MICIP Portfolio Report

Lighthouse Academy

Goals Included

Active
- Attract, Develop, and Retain Team Members
- Dropout Percentage
- Implement Multi-Tiered Systems of Support
- Increase numbers of ESL endorsed teachers
- Reduce student's minors and majors.

Buildings Included

Open-Active
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - North Campus
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes

Plan Components Included

Goal Summary
Data
    Data Set
    Data Story
Analysis
    Root Cause
    Challenge Statement
Strategy
    Summary
    Implementation Plan
        Buildings
        Funding
        Communication
        Activities
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

Attract, Develop, and Retain Team Members

Status: ACTIVE

Statement: By 6/30/2024, Lighthouse Academy will fill all open positions with quality candidates within 30 days of posting, and retain at least 90% of team members from year to year, as measured by Bamboo HR.

Created Date: 04/29/2021   *Target Completion Date:* 06/30/2024

Data Set Name: Attract/Develop/Retain

Name	Data Source
Retention Rate	Other

Data Story Name: Attract/Develop/Retain

Initial Data Analysis:
Interactive BP bingo
Employee choice to select benefits
Employees have a voice (surveys)
Self-care--focus on wellness each month in the newsletter with challenges for staff to complete
Culture and values work--utilizing the work and building it into the hiring process
New staff--onboarding process, mentoring, checklist, etc.
Continuing to make improvements to the process (and the willingness to do this)
Communication
Teamwork and collaboration
HR operating as part of the system and not separate
Engagement of leadership on retention and growth of staff
Energy around being united--HR seen as positive
Growing staff from within
Positive relationship between HR and school leaders

Separate checklist for non-teachers for on-boarding
Timeline for developing competencies for every position (ethics-values)
Onboarding and mentoring handbooks
Onboarding survey (or F2F feedback)
Cohort program for new teachers/staff

Facilitated sessions
PD for mentors

Tiered system for mentors

Peer to peer observations

Use of videos

Overhaul of postings and interviews to include values
Exit interview data analysis
Developing non-traditional routes

Connecting with CJ programs

Utilizing Plan to Win with staff and students
Develop plan to train staff on Crucial Conversations
Sustainability plan for train the trainers

Initial Initiative Inventory and Analysis:

There is work from the Central Office to schools to ensure that all team members are valued and part of the team. Opportunities exist for team members to have a voice within the district.
An emphasis has been placed on culture, with extensive professional learning opportunities for staff. This includes a plan for future development.
As of April 2021, the retention rate is 85%

Gap Analysis: We would like to be a district/employer that applicants actively seek out. Right now, we fill positions, but are not the employer of choice. We would like to fill positions more quickly than we currently are, retention rates will increase and staff will stay for the long-term.

District Data Story Summary:
Need to build on the values work for growing and developing staff
How might we examine the mentoring program, add professional learning, and compensate?
New hire surveys would strengthen the onboarding and hiring processes.
Challenges include the onboarding process - Do we have a timeline for all new team members to learn about all of the initiatives and programs within the schools? How are we checking the fidelity of implementation of the checklist? There needs to be development of an onboarding checklist for staff beyond instructional staff.
Competencies need to be developed for all roles within the district.

Analysis:

Root Cause

Five Whys

- Why:
  Still have work to do on the front-end to communicate the positives of the program. Need to articulate these points better than just sharing compensation. Need to communicate the reality of the programs with applicants.

- Why:
  Culture issues have affected retention of staff. Inconsistency of leadership causes high anxiety in staff, which causes them to leave the district. Need to have critical conversations with staff. There can be burn-out with staff and we need to support them through these times so that they stay with the district instead of leaving.

Challenge Statement: If LA wants to be an employer of choice for educators, then we need to clearly and effectively communicate and live into our Why.

Strategies:

(1/3): Equitable Allocation of Resources

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: For over a decade, Education Resource Strategies, Inc. (ERS) has helped leaders of urban school districts strategically reallocate their resources to improve student performance. Through this work, funded by a grant from the William and Flora Hewlett Foundation, ERS has identified seven Core Transformational Strategies that support high-performing schools. In high-performing districts, resources (people, time, and money) are aligned to support these seven transformational strategies. At the building-level, this system provides schools a process to organize its resource to maximize its response to ever-changing student needs.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Email Campaign
- School Board Meeting
- Presentations

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/29/2024	ONTARGET
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

