

MICIP Portfolio Report

Coopersville Area Public School District

Goals Included

Active

- Data support for instructional decisions
- Essential Standards K-12 learning and assessment

Buildings Included

Open-Active

- CAPS Academy
- Coopersville East Elementary
- Coopersville High School
- Coopersville Middle School
- Coopersville South Elementary School
- Coopersville West Early Childhood Center

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

MICIP Portfolio Report

Coopersville Area Public School District

Essential Standards K-12 learning and assessment

Status: ACTIVE

Statement: Our goal is a defined set of essential standards, with an assessment for each standard, in order to accurately assess student learning. The measure of this goal will be growth on the M-Step or PSAT/SAT by cohort in each year of this goal.

Each student will receive additional instruction on each standard not mastered with support from paraprofessionals, intervention teachers, classroom and teachers.

In addition, we will provide professional development from an instructional coach in reading and/or math on essential standards and how to address each in the classroom. Teachers will participate by grade level in training on the learning continuum of standards.

Created Date: 02/16/2021

Target Completion Date: 06/08/2024

Data Set Name: Essential Standards K-12

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
Student Assessment: College Readiness	MI School Data

Data Story Name: Essential Standards K-12

Initial Data Analysis: In order to create consistency across K-12, each gradelevel/content area will continue to work on defining areas of improvement by focussing on curriculum alignment and sequencing standards.

Initial Initiative Inventory and Analysis: Each team will review their individual grade level and content area data. Each teacher team will review M-Step, NWEA, and local assessments to determine the order of standards. The outcome should be identified sequence of standards per content area per grade level or course. The district reserves monthly time to allow teams to commit to the work of standards identification and assessment.

Gap Analysis: A significant area of work is closing the gap between at-risk learners and non-at-risk learners in All four cores areas. Identified sub-groups will also receive significant attention, ELL and Special Education students across each grade level and content area.

District Data Story Summary: The district will support the work of PLC teams to identify essential standards in order to achieve K-12 standards alignment.

Analysis:

Root Cause



Summary of Root Cause Analysis:

In each grade level or content area identification of the essential standards is the first step to creating process by which to systematically provide the evidence needed to monitor and evaluate student success. Each grade level and/or content area has to be clear on the focus for instruction first the identify the assessment tool/target to be able to properly provide intervention and remediation strategies.

The data shows significant gaps in learning in both reading and math. The grade levels vary in not proficient percents from 22% to 39%. If we include partially proficient our data shows 48% - 63% not meeting gradelevel proficiency.

As a system we propose addressing student needs with a system wide plan for K-12 interventions and coaching. Once a student is identified as not meeting grade level standards, the student will receive support during the school day. The support will entail the classroom teacher and instructional coach re-teaching the standard for each student in small group.

Supporting Documents

No Documents Included

Challenge Statement: All classroom teachers will be placed on meaningful teams, and participate in collaborative work to identify standards essential to learning for the grade level(s)/content area(s) they teach. The standards will be a reasonable set to accomplish and assess in one year of instruction.

Once each gradelevel determines the small groups an intervention model using support staff and iclassroom teachers, and intervention teachers to deliver additional support on content deemed not learned. The classroom teachers will receive additional coaching from a math instructional coach and/or reading instructional coach.

Strategies:

(1/6): Guaranteed and Viable Curriculum

Owner: Tennille Woodward

Start Date: 06/04/2021

Due Date: 06/08/2024

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: \$120,000.00

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

Communication:

Method

- Other
- Presentations

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PLC's once per month to identify essential standards in each content area and grade level.	Tennille Woodward	06/04/2021	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Instructional coach providing support and professional development for each grade level K-12.	Tennille Woodward	06/04/2021	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/6): 23g Expanded Learning Time

Owner: Tennille Woodward

Start Date: 11/03/2023

Due Date: 06/08/2024

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: \$100,000.00

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

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
T. Woodward will implement and support the teams to implement expanded learning time schedules, provide direction to staff, and support data and monitoring.	Tennille Woodward	11/03/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
During the school day intervention staff (teachers and paraprofessionals) and MTSS coordinator will provide targeted support in reading and math in addition the core instruction	Tennille Woodward	11/03/2023	06/08/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
in additional 30 min blocks.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
A Math coach will provide support to staff (paras and teachers) in the form of professional development , best practices in modeling lessons.	Tennille Woodward	11/03/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/6): 23g Intensive, Individualized Support

