities. We hosted an American Red Cross Blood Drive and assisted individual families that went through tramatic life events. We provided door to door service to families as needed for technology or materials drop off and support. Ultimately, we were able to provide three different schedules/modes of instructional schedules to our families including 100% virtual, hybrid 2 days in-person and 3 virtual, and a full week option with a Wednesday in-person learning lab.

Gap Analysis: Students are attending, but are not following through with completing the work and showing learning progress. Engagement in the virtual classrooms appeared low. Attendance for students assigned to MTSS intervention programs was inconsistent and low throughout the school year. We had different testing environments where some tested

in person one session and at home another session. Feedback from students and parents is that the reality of workload and learning at home seems overwhelming because they do not understand the difference between the workload at school versus at home.

In summary, while attendance tracking showed high levels of "engagement", the quality of learning taking place was low, which we believe was the lack of engagement in learning.

District Data Story Summary: We have gone above and beyond to meet the individual needs of families. We have seen that happen through strong communication. Another strength has been flexibility. We have been able to pivot and rise to the occasion and give an individualized educational experience to our families.

Students that are at home are there with technology illiterate supervision. Our program was predominantly asynchronous based on family feedback and structure, but left our students with less access to live teaching. Parents also struggle with the difference between motivating their child versus disciplining them to complete the instructional work.

Our plan to utilize Do the Math Now with our differentiated MTSS groups was a struggle this year because student attendance was inconsistent. It has not been implemented in the way in which we hoped and planned. Secondly, fidelity of the program both inside the general classrooms with Tier I, as well as in the Tier II pull out program.

Analysis:

Root Cause



Five Whys

- Why: Our current data is showing that our students have remained stagnant in their growth for the year or that our students have mostly fell into the lower achieving/low growth category. In past years, our students K-8 have shown tremendous growth throughout an entire school year with the majority of grades hitting the target or greatly increased above the goal set by the district and authorizer in both reading and math.
- Why: One reason is due to the instability of academics within the past year and a half due to the pandemic. The uncertainty that plagued schools last year on how to proceed in the months remaining caused a delay in reaching students academically, until all stakeholders were able to adapt to a new structured learning environment. With the many concerns for health and the social emotional aspects in regards to staff, parents, and students, our teachers were ready and on the go immediately with instruction; however, the learning engagement piece with students and the new responsibilities put on our parents/guardians created an atmosphere where some made decisions to not concern themselves with school, participated as much as they were able to in their life

situation, or performed the best they could with all the resources the school was able to provide. Furthermore, the new responsibilities placed on our staff also caused additional stressors ensuring they could find ways to keep their students learning to mastery, engaged in online lessons, finding new resources that were easier to teach in a remote environment, and living through a pandemic themselves.

- Why: After the end of the last school year, there were a lot of unknowns in how the new school year will be affected by the pandemic as well as how our school can adapt to the new way of learning. With these challenges, Tipton worked to cover all areas such as bringing our students back within the safety guidelines set by the CDC, creating 3 different schedules including in-person five days a week, two hybrid sections, learning labs, MTSS, student support days, and fully virtual as well as finding the best academic virtual learning platforms to make as many things possible easier for teachers, students, and parents to access.

Change is always followed by its challenges with all who are unintentionally affected by it. Without being able to properly test our students in Spring 2020, Tipton was not able to use the valuable data we receive each year to understand what learning loss had taken place prior to the school year ending. The 2020 new school year, Tipton completed its yearly Fall testing to receive data to gauge where are students are currently academically in each grade level whether they were returning students or new. Since, we had to start the year learning our safety procedures and help support students getting back on track with a newly structured school setting; unfortunately, our testing didn't take place until mid-October when it usually is the first full week of September. After analyzing the fall data, the percentile rankings of our students seemed to be on the highest part of the scale. Since, we had fewer students testing in-person with the majority remote testing it was hard to determine the validity of student scores. Obstacles we faced were considering whether the remote students received any support from parents or others that may have been home providing answers when a student struggled on a specific question.

Due to the high number of positive cases during the holidays, the NWEA test we took in the winter all students were testing remotely at home. We put proper protocols in place having teachers test using Zoom with cameras on to try our best to observe how they were taking the test and avoiding as many distractions we could control.