(2/3): Collective Responsibility

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: A culture of collective responsibility that is collegial, collaborative, and professional that promotes student learning, professional learning, and system-level learning through the intentional development of norms, values, and beliefs.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

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

Audience
- Staff
- School Board
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
4. DAN adoption of competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
2. Meet with non-teaching staff to get input	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
3. Adjust competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
1. Crosswalk competencies for non-teaching staff from teachers and job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
5. Integrate competencies into job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

(3/3): Talent Management

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• School Board Meeting • Presentations	• School Board • Staff • Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
By June 30, 2022 Lighthouse Academy will retain 88% of team members for Retention Rate		06/30/2022	OVERDUE
By 06/30/2023, LA will retain 89% of team members for Retention Rate		06/30/2023	ONTARGET

Impact Notes:
    No Data Available

Adjust Notes:
    No Data Available

   Activity Status:

Equitable Allocation of Resources Activities

Activity	Owner	Start Date	Due Date	Status
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/29/2024	ONTARGET
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

Collective Responsibility Activities

Activity	Owner	Start Date	Due Date	Status
4. DAN adoption of competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
2. Meet with non-teaching staff to get input	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
3. Adjust competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
1. Crosswalk competencies for non-teaching staff from teachers and job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
5. Integrate competencies into job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

Talent Management Activities

Activity	Owner	Start Date	Due Date	Status
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

Monitoring Notes

Monitoring Notes: Collective Responsibility

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

Date	Note	Author
05/20/2022	The support staff have met in PLCs and have provided feedback on their job descriptions of	Heidi Cate

Date	Note	Author
	what competencies may be added. The next steps is the leaders and HR will review the support staff PLC in June restreat days. Once the leadership/HR have read the input, they will ask question, clarify, and/or accept the requested changes. This will be brought back to the support PLCs in the beginning of the 2022-23 school year.	

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

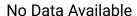*Monitoring Notes: Equitable Allocation of Resources*

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	An Early MIddle College was approved by MDE which will allow our students to attend college classes while finishing their HS diploma to begin to accrue credits towards teacher certification. IN addition, we will partner with DU to place undergaruate students pursuing their teaching certificaate in our schools as paraprofessionals while they finish their diploma and become certified. We did develop a process and procedure for interns and have reached out to GVSU and CU to place their student teachers. We will continue to reach out to more colleges in the future. We paid a consultant to write a marekting plan which a committee of internal employees are addressing until we can increase student enrollment to support this marketing position.	Heidi Cate

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: Talent Management

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
By 6/30/2024, Lighthouse Academy will fill all open positions with quality candidates within 30 days of posting, and retain at least 90% of team members from year to year, as measured by Bamboo HR. for Retention Rate	06/30/2024	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

Increase numbers of ESL endorsed teachers

Status: ACTIVE

Statement: By June 30, 2025, LA will have increased their ESL endorsed teachers by at least 20%, as measured by HR employee certification reports; will have an increased knowledge of service plans for students who are receiving EL and special ed services as measured through quarterly meeting minutes, and will increase K12 and IHE partnerships by at least 3 new partners.

Created Date: 05/03/2021   *Target Completion Date:* 06/30/2025

Data Set Name: English Language Learner Program

Name	Data Source
ESL Endorsement rate	Other

Data Story Name: English Language Learner Program

Initial Data Analysis:

Accomplishments

Challenges/Next Steps

Aligning SBG for ELs---planning for more work with Heogh
EL Coordinator making an impact
Handbooks will be completed within timeframe goal
Work toward moving to get (all) teachers ESL endorsement

University partnerships

Tailoring needs of students to bring in learning that is culturally relevant
On-going cultural awareness in professional development

Focus this work in Residential and JJ program
EL Coordinators having time for "coordination" work along with teaching
System for identifying and connecting ELs with services (including some sort of

assessment)
Plan for embedding WIDA benchmarks
Find data that might follow students from other places
Aligning work of EL to MTSS literacy

Might this include reviewing/finalizing/building shared understanding of the ELL Guidelines that live alongside the Visions of High Quality Instruction?

Embedding ESL professionals into content PLC meetings
How do we take the programming from North to benefit all students?
Adult-education style courses for students new to the country
Applying learning about culture into teaching/classroom
Identify and build relationships with businesses to provide support specifically for EL students

Initial Initiative Inventory and Analysis:
Align SBG for ELs

El Coordinators are in place and coordinating with all sites

Working on getting ESL endorsement for more teachers

Cultural Lens Events

Completing EL Handbook

Gap Analysis: We would like to have a English Language Learner program that is of the highest quality. Right now, we are a very unique setting compared to other schools. We can begin looking at partnering with school districts and IHE's with similar populations and learn from each other.

