

MICIP Portfolio Report

Merritt Academy

Goals Included

Active

- Improve ELA M-STEP & NWEA
 - Improve Math M-STEP & NWEA
-

Buildings Included

Open-Active

- Merritt Academy
-

Plan Components Included

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MICIP Portfolio Report

Merritt Academy

Improve ELA M-STEP & NWEA

Status: ACTIVE

Statement: Our goal is provide opportunities for students to receive additional instructional time in ELA skills in small groups based on in individual goals and objectives in order to improve ELA M-STEP scores by 10% in 2024-2025.

Created Date: 06/21/2022

Target Completion Date: 07/15/2025

Data Set Name: Next Year ELA

Name	Data Source
21/22 Fall to Spring Grades K-2 ELA NWEA	NWEA
21/22 Fall to Spring Grades 3-5 ELA NWEA	NWEA
21/22 Fall to Spring Grades 6-8 ELA NWEA	NWEA
21/22 fall to Spring Grades 9-10 ELA NWEA	NWEA
Grades 3-8 Assessments: Performance Level	MiSchoolData

Data Story Name: 2022 - 2023 ELA

Initial Data Analysis: The 2021 - 2022 ELA NWEA data shows 64.95% of students met their growth goal in grades 3-10 compared to 53.58% of students in grades 3-8 in 2020 - 2021. (There is no data for the 2020-2021 ELA NWEA in grades 9-10.)

The 2021 - 2022 ELA M-STEP data is not yet available to show an increase or decrease in student achievement in grades 3-8 compared to the 2021 - 2022 ELA M-STEP data.

Initial Initiative Inventory and Analysis: The mission of Merritt Academy is to instill in its students academic excellence, including in ELA.

Merritt uses Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement. Every day during MTSS, students receive additional instructional time in ELA skills in small groups based on in individual goals and objectives. Monthly MTSS staff, classroom teachers, and school administration meet to discuss data obtained during the MTSS. The strengths and areas of challenge are analyzed to plan the following month's individual goals and objectives and, if needed, small groups are adjusted. Title I and 31A funds are used to support the MTSS program.

To ensure fidelity measures exist and data evidence is analyzed for the MTSS program, district assessments are administered monthly at each grade-level, NWEA is administered in

the fall, winter, and spring, and M-STEP is administered near the end of the school year. The data from these collective assessments as well as classroom teacher observations and curriculum grade-level assessments are used during data meetings to create a plan to improve student achievement.

Merritt provides professional development for Ebli, NWEA, and new curriculum (Houghton Mifflin Harcourt).

Gap Analysis: The 2021 - 2022 ELA NWEA data shows 64.95% of students met their growth goal in grades 3-10 compared to 53.58% of students in grades 3-8 in 2020 - 2021. (There is no data for the 2020-2021 ELA NWEA in grades 9-10.) Based on these results, there was an improvement in 2021 - 2022 of 11.37% of students meeting or exceeding their growth goal, but 35.05% of students not meeting their fall to spring growth goal.

The 2021 - 2022 ELA M-STEP data is not yet available to show an increase or decrease in student achievement in grades 3-8 compared to the 2021 - 2022 ELA M-STEP

District Data Story Summary: The 2021 - 2022 ELA NWEA data shows 64.95% of students met their growth goal in grades 3-8 compared to 53.58% of students in 2020 - 2021. (There is no data for the 2020-2021 ELA NWEA in grades 9-10.) Based on these results, there was an improvement in 2021 - 2022 of 11.37% of students meeting or exceeding their growth goal, but 35.05% of students not meeting their fall to spring growth goal.

Merritt uses Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement. Every day during MTSS, students receive additional instructional time in ELA skills in small groups based on individual goals and objectives. In addition, Merritt uses after-school tutoring to remediate students' academic achievement in ELA in grades 2-5. Two days a week after-school, students receive additional instructional time in ELA skills in small groups based on individual goals and objectives. The learners at the greatest risk of not being proficient (and do not have an individualized education plan) are placed in MTSS services. In 2021 - 2022 the learners that were partially proficient were placed in the after-school tutoring program.

Merritt will continue the MTSS program and monitoring in 2022 - 2023 and, if the funding is available, will offer after-school tutoring for those students that are partially proficient.

Analysis:

Root Cause



Five Whys

- Why: Based on the 2021- 2022 ELA NWEA results, there was an improvement in 2021 - 2022 of 11.37% of students meeting or exceeding their growth goal, from the 2020

-2021. A total of 35.05% of students not meeting their fall to spring growth goal.

The 11.37% improvement in 2021 - 2022 can be correlated to more in-person learning, the MTSS program, and after-school tutoring. The 35.05% of students not meeting their goal can be connected to students with large academic gaps, students with frequent absenteeism, and the District curriculum not aligning with the monthly standard-based assessments.

- Why: Merritt uses Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement. Every day during MTSS, students receive additional instructional time in ELA skills in small groups based on individual goals and objectives. Monthly MTSS staff, classroom teachers, and school administration meet to discuss data obtained during the MTSS. The strengths and areas of challenge are analyzed to plan the following month's individual goals and objectives and, if needed, small groups are adjusted.