The participation with certain grade levels was an issue to be able to determine the growth of our students across the board. The year started out with over 90% testing participation with equivalent number of non-participants across the grades; however, we did stay consistent with the same percentages in the spring, there were certain grade levels that had less participation than others. At the end, 1st - 3rd grade had less students participate, but our 6th-8th grade had the most students who did not participate regardless of the consistent communication and flexibility offered to them for testing.

- Why: Several support systems and procedures were put into place throughout the school year to provide ample opportunities for students to utilize when they needed help in any subject area and hold them accountable. All of these were purposely scheduled and created around each of the three different learning avenues. For grades K-5, the same schedule was uniformly created with the only difference being one taught the in-person

class and the other all virtual. In Middle School, the schedule was different in that each teacher had both in-person, hybrid, and fully virtual throughout the day depending on grade and subject taught.

In-person students for all grades were in class for four days a week with their classroom teachers, then on Wednesday's they received support from an interventionist in all subject areas to work towards finishing their assignments from the week.

Hybrid students either attended M/T or Th/F in-person with their classroom teachers. On the days the student was not in-person, an interventionist was scheduled for one entire day virtually, Monday and Thursday, to help with either section A/B based on the days they attended in-person.

Virtual students had mandatory class live meetings at 2pm everyday. During the other times, teachers would have different times/schedules of when their virtual students would attend live meetings for explicit instruction.

Tipton also offered MTSS this year for grades K-5 that complimented each grade levels schedules. Students were identified through their NWEA test scores as being at the 25th percentile or lower and placed in groups of five with an interventionist. The parents/guardians were contacted to discuss with them the schedule, the support they will receive, and how beneficial it is to receive this service to continue to make growth. MTSS was offered to virtual and in-person students. Unfortunately, after each NWEA testing session, there was a great inconsistency in participation and difficult to have parents/guardians ensure they attended. All of these factors did not produce our typically consistent program where the students receive all of the lessons in sequential order to build upon the content they need to grow.

Lastly, the culmination of inconsistent attendance and participation in instructional classes, live meetings, MTSS, student support days, and lack of academic work turned in it has been difficult to truly know what knowledge the students have gained from the current school year. This also includes what instructional loss may have occurred when school was shutdown in March 2020. The lack of engagement, motivation, and misconceptions students have in regards to work load produced many struggles for certain students who were learning in a virtual setting.

- Why: Based on the last year and a half of schooling, the unknown in regards to school buildings being safe, stress in terms of student and family health, engaging in an entirely new learning environment, adapting to student work life at home, differences in regards to accountability, and engagement in virtual classes have contributed to the gap in learning and low growth at the end of the year.
- Why: Summary - student data showed stagnant or declining learning.
 - Why.- Because the pandemic created challenges with academic stability.
 - Why - Because attendance and participation in classes and support programs was inconsistent.
 - Why - Because students lacked motivation, struggled with workload, and scheduling fluxuated both at home and in-school.
 - Why - Because students were not engaged in class or work.
 - Why - Because teachers and students struggled to build relationships between each other both teacher to student and student to student.
 - Why - Because we need additional training, coaching, and support to build relational

capacity and engaging lessons in both virtual and in-person classes for teachers and support staff.

- Why: Special education students are not closing the gap in learning with services
Students are not consistently engaged in classroom
Special education students are not getting the level of support that they need.
Fidelity of the resources is not consistent
There are many new and novice teachers
Teachers need additional training in data, program resources, and special education responsibilities.

Challenge Statement: Tipton Academy needs to allocate resources, systems, routines, and support to enhance our Special Education and MTSS programs of support academically, in behavior and culture, and in leadership processes through training and resources to build relational capacity and further engage students in the learning process to improve our reading and math growth and achievement.

Strategies:

(1/5): MTSS Instructional Coach

Owner: Angela Gilbert

Start Date: 06/29/2021

Due Date: 06/13/2024

Summary: An MTSS instructional coach will support both the MTSS intervention staff, as well as the classroom teaching staff to use data, provide instruction, and close learning gaps with students during Tier I and Tier II instruction.