District Data Story Summary: Strengths:

We have an awareness of the importance of this work.
We have a large population of ELs.
Embrace cultural diversity, respect their culture and backgrounds

Training in SIOP strategies
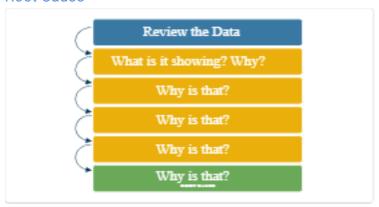
Challenges:

EL with special ed
Differences between accommodations and modifications
Varying experiences of ELs (newcomers vs. in the US for awhile)
Take some of EL strategies in the community and provide training for JJ and res. settings

Analysis:

Root Cause

Five Whys

- Why:
    Typically secondary teachers don't have a background in ESL
    Guidance about EL and special ed is new
    EL population in MI has grown exponentially in recent years
    Change in government policy affects which students entering country/MI
    Transiency of community partner staff (e.g., case managers)

Challenge Statement: If LA wants to be a leader in EL learner education, then continual learning, partnering and collaborating with those serving similar populations is needed.

Strategies:

(1/2): Talent Management

Owner: Stacey Martinez

Start Date: 07/01/2021   *Due Date:* 06/30/2025

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings
- Lighthouse Academy - North Campus
- Lighthouse Academy - South Campus

Total Budget: $1.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)

Communication:

Method
- Parent Newsletter
- Presentations
- School Board Meeting

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Enroll identified teachers in the ESL endorsement program.	Stacey Martinez	07/01/2021	06/30/2025	ONTARGET

(2/2): Teacher Collaborative Routines

Owner: Stacey Martinez

Start Date: 07/01/2021   *Due Date:* 06/30/2025

Summary: A staff with a collective belief that what they do CAN and WILL make a difference in student achievement provides the greatest chance of student success. Installation of these collaborative practices and routines leads to this collective teacher efficacy. These routines are designed to position classroom teachers in the collaborative role of guiding each other in the ongoing quest of instructional improvement.

Buildings
- Lighthouse Academy - North Campus
- Lighthouse Academy - South Campus

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Schedule the initial EL/ Special education meeting with community partners as well as quarterly meetings.	Stacey Martinez	07/01/2021	06/30/2025	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase number of ESL endorsed teachers by at least 10% for ESL Endorsement rate		06/30/2023	ONTARGET

Impact Notes

Date	Note	Author
04/15/2022	1 Teacher started the program in 2021-2022 and will finish in 2022-2023	Heidi Cate

Adjust Notes:
    No Data Available

Activity Status:

Talent Management Activities

Activity	Owner	Start Date	Due Date	Status
Enroll identified teachers in the ESL endorsement program.	Stacey Martinez	07/01/2021	06/30/2025	ONTARGET

Teacher Collaborative Routines Activities

Activity	Owner	Start Date	Due Date	Status
Schedule the initial EL/ Special education meeting with community partners as well as quarterly meetings.	Stacey Martinez	07/01/2021	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Talent Management

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

Date	Note	Author
04/15/2022	Gauging interest again with staff in program - 5 Teachers expressed interest, 2 want to enroll, 3 want to learn more - Spring 2022 Reapplied for the ESL Endorsement grant through the National Professional Development Organization	Heidi Cate

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: Teacher Collaborative Routines

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

Date	Note	Author
05/09/2022	Refugee Education Collaborative is meeting monthly - include Lighthouse Academy and community partners (Bethany and Refugee	Heidi Cate

Date	Note	Author
	Education Center)	
05/09/2022	A prereferral process checklist was created and distributed to community partners, teachers, and staff.	Ronda Dyer

Evidence Data Set for 'A prereferral p...'