Owner: Tennille Woodward

Start Date: 10/26/2023

Due Date: 06/08/2024

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Total Budget: \$20,000.00

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

Communication:

Method

- Other
- District Website Update

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Classroom teachers and intervention teachers will support the instruction as determined by the team on essential standards.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Essential Instructional Practices Grades K-3

Owner: Tricia McPheron

Start Date: 10/26/2023

Due Date: 06/08/2024

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

- Coopersville East Elementary
- Coopersville West Early Childhood Center

Total Budget: \$20,000.00

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

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • Other • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Educators • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All K-3 staff will be provided training on the the K-3 essential literacy practices as a foundation for supporting our work to improve instruction in reading.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/6): Essential Coaching Practices for Elementary Literacy

Owner: Tennille Woodward

Start Date: 10/26/2023

Due Date: 06/08/2024

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy

- 1) Coaches have specialized literacy knowledge and skills beyond initial teacher preparation
- 2) Effective literacy coaches apply adult learning principles.
- 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships
- 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators.
- 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning.
- 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels
- 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Coopersville East Elementary
- Coopersville South Elementary School
- Coopersville West Early Childhood Center

Total Budget: \$30,000.00

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

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Educators • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
An instructional coach will provide professional development and coaching cycles around the essential literacy practices and essential standards for each grade level.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/6): Essential Instructional Practices for Early Mathematics, PreK - Grade 3

Owner: Tennille Woodward

Start Date: 10/26/2023

Due Date: 06/08/2024

Summary: The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students’ learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will be the tool used in the ongoing professional development over a three-year period.

Buildings

- Coopersville East Elementary
- Coopersville South Elementary School
- Coopersville West Early Childhood Center

Total Budget: \$30,000.00

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

Communication:

Method

- Other
- School Board Meeting
- District Website Update

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All K-3 staff will be provided training and support on the essential standards in mathematics in order to support effective instruction in early math skills.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
To provide timely data, to teachers to ensure interventions on appropriate learning targets/essential standards.	Margaret Baker	06/07/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
PLC's once per month to identify essential standards in each content area and grade level.	Tennille Woodward	06/04/2021	06/08/2024	ONTARGET
Instructional coach providing support and professional development for each grade level K-12.	Tennille Woodward	06/04/2021	06/08/2024	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
T. Woodward will implement and support the teams to implement expanded learning time schedules, provide direction to staff, and support data and monitoring.	Tennille Woodward	11/03/2023	06/08/2024	ONTARGET
During the school day intervention staff (teachers and paraprofessionals) and MTSS coordinator will provide targeted support in reading and math in addition the core instruction in additional 30 min blocks.	Tennille Woodward	11/03/2023	06/08/2024	ONTARGET
A Math coach will provide support to staff (paras and	Tennille Woodward	11/03/2023	06/08/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teachers) in the form of professional development , best practices in modeling lessons.				

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
Classroom teachers and intervention teachers will support the instruction as determined by the team on essential standards.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET

Essential Instructional Practices Grades K-3 Activities

Activity	Owner	Start Date	Due Date	Status
All K-3 staff will be provided training on the the K-3 essential literacy practices as a foundation for supporting our work to improve instruction in reading.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET

Essential Coaching Practices for Elementary Literacy Activities

Activity	Owner	Start Date	Due Date	Status
An instructional coach will provide professional development and coaching cycles around the essential literacy practices and essential standards for each grade level.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET

Essential Instructional Practices for Early Mathematics, PreK - Grade 3 Activities

Activity	Owner	Start Date	Due Date	Status
All K-3 staff will be provided training and support on the essential standards in mathematics in order to support effective instruction in early math skills.	Tennille Woodward	10/26/2023	06/08/2024	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 23g Intensive, Individualized Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Essential Coaching Practices for Elementary Literacy

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: Essential Instructional Practices for Early Mathematics, PreK - Grade 3

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: 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?:

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: Guaranteed and Viable Curriculum

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 5% for Grades 3-8 Assessments: Proficiency	06/08/2024	ONTARGET
Increase by 5% for Student Assessment: College Readiness	06/08/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available

Data support for instructional decisions

Status: ACTIVE

Statement: Our goal is to provide data support to all staff K-12 for the purposes of making informed decisions about student progress on grade level standards to better align instruction.