Buildings: All Active Buildings

Total Budget: \$128,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Do the Math Intervention Support	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
EBLI ETSL Intervention Support: EBLI ETSL (Evidenced Based Literacy Instruction) licenses for use for Tier 2 and Tier 3 literacy instruction for teachers to use with students to accelerate learning and close gaps of learning loss. 22 licenses for a total of \$8500.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Digital Intervention and Enrichment Software	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Program				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coach will observe, coach, and model through the lens of TLAC utilizing in-person and digital platform to increase the engagement of teaching and learning in the classroom.	Angela Gilbert	06/30/2023	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TLAC online account licenses for coaching and support.	Angela Gilbert	06/30/2022	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of digital resources assigned by RR teacher during intervention for non-RR days. Waggle for Math and AMIRA or Waggle for Reading	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD teaching gen ed with ALL student populations	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engagement of Parents through more frequent progress reports	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher engagement to have additional staff opportunity to visit to leadership days.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Special Education Rotation of Monthly PLCs with the resource room teacher	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engagement of Students – Goal Setting with NWEA REWARDS	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engagement of Students – 100% of students tested	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engagement of Transition years – GSRP/K and ³ / ₄	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engagement of Students – Method to discretely ask for questions in classrooms – Parking lot	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD using data to drive instruction	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD differentiated instruction	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD using supplemental resources	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Behavior, Culture, and SEL Wellness

Owner: Angela Gilbert

Start Date: 06/29/2021

Due Date: 06/13/2024

Summary: Improving the behavior, culture and social emotion health and wellness of our students and staff through training and best practices in Teach Like a Champion and researched selected SEL programming.

Buildings: All Active Buildings

Total Budget: \$75,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teach Like a Champion Training	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Culture Team monitors TLAC and SEL implementation	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Calendar of Monthly TLAC focus strategies	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Should be done through LiM - Provide training in building relational capacity between staff and students	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop culture team with	Angela	06/29/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teacher leaders/mentors with stipends	Gilbert			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Mindfulness class through specials schedule, develop curriculum, and support equipment needed.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Leader in Me SEL over 3 year implementation phasing of start slow to go fast PD.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engage LiM Lighthouse team (onboard training too) of staff to coach, monitor, and support implementation of Leader in Me SEL.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Reconsidered Training for all reading and sci/SS teachers.	Angela Gilbert	06/30/2023	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): MTSS Framework (General)

Owner: Angela Gilbert

Start Date: 06/30/2021

Due Date: 06/13/2024

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

Buildings: All Active Buildings

Total Budget: \$440,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
6.5 MTSS Academic Paraprofessional Interventionists to participate in implementing academic support in reading and math.	Angela Gilbert	06/30/2021	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2 MTSS Behavior Paraprofessional Interventionists to provide behavior intervention support to students in individual, small group, and classroom settings.	Angela Gilbert	06/30/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
2 1 Math and 1 ELA Middle School MTSS integration of academic intervention embedded digital platform with monitoring and teacher facilitation.	Angela Gilbert	06/30/2021	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): Instructional Leadership Routines

Owner: Angela Gilbert

Start Date: 07/01/2022

Due Date: 06/13/2024

Summary: Implement and monitor Instructional Leadership Routines K-12 which includes: Monitor Instructional Practices and Curriculum Use, Guide Instructional System Decisions, and Provide Coaching and Feedback

Buildings: All Active Buildings

Total Budget: \$250,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Leadership team will create LIT, Leadership Instructional Time into daily schedule. It will include a formal observation, lesson plan feedback, and quick check in meeting with a teacher.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development will take place in instructional alignment with a focus on the verb, lesson, assessment connection. It will be coached, supported, and monitored based on LIT scheduled for MTSS, Teachers, Special Education Resource Room.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hiring a Parent, Family, and	Angela	07/01/2022	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Community Outreach Coordinator to provide additional time in the leaders schedule to focus on LIT.	Gilbert			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide a systematic and comprehensive curriculum framework which includes resources, lesson planning, assessments which is supported through LIT.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Restructure Leadership Team to focus school supports in each building.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SIPT and subcommittees (Stipends included) structures around each strategy to help support activities and continuity of support.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mentors (stipends for support) structured to support teacher development.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Angela Gilbert