Date	Data Name	Provider
05/09/2022	Pre-Referral Process for Lighthouse Students	Pre-Referral Process for Lighthouse Students (ELL).pdf

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 numbers of ESL endorsed teachers by at least 20% for ESL Endorsement rate	06/30/2025	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

Implement Multi-Tiered Systems of Support

Status: ACTIVE

Statement: By June 30, 2024, all multi-tiered systems of support will be fully developed and implemented with fidelity with at least 80% total score on the system specific tiered fidelity inventory, as measured by PBIS-TFI, R-TFI, and [M-TFI (if it exists)].06

Created Date: 05/03/2021   *Target Completion Date:* 06/30/2024

Data Set Name: Multi-Tiered Sytems of Support

Name	Data Source
High School Assessments: Scaled Scores	MiSchoolData
High School Assessments: Scaled Scores	MiSchoolData
High School Assessments: Scaled Scores	MiSchoolData
High School Assessments: Scaled Scores	MiSchoolData
High School Assessments: Performance Level	MiSchoolData
High School Assessments: Performance Level	MiSchoolData
Grades 3-8 Assessments: Performance Level	MiSchoolData
Grades 3-8 Assessments: Performance Level	MiSchoolData
Grades 3-8 Assessments: Performance Level	MiSchoolData
Grades 3-8 Assessments: Scaled Scores	MiSchoolData
Grades 3-8 Assessments: Scaled Scores	MiSchoolData
Grades 3-8 Assessments: Scaled Scores	MiSchoolData
Grades 3-8 Assessments: Proficiency	MiSchoolData
Grades 3-8 Assessments: Proficiency	MiSchoolData
Grades 3-8 Assessments:	MiSchoolData

Name	Data Source
Proficiency	
Student Assessment: Student Growth	MiSchoolData
Student Assessment: Student Growth	MiSchoolData
Student Counts: Attendance	MiSchoolData
Student Counts: Student Count	MiSchoolData
Acadiance Data	Acadience
District Data	Other
HQI Walkthroughs	Other
NWEA Map Growth Reading/Math	NWEA
PBIS TFI	MiMTSS Data System
SWIS Referral Data	Other
MTSS Tier Movement	Other

Data Story Name: Multi-Tiered Sytems of Support

Initial Data Analysis: Behavior -

Decrease in the amount of disciplinary actions needed throughout the district
Increase in the amount of tier movement; more need for tier II/III supports/interventions
Decrease in the number restorative conferences are needed this year.
Decrease in the number of RTP referrals
Increase in the attendance percentage
Decrease in the overall enrollment

Academic -

Decrease in Student Achievement data numbers (Credits, Standards, and Objectives)
Decrease in the fidelity of the Acadiance data
_____ in the overall NWEA Map Reading
_____ in the overall NWEA Map Math

Initial Initiative Inventory and Analysis:
SW-PBIS - Implementation
MTSS Reading - Implementation

SQ3R
Read180

Restorative practices
Responsible thinking process
SRSS
Acadience Screening
MTSS Math - Development
Small Group Work
Social Skills Classes
Healthy Living Classes (KCHD)
Project Northstar soft/job skills
HQI Vision

Math,
Reading, and
Student Support

HQI Walkthrough Tools

Reading and
Math

Coaching/Partnership with staff

Gap Analysis: Desired state: Have a fully implemented (with fidelity) PBIS, Reading, and Math multi-tiered system of supports.
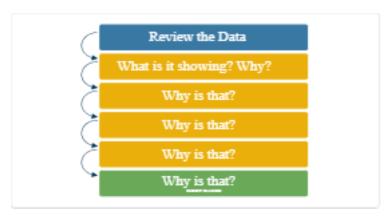Gap: No areas are fully implemented with fidelity.

District Data Story Summary: We are strong in development and implementation of positive behavior supports and interventions and growing in the areas of reading and math with development, professional learning, and implementation.

Analysis:

Root Cause

Five Whys

- Why: Chronologically, PBIS started earlier with exterior training, but due to a lack of cohesion led to a delay in full implementation with fidelity. MTSS Reading and Math were intentionally re-prioritized in the face of the need for other academic initiatives to build capacity in online and distance learning due to the change in the academic environment.

Challenge Statement: If we reevaluate and plan the development and implementation of all multi-tiered systems of support, then we will begin to see the gap between items not being implemented with fidelity and those being implemented with fidelity close.