Created Date: 10/24/2023

Target Completion Date: 06/08/2024

Data Set Name: NWEA K-8/ M-Step/SAT

Name	Data Source
NWEA projected proficiency	NWEA

Data Story Name: NWEA K-8

Initial Data Analysis: As we look at the current trends in the NWEA linked to M-Step and SAT proficiency, we are making progress in certain grades. In the majority of grade Math is the area of greatest need. In the data we vary from @33% not proficient to 83%. The need shows learning is unfinished and needs additional intensive support.

Initial Initiative Inventory and Analysis: Currently our system has a standard for using personal tools and interventions for support to remediate learning. We plan to utilize a model of instructional coaching, personal tools, and intervention to establish a baseline of supports for students not proficient.

Gap Analysis: There are large gaps in meeting grade level standards, in both reading and math. Our focus will be on professional development for teachers using an instructional coach in math and in reading. As the teachers identify the learning targets based on essential standards charts, they will assess those standards and receive targeted support from an instructional coach on the standards needed for student learning. Students will be grouped and receive intervention as identified by assessments. Each student will be grouped by standards needed to learn, and receive support by the teacher, intervention teacher or paraprofessional depending on groups.

District Data Story Summary: Overall, gaps exist for students in multiple grade levels. The District will provide professional development. Targeted intervention for students based on area of need.

Analysis:

Root Cause



Summary of Root Cause Analysis:

Lack of instructional strategies for teaching math and reading.

Lack of professional development in the areas of student need. Lack of time for instruction and intervention with meaningful data on essential standards.

Supporting Documents

No Documents Included

Challenge Statement: The District needs to support teachers in the proper instructional model/strategies for effective teaching of math and reading. We will also provide summer school to students. We need to efficiently close the gaps students currently have in the on-grade level standards. We believe summer school and efficient teaching strategies support this work.

Strategies:

(1/2): Instructional Coaching/Consulting for Mathematics

Owner: Tennille Woodward

Start Date: 10/24/2023

Due Date: 06/08/2024

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Total Budget: \$30,000.00

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

Communication:

Method

- Other
- District Website Update

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All teachers will receive a coaching cycle in the area of greatest need for their students.	Tennille Woodward	10/24/2023	06/08/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/2): Competency: Teacher - Staff Coaching

Owner: Tennille Woodward

Start Date: 10/24/2023

Due Date: 06/08/2024

Summary: Provide all staff with a purposeful partnership with a trained coach; include ongoing, timely feedback aligned to professional learning and teacher growth plans.

Buildings: All Active Buildings

Total Budget: \$20,000.00

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

Communication:

Method

- Other
- District Website Update

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Each teacher will have access to a instructional coaching cycle to meet on data on proficiency data and standards data.	Tennille Woodward	10/24/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 10% for NWEA projected proficiency		06/07/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
Student formative assessment data will be shared by standard with teachers to create a plan for implementation.	Tennille Woodward	10/24/2023	06/08/2024	ONTARGET
A data system will be shared with staff to create a system of data collection, review and action planning that will focus on student and attainment of gradelevel standards.	Tennille Woodward	10/24/2023	06/08/2024	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
All teachers will receive a coaching cycle in the area of greatest need for their students.	Tennille Woodward	10/24/2023	06/08/2024	ONTARGET

Competency: Teacher - Staff Coaching Activities

Activity	Owner	Start Date	Due Date	Status
Each teacher will have access to a instructional coaching cycle to meet on data on proficiency data and standards data.	Tennille Woodward	10/24/2023	06/08/2024	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Intensive, Individualized Support

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Competency: Teacher - Staff Coaching

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: Instructional Coaching/Consulting for Mathematics

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

No Data Available

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

No Data Available

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Grade levels will support student progress with small group instruction for NWEA projected proficiency	06/08/2024	ONTARGET
Increase by 10% for NWEA projected proficiency	06/08/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

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

No Data Available

Impact - How did student outcomes improve?

No Data Available