Start Date: 10/17/2023

Due Date: 06/30/2024

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

Buildings: All Active Buildings

Total Budget: \$120,349.00

- Other Title Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Passport to the World: Students will participate in a summer program for 4 weeks. The program will be 4 half days per week. It will be focused on math, reading, and world cultures. Teachers will utilize Evidenced Based Literacy Instruction, EBLI, and AMIRA for reading remediation and Do the Math and Waggle for basic skills remediation in math. In addition to the skill	Angela Gilbert	10/17/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>building, students will participate in a project based learning where they will be engaged in learning about the culture of other countries around the world including, but not limited to clothing, food, traditions, entertainment, geography, culture, economics. Materials needed will consist of those needed to support teaching cultural items in addition to Math and ELA. It will be called Passport to the World and the 5th week, students will be able to share in the learning from other classrooms to be able to experience each country learned about. Salary and benefits for summer school staff teachers and support personnel for a total of \$16898 plus \$3000 in materials.</p>				
Activity Buildings: All Buildings in Implementation Plan				
<p>High Dosage Tutoring after school for students that are struggling. Students will be identified for tutoring based on NWEA data and classroom academic performance. Salary and benefits for tutors to conduct high dosage tutoring which would be completed in small groups that are servicing 1-3 students at a time for 30 minute sessions 3 times a</p>	Angela Gilbert	10/17/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
week for 15 weeks equaling 22 planned instructional hours per student. Tutors would be selected based on student data outcomes. Tutors would receive \$20/30 minute session. Approximately \$2117 for salary and benefits per tutor with 8 total tutors in ELA and Math.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tutoring Program and Summer Program Manager to oversee tutoring programs and report on progress.	Angela Gilbert	10/17/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
EBLI ETSL (Evidenced Based Literacy Instruction) licenses for use for Tier 2 and Tier 3 literacy instruction for teachers to use with students to accelerate learning and close gaps of learning loss. 22 licenses for a total of \$8500.	Angela Gilbert	10/17/2023	06/29/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Do the Math intervention materials for Tiered math instruction during MTSS to accelerate learning and close gaps caused by learning loss for grades 1-5. RTI bundles from Heinneman for \$50,951	Angela Gilbert	10/17/2023	06/29/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
To increase our NWEA SCGP by 10 points in Math. for NWEA Winter - Spring Growth 2021		07/01/2022	COMPLETE
Create a schedule of TLAC focus for the year.	Angela Gilbert	10/08/2022	COMPLETE
Create a schedule for LIT for DOI, P, and VP to support instructional alignment.	Angela Gilbert	11/10/2022	COMPLETE
Create a schedule of support for MTSS instructional coach.	Angela Gilbert	02/04/2023	COMPLETE
To increase our Special Education Subgroup SCGP Achievement percentile in Reading by 5 points for Fall-Spring Subgroup Growth Data		07/01/2023	COMPLETE
To increase our Special Education Subgroup SCGP Achievement percentile in Math by 5 points for Fall-Spring Subgroup Growth Data		07/01/2023	COMPLETE
To increase our ELA NWEA SCGP by 10 points. for NWEA Winter - Spring Growth 2021		07/01/2023	COMPLETE
Create Academic Data boards in every classroom that are interactive and student data centered aligned to WIG including NWEA and MSTEP/Module	Angela Gilbert	06/29/2024	ONTARGET
Create PBIS Data boards in every classroom that are interactive and student data centered aligned to WIGs with LiM habits.	Angela Gilbert	06/29/2024	ONTARGET
Monthly PLC agenda	Angela	06/29/2024	ONTARGET

Measure	Owner	Due Date	Status
preplanned includes special education and is held every day scheduled or rescheduled the same week. Week 1 - Tier 1 instruction; Week 2 - Special Education; Week 3 - MTSS; Week 4 - Behavior and Culture.	Gilbert		
Fall all new and novice teachers to receive training and support to appropriately facilitate learning with their students with disabilities.	Angela Gilbert	06/29/2024	ONTARGET
To increase our IRIP (Title I) subgroup reading achievement percentile by 3 points. for Fall-Spring Subgroup Growth Data		06/30/2024	ONTARGET
To reach an SCGP of 50 in all grade levels in reading in the TAG subgroup. for Fall-Spring Subgroup Growth Data		06/30/2024	ONTARGET
To reach an SCGP of 50 in all grade levels in math in the TAG subgroup. for Fall-Spring Subgroup Growth Data		06/30/2024	ONTARGET
Find a method to break out the data for students that are in subgroups and have the rest as their own group.	Angela Gilbert	06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
09/01/2023	We have made some progress as evidenced by our spring 23 NWEA growth scores. We hope to see more impact in the 24 school year based on more resource allocation.	Angela Gilbert