Strategies:

(1/3): MTSS - PBIS (Behavior)

Owner: Matthew Milanowski

Start Date: 05/03/2021   *Due Date:* 06/30/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Email Campaign
- School Board Meeting
- Other

Audience
- Staff
- School Board
- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish Road Map for each Tier to be implemented each (Tier 1- Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Regular team meeting with planned agendas	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Engage in data review process for PBIS	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Utilize SWPBIS-TFI district wide	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Identify and train building contacts for SWPBIS-TFI	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Consistent use of SWIS data	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
CHAMPS	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET

(2/3): MTSS - Literacy (Reading)

Owner: Matthew Milanowski

Start Date: 05/03/2021   *Due Date:* 06/30/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to adress the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Presentations
- Email Campaign
- School Board Meeting
- Other

Audience
- Staff
- School Board
- Parents
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Train the Trainer on selected interventions	Heidi Cate	05/03/2021	06/30/2024	ONTARGET
Project Based Learning Activities	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
SQ3R	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Explicit Vocabulary	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET

Owner: Matthew Milanowski

Start Date: 05/03/2021   *Due Date:* 06/30/2024

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: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Presentations
- Email Campaign
- School Board Meeting
- Other

Audience
- Staff
- School Board
- Parents
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Complete the MTSS Math Framework, including tier development and tier movements	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Regular team meetings with agendas	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Identify screener assessments	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Exploration of interventions to establish a continuum	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Professional learning/train the trainer on selected interventions	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Establish Road Map for each Tier to be implemented each year (Tier 1 - Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Credit Recovery/ Intercession	Lucas Yax	05/03/2021	06/30/2024	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 80% for PBIS TFI		06/29/2023	ONTARGET
Increase by 80% for PBIS TFI		06/30/2022	OVERDUE

Impact Notes:
No Data Available

Adjust Notes:
No Data Available

Activity Status:

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Establish Road Map for each Tier to be implemented each (Tier 1-Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Regular team meeting with planned agendas	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Engage in data review process for PBIS	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Utilize SWPBIS-TFI district wide	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Identify and train building contacts for SWPBIS-TFI	Lucas Yax	05/03/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Consistent use of SWIS data	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
CHAMPS	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Train the Trainer on selected interventions	Heidi Cate	05/03/2021	06/30/2024	ONTARGET
Project Based Learning Activities	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
SQ3R	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Explicit Vocabulary	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Complete the MTSS Math Framework, including tier development and tier movements	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Regular team meetings with agendas	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Identify screener assessments	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Exploration of interventions to establish a continuum	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Professional learning/train the trainer on selected interventions	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Establish Road Map for each Tier to be implemented each year (Tier 1 - Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Credit Recovery/ Intercession	Lucas Yax	05/03/2021	06/30/2024	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS - Literacy (Reading)

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

selected strategy as intended? What is the evidence?

Date	Note	Author
04/18/2022	MTSS-Reading is being implemented at all sites, however no data is available via the Reading TFI to determine the extent to which it is being implemented with fidelity. Two activities for this strategy have begun to be implemented through staff training, which are SQ3R and Explicit Vocabulary. SQ3R has been reviewed at District Professional Development and is evidence by the notes and agendas from that day. At least one site has begun to use the Anita Archer video trainings for staff for Explicit Vocabulary, as evidenced by meeting agenda/notes.	Matthew Milanowski

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

Date	Note	Author
04/18/2022	MTSS-Reading is reaching all of the intended populations, as it is being implemented by staff at all Lighthouse Academy sites. This is evidenced by meeting agendas/notes.	Matthew Milanowski

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

Date	Note	Author
04/18/2022	Progress was made in supporting this area via SQ3R training during District Professional Development.	Matthew Milanowski

Monitoring Notes: MTSS - PBIS (Behavior)

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

Date	Note	Author
04/18/2022	PBIS Tier 1 is being implemented across the district, and is evident by observation notes of teacher, student, and staff actions and regular meeting notes/minutes. CHAMPS being utilized in all appropriate sites, which include Wedgwood, Eagle Village, and Juvenile Justice Institute, and is evident by	Matthew Milanowski

Date	Note	Author
	observation notes of teacher, student, and staff actions and regular meeting notes/minutes at the locations mentioned above.	

Evidence Data Set for 'PBIS Tier 1 is ...'

Date	Data Name	Provider
04/18/2022	Implementation of PBIS with Fidelity	SWPBIS TFI - Scoring.pdf

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

Date	Note	Author
04/18/2022	School-Wide PBIS is being implemented at all sites currently and reaching all intended populations with varying degrees of fidelity. This is evident by PBIS-TFI and building meeting agendas/notes.	Matthew Milanowski

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

Date	Note	Author
04/15/2022	We are continuing to work with Dr. Jolivette, including participating in Project Climate to monitor data. Notes from meetings with Dr. Jolivette and CSI Planning Meetings provide evidence of implementing resources.	Matthew Milanowski

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
04/18/2022	No progress was made towards the framework for MTSS.	Matthew Milanowski

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

Date	Note	Author
04/18/2022	We have yet to make progress on reaching the intended populations for this strategy.	Matthew Milanowski

Capacity - What progress are we making on supporting implementation of the goal with

sufficient resources? What is the evidence?

Date	Note	Author
04/18/2022	Progress was made in capacity by reorganizing leadership of MTSS Mathematics to have the instructional coach for mathematics begin to take a more active roll. This is evidenced by CSI Meeting Notes/ Agendas.	Matthew Milanowski

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 80% for PBIS TFI	06/30/2024	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

Dropout Percentage

Status: ACTIVE

Statement: By June 30, 2024, the overall district drop out percentage will be lower than 10%, as measured by MSDS drop data.

Created Date: 05/03/2021   *Target Completion Date:* 06/30/2024

Data Set Name: Transitions

Name	Data Source
Career and College Readiness	Other
Educational Development Plans	Other

Data Story Name: Transitions

Initial Data Analysis: Overall, the district has improved the percentage of students with completed Educational Development Plans (EDPs) within 30 days of enrollment at Lighthouse Academy. Decrease in student employment percentage and steady post-secondary enrollment numbers. Project Northstar enrollment has increased and iCEV is an emerging data collection area and is being piloted.

Initial Initiative Inventory and Analysis:
Improved systems around EDP completion and monitoring.
Continued to build and expand the relationship with Project Northstar
Provided professional learning to build understanding for iCEV curriculum

Gap Analysis: There is a substantial gap in where we are with post-secondary employment and education and where we would like to be. The gap for EDP completion has narrowed, but there still exists a gap in the percentage of EDPs completed within 30 days. The district has started to enroll students in job skills training and CTE courses, however we are far from being able to offer it to the target percentage of our students.
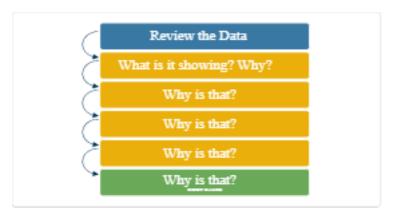
District Data Story Summary:
Processes and procedures for student completion of EDPs
Supports for student post-secondary employment and education
Follow-up supports after transferring to another district

Analysis:

Root Cause

Five Whys

- Why: Inconsistent procedures

- Why: Lack of clarity in communication around the expectations

Challenge Statement: If we continue to clearly and effectively communicate and implement transitions systems and procedures, then we will see an increase in the percent of EDPs complete, an increase in students finding employment, an increase in secondary and post-secondary education enrollment, decrease in dropout rate, and an increase in student participation and engagement in job skills and CTE curriculum.

Strategies:

(1/2): Michigan Career Development Model

Owner: Lucas Yax

Start Date: 06/02/2021   *Due Date:* 06/30/2024

Summary: The Michigan Career Development Model (MI CDM) is designed to provide all students (K-12) in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

This guidance is designed to provide the targets for implementing the MI CDM. The Michigan Department of Education (MDE) recommends districts utilize their school improvement team to implement this model. In 2018 several bills were passed in the legislature that require school districts to take a more active role in assisting students as they prepare for their future education and careers. Districts must incorporate grade level career development education within their K-12 educational delivery system. Additional information regarding the legislative requirements are referenced in Appendix A.

The MI CDM provides required targets and suggested instructional strategies to meet those targets, organized by K-12 grade level bands, designed to assist schools in developing a local or regional model program. Although the model is organized by grade level bands, the district is expected to deliver career development at each grade level. The bands were designed to allow flexibility in delivery, not to omit instruction in a grade level. The grade level bands are: Career Awareness: Grades K-3; Career Awareness: Grades 4-6; Career Exploration: Grades 7 & 8; Career Preparation: Grades 9 & 10; Career Preparation: Grades 11 & 12

Buildings: All Active Buildings

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Parent Newsletter
- District Website Update
- Presentations
- Email Campaign
- School Board Meeting
- Other
- MI School Data

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop and Support of student transitions and	Lucas Yax	06/02/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
EDP's				
Implementation of Job Skills and Career readiness program	Lucas Yax	06/02/2021	06/30/2024	ONTARGET

(2/2): Michigan Model for Health

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: The Michigan Model for Health™ (MMH) is an evidence- and skills-based curriculum that provides comprehensive school health education for school-aged children grades Pre-K-12. It is aligned with both national and state health education standards and facilitates sequential learning through lessons that include a variety of teaching and learning techniques, skill development and practice, and emphasizes positive lifestyle behaviors in students and families. Learning centers on knowledge, skills, self-efficacy, and environmental support for healthy behaviors. Michigan Model for Health topics include: Social-emotional learning; alcohol and other drugs misuse prevention; nutrition and physical activity; safety; personal health and wellness; HIV and sex ed including puberty.