Adjust Notes

Date	Note	Author
09/01/2023	In the 22-23 school year, after our winter testing session, we decided to flip the MTSS model for our pull out program back to pulling the Tier II students. We met after winter testing and grouped the students by approximate skill level to work together during intervention outside of the classroom. We will continue that plan for the upcoming school year.	Angela Gilbert
09/01/2023	In the 22-23 school year, we shifted our MTSS DEAN to Special Ed RR and that left a gap in support on the admin team for MTSS. We struggled to provide all of the supports in this area throughout the year because we were unable to fill this position. As the year came to a close and we reviewed our data and progress we made a decision to shift to a different approach. Although we saw many increases in our student performance and data, we felt that with the level of experience and capacity for our teachers that we needed additional support for our teachers. We decided to restructure how our admins are working with and supporting our teachers by adding an additional Vice Principal to support building teacher capacity in behavior and academics.	Angela Gilbert
09/01/2023	In the 2022-2023 school year, we revamped our RR structure of support for our students with disabilities. We implemented increased time based on students with disabilities getting their support at the same time our MTSS students were getting support. That allowed us to increase the time without those students missing out on core classroom content. Additionally, we implemented structured programs that include progress monitoring and were designed to accelerate learning. Through this process, we saw student gains in our special education growth that surpassed the growth of the gen. ed pop. which we would hope to see based on the additional support and the design of instruction.	Angela Gilbert
07/24/2022	We added the strategy for Leadership strutures	Angela Gilbert

Date	Note	Author
	and routines because we determined that the effectiveness of our plan and our previous strategies were negatively impacted due to the challenges that our leadership team experienced based on the pandemic and staffing shortages that left them unable to put the level of attention to the oversight, coaching, and support necessary for success.	
07/24/2022	We adjusted the following activities: Removed researching and selecting an SEL program and added the activity for implementation of Leader in Me. We adjusted the activity for teaching relational capacity and engagement for staff by adding the Leader in Me to it because our goal is that this program will help support the relational capacity within the teachers through a shared understanding of the 7 habits of highly effective people along with the common language used throughout the school.	Angela Gilbert
07/01/2022	Better understanding of the tool and how to use it, we've adjusted the language in our goal and interim targets to align with our LSSU contract goals which ultimately get us on the path to achieving our school mission and vision. Once we reach those contract goals, we can continue to improve moving forward.	Angela Gilbert

Activity Status:

MTSS Instructional Coach Activities

Activity	Owner	Start Date	Due Date	Status
Do the Math Intervention Support	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
EBLI ETSL Intervention Support: EBLI ETSL (Evidenced Based Literacy Instruction) licenses for use for Tier 2 and Tier 3 literacy instruction for teachers to use with students to accelerate learning and close gaps of learning loss.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
22 licenses for a total of \$8500.				
Digital Intervention and Enrichment Software Program	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Instructional Coach will observe, coach, and model through the lens of TLAC utilizing in-person and digital platform to increase the engagement of teaching and learning in the classroom.	Angela Gilbert	06/30/2023	06/13/2024	ONTARGET
TLAC online account licenses for coaching and support.	Angela Gilbert	06/30/2022	06/13/2024	ONTARGET
Implementation of digital resources assigned by RR teacher during intervention for non-RR days. Waggle for Math and AMIRA or Waggle for Reading	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
PD teaching gen ed with ALL student populations	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Engagement of Parents through more frequent progress reports	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Teacher engagement to have additional staff opportunity to visit to leadership days.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Special Education Rotation of Monthly PLCs with the resource room teacher	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Engagement of Students – Goal Setting with NWEA REWARDS	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Engagement of Students – 100% of students tested	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Engagement of Transition	Angela	06/29/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
years – GSRP/K and $\frac{3}{4}$	Gilbert			
Engagement of Students – Method to discretely ask for questions in classrooms – Parking lot	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
PD using data to drive instruction	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
PD differentiated instruction	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
PD using supplemental resources	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET

Behavior, Culture, and SEL Wellness Activities

Activity	Owner	Start Date	Due Date	Status
Teach Like a Champion Training	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Culture Team monitors TLAC and SEL implementation	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Calendar of Monthly TLAC focus strategies	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Should be done through LiM - Provide training in building relational capacity between staff and students	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Develop culture team with teacher leaders/mentors with stipends	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Implement Mindfulness class through specials schedule, develop curriculum, and support equipment needed.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Implement Leader in Me SEL over 3 year implementation phasing of start slow to go fast PD.	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET
Engage LiM Lighthouse team (onboard training too)	Angela Gilbert	06/29/2021	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
of staff to coach, monitor, and support implementation of Leader in Me SEL.				
Reading Reconsidered Training for all reading and sci/SS teachers.	Angela Gilbert	06/30/2023	06/13/2024	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
6.5 MTSS Academic Paraprofessional Interventionists to participate in implementing academic support in reading and math.	Angela Gilbert	06/30/2021	06/13/2024	ONTARGET
2 MTSS Behavior Paraprofessional Interventionists to provide behavior intervention support to students in individual, small group, and classroom settings.	Angela Gilbert	06/30/2021	06/13/2024	ONTARGET
2 1 Math and 1 ELA Middle School MTSS integration of academic intervention embedded digital platform with monitoring and teacher facilitation.	Angela Gilbert	06/30/2021	06/13/2024	ONTARGET

Instructional Leadership Routines Activities

Activity	Owner	Start Date	Due Date	Status
Leadership team will create LIT, Leadership Instructional Time into daily schedule. It will include a formal observation, lesson plan feedback, and quick check in meeting with a teacher.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
Professional Development will take place in	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
instructional alignment with a focus on the verb, lesson, assessment connection. It will be coached, supported, and monitored based on LIT scheduled for MTSS, Teachers, Special Education Resource Room.				
Hiring a Parent, Family, and Community Outreach Coordinator to provide additional time in the leaders schedule to focus on LIT.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
Provide a systematic and comprehensive curriculum framework which includes resources, lesson planning, assessments which is supported through LIT.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
Restructure Leadership Team to focus school supports in each building.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
SIPT and subcommittees (Stipends included) structures around each strategy to help support activities and continuity of support.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET
Mentors (stipends for support) structured to support teacher development.	Angela Gilbert	07/01/2022	06/13/2024	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Passport to the World: Students will participate in a summer program for 4 weeks. The program will be 4 half days per week. It will	Angela Gilbert	10/17/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>be focused on math, reading, and world cultures. Teachers will utilize Evidenced Based Literacy Instruction, EBLI, and AMIRA for reading remediation and Do the Math and Waggle for basic skills remediation in math. In addition to the skill building, students will participate in a project based learning where they will be engaged in learning about the culture of other countries around the world including, but not limited to clothing, food, traditions, entertainment, geography, culture, economics. Materials needed will consist of those needed to support teaching cultural items in addition to Math and ELA. It will be called Passport to the World and the 5th week, students will be able to share in the learning from other classrooms to be able to experience each country learned about. Salary and benefits for summer school staff teachers and support personnel for a total of \$16898 plus \$3000 in materials.</p>				
<p>High Dosage Tutoring after school for students that are struggling. Students will be identified for tutoring based on NWEA data and classroom academic</p>	<p>Angela Gilbert</p>	<p>10/17/2023</p>	<p>06/30/2024</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
performance. Salary and benefits for tutors to conduct high dosage tutoring which would be completed in small groups that are servicing 1-3 students at a time for 30 minute sessions 3 times a week for 15 weeks equaling 22 planned instructional hours per student. Tutors would be selected based on student data outcomes. Tutors would receive \$20/30 minute session. Approximately \$2117 for salary and benefits per tutor with 8 total tutors in ELA and Math.				
Tutoring Program and Summer Program Manager to oversee tutoring programs and report on progress.	Angela Gilbert	10/17/2023	06/30/2024	ONTARGET
EBLI ETSL (Evidenced Based Literacy Instruction) licenses for use for Tier 2 and Tier 3 literacy instruction for teachers to use with students to accelerate learning and close gaps of learning loss. 22 licenses for a total of \$8500.	Angela Gilbert	10/17/2023	06/29/2024	ONTARGET
Do the Math intervention materials for Tiered math instruction during MTSS to accelerate learning and close gaps caused by learning loss for grades 1-5. RTI bundles from Heinemann for \$50,951	Angela Gilbert	10/17/2023	06/29/2024	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Behavior, Culture, and SEL Wellness

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

Date	Note	Author
07/24/2022	While we trained the entire staff in Engaging Academics TLAC in August 2021, due to challenges of the pandemic and staffing shortages the follow through and accountability of using the strategies was not as supported as we planned. The fidelity was not strong. It was used by leadership in coaching situations, but not monitored as we planned.	Angela Gilbert
07/24/2022	We completed the activity for researching and selecting and SEL program. We removed that activity moving forward. We selected the Leader in Me program, which we feel will help improve our academic behaviors in students as well as give us a common language to support our students in being successful. It will help develop self regulation and help our students learn strategies to assist them in coping and working through challenging times.	Angela Gilbert

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

Date	Note	Author
07/24/2022	We are not making the level of progress that we planned to make. We need to structure more time and attention around TLAC strategies throughout instruction and culture in	Angela Gilbert

Date	Note	Author
	the school.	