Buildings
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Parent Newsletter
- Email Campaign
- School Board Meeting
- Other
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Healthy Living with ISD	Lucas Yax	06/24/2021	06/30/2024	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
By June 30, 2022, the overall district drop out percentage will be lower than 20%, as measured by MSDS drop data for Career and College Readiness		06/30/2022	OVERDUE
By June 30, 2022, the overall district drop out percentage will be lower		06/30/2023	ONTARGET

Measure	Owner	Due Date	Status
than 15%, as measured by MSDS drop data for Career and College Readiness			

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Michigan Career Development Model Activities

Activity	Owner	Start Date	Due Date	Status
Develop and Support of student transitions and EDP's	Lucas Yax	06/02/2021	06/30/2024	ONTARGET
Implementation of Job Skills and Career readiness program	Lucas Yax	06/02/2021	06/30/2024	ONTARGET

Michigan Model for Health Activities

Activity	Owner	Start Date	Due Date	Status
Healthy Living with ISD	Lucas Yax	06/24/2021	06/30/2024	ONTARGET

Monitoring Notes

Monitoring Notes: Michigan Career Development Model

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

Date	Note	Author
06/23/2022	Have hired CTE and EMC program developer and director. Guidance from Kent ISD to update job skills and certification for education technology (Z space) Implemented and using ICEV for gaining stackable certifications in trades Every site has fully implemented Xello in advisory class Increase in number of students having EDPs completed on time 30-60-90 day follow up policy for students when leaving facilities - continuing to work on	Matthew Milanowski

Date	Note	Author
	this policy	

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: Michigan Model for Health

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

Date	Note	Author
06/23/2022	Partnership with Kent County Health department to implement healthy living	Matthew Milanowski

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
By June 30, 2024, the overall district drop out percentage will be lower than 10%, as measured by CEPI Database. for Career and College Readiness	06/30/2024	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

Reduce student's minors and majors.

Status: ACTIVE

Statement: Student's minors and majors will reduce by at least 5% each year; as measured SWIS as of June 30, 2023.

Created Date: 05/11/2021   *Target Completion Date:* 06/23/2023

Data Set Name: Mental Wellness and Social Emotional Learning

Name	Data Source
North SWIS data	Other
PIER SWIS data	Other
South SWIS data	Other
Waalkes SWIS data	Other
SRSS District Fall to Winter data	Other

Data Story Name: Mental Wellness and Social Emotional Learning

Initial Data Analysis:

Accomplishments

Challenges/Next Steps

All staff completed TISC online
We have internal expertise
Trauma-informed leadership group-staff led
Special cares fund for teletherapy
Conducting the SRSS
Revised non-academic Ferris data points
Staff is applying trauma learning to themselves
Language used is trauma-focused
Other data points positively impacted by understanding of trauma

Plan to keep staff trained and using what they've learned
Create videos (productive/non-productive models)
Identity ways for staff to apply (look-fors of trauma-informed practice)
Tiered approach to trauma-informed
Develop system for annual refresher
Calendar out who (how many--training for district)/when--walk through--classroom 180
SEL conversation (Marzano curriculum)
Create plan that prioritizes need/resources that can be matched to available funds
Look into liability/insurance for possibility of therapy animals on sites

Initial Initiative Inventory and Analysis:
Staff are in process of completing the Online Trauma Academy.

Continuous building level conversations have been held throughout the school year and staff have been beginning to apply trauma-informed language.

Staff have completed district-led professional development related to mindfulness and restorative practices.

Staff have been trained on SRSS and have completed the data collection.

Teletherapy services have been coordinated and are beginning to be implemented.

Staff have begun the initial phases of mindfulness

Gap Analysis: We would like to create a district made online academy for trauma informed practices to ensure sustainability of the effort. Utilize SRSS and behavior data points to inform changes and how those align to program needs and resources. Teachers still need to complete the Classroom 180 training. How does Classroom180, CHAMPs, Zones of Regulation, and possibly other Trauma-Informed and/or SEL curriculum meet the needs of our students?