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

Date	Note	Author						
09/27/2022	The TLAC Foci Calendar was created and shared by K. Orlando, with the staff this week, so we can begin our focus on the engagement and behavior and culture strategies.	Angela Gilbert						
<p><i>Evidence Data Set for 'The TLAC Foci C...'</i></p> <table> <tr> <th>Date</th><th>Data Name</th><th>Provider</th></tr> <tr> <td>09/27/2022</td><td>Tipton TLAC Foci Calendar</td><td>Tipton TLaC Calendar.pdf</td></tr> </table>			Date	Data Name	Provider	09/27/2022	Tipton TLAC Foci Calendar	Tipton TLaC Calendar.pdf
Date	Data Name	Provider						
09/27/2022	Tipton TLAC Foci Calendar	Tipton TLaC Calendar.pdf						
07/24/2022	Activities such as monthly calendar did not take place and will be a priority moving into the 22-23 school year. Restructuring the leadership team will assist in supporting these activities and building our capacity.	Angela Gilbert						

Monitoring Notes: Instructional Leadership Routines

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

Date	Note	Author
09/01/2023	In the 22-23 school year, we completely restructured the senior admin team to increase instructional support to staff. While there was an increase in the level of support, with one unfilled position and more new and novice teachers, it is apparent that we need to continue this focus and increase the support to our teachers through instructional leadership.	Angela Gilbert

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

Date	Note	Author
09/01/2023	In 22-23, we determined these are areas that were taking away from the instructional leaders. Creating this structure helped support more LIT activities. We need to put structures	Angela Gilbert

Date	Note	Author						
	in place to help support the school.							
<i>Evidence Data Set for 'In 22-23, we de...'</i> <table> <tr> <th>Date</th><th>Data Name</th><th>Provider</th></tr> <tr> <td>09/01/2023</td><td>Admin support structure</td><td>Administrative Support Structure.pdf</td></tr> </table>			Date	Data Name	Provider	09/01/2023	Admin support structure	Administrative Support Structure.pdf
Date	Data Name	Provider						
09/01/2023	Admin support structure	Administrative Support Structure.pdf						

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

Date	Note	Author
09/01/2023	<p>We are making tremendous progress in the structure and support of our staff. While we have opportunities for growth here is one piece of evidence right from one of our teachers.</p> <p>Good morning,</p> <p>I wanted to give you all a shoutout for going above and beyond for all of us these past two weeks. You let us all know how important we are to educate and make our students successful. We could not do it without all of you.</p> <p>With this being my first time starting up the school year I felt a little overwhelmed. Well that all went away quickly. Just know we appreciate everything you do for us!!!</p> <p>I am looking forward to a great year!!</p> <p>Enjoy your weekend!</p> <p>Have a great day, Mrs. Kirk</p>	Angela Gilbert

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the

selected strategy as intended? What is the evidence?

Date	Note	Author
09/01/2023	In 23-24, we saw more consistency as we were fully staffed, however we made a change mid year and transitioned two staff which resulted in impact based on training. We did see an increase in student data in general, but are hoping to see more direct impact from the MTSS program directly. With no MTSS Dean, we definitely saw a struggle in the program oversight, but it improved as the year went on. This year, a new admin structure will support MTSS more directly.	Angela Gilbert
07/24/2022	While the structure of the program was definitely apparent, due to staffing shortages we had 1 open position all year, which meant that several classrooms and students were left without the level of support we intended. Additionally, due to shortages coverage for spaces and many subs in the building left this program not as effective as we planned.	Angela Gilbert

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

Date	Note	Author						
09/01/2023	From the subgroup data for spring 23 NWEA, you can see progress in some areas, but it is inconsistent from grade to grade.	Angela Gilbert						
<i>Evidence Data Set for 'From the subgro...'</i> <table border="1"> <tr> <th>Date</th><th>Data Name</th><th>Provider</th></tr> <tr> <td>09/01/2023</td><td>MAP Subgroup data spring 23</td><td>MAP Subgroup data spring 23.pdf</td></tr> </table>			Date	Data Name	Provider	09/01/2023	MAP Subgroup data spring 23	MAP Subgroup data spring 23.pdf
Date	Data Name	Provider						
09/01/2023	MAP Subgroup data spring 23	MAP Subgroup data spring 23.pdf						
07/24/2022	We are making progress, however not the progress that we hoped to make. Students in the out of classroom program made great gains, students inside the classroom did not make as many gains.	Angela Gilbert						

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

Date	Note	Author
09/01/2023	Material resources are complete. The human	Angela

Date	Note	Author
	resource of getting pulled to sub in a classroom or being without direct oversight for accountability and fidelity of programs is where our need lies. The 24 school year will include an additional adm with the duties being shared.	Gilbert
07/24/2022	We have sufficient material resources. We need to fill our positions and increase our human resources.	Angela Gilbert

Monitoring Notes: MTSS Instructional Coach

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

Date	Note	Author
09/01/2023	After the winter test scores, the instructional coach was assigned to work with specific teachers to increase their student growth performance. The 1st grade, 4th grade, and MS Intervention teams were those individuals. The 4th grade team saw tremendous gains. While the other teams received the support, there was not a drastic improvement in their growth. 7th and 8th grade ELA did show growth over the previous year in MSTEP and SAT.	Angela Gilbert
07/01/2022	The MS Team worked with student data to continue to close the learning gap loss. While the staffing changes impacted this growth and work, the individuals that kept consistent utilized this time to review, make changes, and plan with their student data.	Angela Gilbert
07/01/2022	Digital intervention software: AMIRA, while proving an amazing addition that we can use to conduct electronic running records, only our MTSS support staff used AMIRA. WAGGLE didn't get any use in math this year. The team was too stretched and overburdened with staffing shortages and taxing new programs.	Angela Gilbert

Date	Note	Author
	<p>READ 180: We saw full implementation of READ 180 in MS, however we had multiple substitutes monitoring it's use, so the data wasn't as great as we'd hoped. In 5th grade we saw great growth in reading at the Winter testing session and growth for spring, but not has much.</p> <p>MATH 180: We saw full implementation of MATH 180 in MS. We saw gains in growth far greater than ever before at the winter testing session. The Spring was not as good, but we are happy with the results and want to improve this area in fall to go farther.</p> <p>IXL: We utilized this as a supplement to our K-5 and as daily support in MS. We felt that this was a good support tool. We are discussing however how to consolidate resources and focus intentionally on the growth tools we need.</p> <p>Science Genius: We do not have data for the use of science genius.</p> <p>Moby Max: This was used with two students in special education on modified curriculums.</p>	
07/01/2022	EBLI Most teachers used this to some extent, but not to the level we hoped. We struggled with fidelity of the program. The instructional coach did not offer the support we had intended to ensure these programs were being implemented with fidelity. We are developing a plan for this for the upcoming school year. All teachers used, only a few at the level we desired.	Angela Gilbert
07/01/2022	<p>While we attempted to hit the ground running with Do the Math, we found it challenging for several teachers. Our MTSS team utilized DTM, however we see it at about a 50% implementation rate. With many struggles out of the pandemic, we are going to work toward development of it's implementation.</p> <p>Furthermore, our MTSS Instructional Coach did</p>	Angela Gilbert

Date	Note	Author
	not work with teachers on this implementation as staffing shortages required many days, her schedule was inconsistent.	

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

Date	Note	Author
09/01/2023	We have made progress with this position. With it only being part time, we felt that we needed more scale to get farther reach. in the 23-24 school year, this will be a full time position.	Angela Gilbert
07/01/2022	We saw great growth in one of the target populations. Our "out classroom" support program showed higher growth, but our "in classroom" support programs did not. That is a result of the instructional coach not being able to support and model to those teacher how to effectively work inside the program with our students in this program. We need to give very specific guidelines, including a schedule to be able to see the growth and fidelity at work with our "in classroom" support program.	Angela Gilbert

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

Date	Note	Author
09/01/2023	The resources we had we needed to increase, so we have created this position to be full time. Additionally, the online coaching platform with TLAC will be necessary to continue to support outcomes.	Angela Gilbert
07/01/2022	Material resources are plentiful and efficient. Timing, guidance, and structure for the instructional coach to support was lacking due to staffing shortages and the support staff being stretched. The goal for the 22-23 school year is to structure this area.	Angela Gilbert