District Data Story Summary:
Need to build LA Online Trauma-Informed Resource Center
Need to continue to regularly embed scenario conversations

We need to identify the staff and time frame to create the resource center

Need a consistent tier format to address trauma-informed interventions/SEL. Do an EI review process with the Trauma-Informed and SEL programming noted above to determine which of these we will invest in (curriculum and training district-wide).

Need additional resources on how to apply mindfulness in the classroom

How can we explore the possibility of incorporating therapy animals into our schools

Need to develop more teachers capacity in Classroom 180 practices

Need TOT in Restorative Practices (have CPI)

Analysis:

Root Cause

Five Whys

- Why:
  We are in the first year of implementation of the TIS and we need to continue to explore how to sustain this effort throughout the district.
  We cannot purchase the third party online academy, therefore need to create the Lighthouse Academy Online Trauma Resource center to ensure new staff are receiving consistent information as well as creating embedded and sustainable resources.
  Equips staff to work with students who have experienced complex trauma to "see what's beneath the surface" and to intervene in a manner that is informed by this.
  Equipping students not only academically, but, also, socially, emotionally, and to have a productive adult life.

Challenge Statement: If LA wants to educate the whole child, then we utilize SEL and trauma informed practices as the team works with students.

Strategies:

(1/1): Student Support Network

Owner: Stacey Martinez

Start Date: 07/01/2021   *Due Date:* 06/23/2023

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings: All Active Buildings

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Parent Newsletter
- Presentations
- School Board Meeting

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Identify the content for the internal trauma informed modules and the case scenarios and assign staff to complete the modules.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Design an SEL curriculum and when and who will implement the curriculum.	Stacey Martinez	08/01/2022	06/23/2023	ONTARGET
Identify training modules on how to implement Mindfulness (and include integration with Trauma Informed Practices).	Stacey Martinez	06/30/2022	06/23/2023	ONTARGET
Identify training modules on how to implement Restorative Practices.	Stacey Martinez	06/30/2022	06/23/2023	ONTARGET
Get a TOT in place for Restorative Practice.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Explore the use of therapy	Stacey	08/28/2021	06/22/2022	COMPLETE

Activity	Owner	Start Date	Due Date	Status
animals for sites.	Martinez			

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for SRSS District Fall to Winter data		06/22/2022	OVERDUE

Impact Notes

Date	Note	Author
04/22/2022	We completed the Trauma Informed schools, Mindfulness, and Restorative Practices podcasts and are in process of distributing these to new staff. We are taking the Blueprint SEL training and will work with the support PLCs and teachers to identify the best SEL curriculum to support our student socio-emotional needs. The ToT for Restorative Practices is trained. We explored the use of therapy animals and our insurance will not allow this.	Heidi Cate

Adjust Notes:

No Data Available

Activity Status:

Student Support Network Activities

Activity	Owner	Start Date	Due Date	Status
Identify the content for the internal trauma informed modules and the case scenarios and assign staff to complete the modules.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Design an SEL curriculum and when and who will implement the curriculum.	Stacey Martinez	08/01/2022	06/23/2023	ONTARGET
Identify training modules on how to implement Mindfulness (and include integration with Trauma Informed Practices).	Stacey Martinez	06/30/2022	06/23/2023	ONTARGET
Identify training modules on	Stacey	06/30/2022	06/23/2023	ONTARGET

Activity	Owner	Start Date	Due Date	Status
how to implement Restorative Practices.	Martinez			
Get a TOT in place for Restorative Practice.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Explore the use of therapy animals for sites.	Stacey Martinez	08/28/2021	06/22/2022	COMPLETE

Monitoring Notes

Monitoring Notes: Student Support Network

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

Date	Note	Author
06/23/2022	Completed internal trauma informed modules as a podcast. Future podcasts will be completed next school year. Teachers and support staff will help make selection of SEL curriculum using CASEL process	Matthew Milanowski

Evidence Data Set for 'Completed inter...'

Date	Data Name	Provider
06/23/2022	Responding vs Reacting Transcript	Responding vs Reacting.pdf
06/23/2022	ACES and Trauma Awareness Transcript	ACEs and Trauma Awarenes Transcript.pdf
06/23/2022	Transcript - Creating a Trauma Informed Environment	Copy of Transcript_ Creating a trauma-informed environment.pdf

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
Decrease by 5% for SRSS District Fall to Winter data	06/23/2023	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