Merritt uses after-school tutoring to remediate students' academic achievement in ELA. Two days a week after-school, students receive additional instructional time in ELA skills in small groups based on individual goals and objectives in grades 2-5. One tutoring staff member is assigned four second grade students and four third grade students while another other tutoring staff member is assigned four fourth grade students and four fifth grade students. Attendance is taken during each session, so if frequent absences occur for a student or a parent withdraws a student from the after-school tutoring program (due to scheduling conflicts), then the vacancy is replaced with another student of that grade level.

Student absenteeism was a problem with the after-school program, which means those students did not necessarily receive all the additional support that would have benefited their academic progress. In addition, student absenteeism was an issue in day-to-day school too. Besides the numerous students that were quarantined due to COVID-exposure (especially in the fall/winter), many students with excessive absences from school missed valuable instruction.

Lastly, Reading Street and enVision Mathematics 2.0 were used for ELA and math instruction in 2021 - 2022. The pacing of these curriculums did not align with the pacing of standards administered on the monthly District assessments. Therefore, teachers had to modify the curriculum or meet those standards during MTSS time.

- Why: Student absenteeism can be attributed to various sources without a plan beyond issuing truancy letters and hearings. Merritt chose to use Reading Street and enVision Mathematics 2.0 for ELA and math instruction, but the monthly assessments were created by a committee that did not all have the same curriculum. Merritt teachers and MTSS support staff supplemented the curriculums to ensure standards were being met by the monthly assessments. However, an administrative decision was made to use the monthly assessments as a teaching practice for whole-group on test-taking strategies and concepts. Therefore, the monthly assessment data was not constructive in knowing student proficiency of standards.

Challenge Statement: Merritt needs to allocate resources to increase the academic achievement of students in ELA and maintain resources to continue implementation and progress of the MTSS program. In addition, Merritt needs to maintain a curriculum that

aligns with monthly District assessments to use data to monitor students' proficiency.

Strategies:

(1/2): MTSS Framework (General)

Owner: Tracy Cohrs

Start Date: 10/10/2022

Due Date: 07/15/2025

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: \$100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (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
Small Group Intervention	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
In Class Push In Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Paraprofessional staff to provide intervention support.	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
EBLI, Evidenced Based Literacy Instruction	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

(2/2): Guaranteed and Viable Curriculum

Owner: Tracy Cohrs

Start Date: 10/10/2022

Due Date: 07/15/2025

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: \$500,000.00

- 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)

Communication:

Method	Audience
• School Board Meeting	• Educators
• District Website Update	• Staff
	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
HMH Anywhere Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Professional Development for HMH Anywhere Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
TLAC Training to support common language and implementation of curriculum and instruction through research proved	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
strategies including classroom behavior and culture.				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 70% for 21/22 Fall to Spring Grades K-2 ELA NWEA		07/15/2023	ONTARGET
Increase by 70% for 21/22 Fall to Spring Grades 3-5 ELA NWEA		07/15/2023	ONTARGET
Increase by 70% for 21/22 fall to Spring Grades 9-10 ELA NWEA		07/15/2023	ONTARGET
Decrease by 70% for 21/22 Fall to Spring Grades 6-8 ELA NWEA		07/15/2023	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Small Group Intervention	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
In Class Push In Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Paraprofessional staff to provide intervention support.	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
EBLI, Evidenced Based Literacy Instruction	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
HMH Anywhere Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Professional Development	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for HMH Anywhere Curriculum				
TLAC Training to support common language and implementation of curriculum and instruction through research proved strategies including classroom behavior and culture.	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Monitoring Notes

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

Monitoring Notes: MTSS Framework (General)

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 10% for Grades 3-8 Assessments:	07/15/2025	ONTARGET

Measure	Due Date	Status
Performance Level		

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

Improve Math M-STEP & NWEA

Status: ACTIVE

Statement: Our goal is provide opportunities for students to receive additional instructional time in math skills in small groups based on in individual goals and objectives in order to improve math M-STEP scores by 10% in 2024-2025.

Created Date: 06/16/2022

Target Completion Date: 07/15/2025

Data Set Name: 2021-2022 Math

Name	Data Source
21/22 Fall to Spring Grades K-2 Math NWEA	NWEA
21/22 Fall to Spring Grades 3-5 Math NWEA	NWEA
21/22 Fall to Spring Grades 6-8 Math NWEA	NWEA
21/22 Fall to Spring Grades 9-12 Math NWEA	NWEA
Grades 3-8 Assessments: Performance Level	MiSchoolData

Data Story Name: 2022-2023 Math

Initial Data Analysis: The 2021 - 2022 math NWEA data shows 72.51% of students met their growth goal in grades 3-10 compared to 58.97% of students in grades 3-11 in 2020 - 2021. (There is no data for the 2020-2021 math NWEA in grades 6, 8, or 12th and there is no data for the 2021-2022 math NWEA data in grades 11 and 12.)

The 2021 - 2022 math M-STEP data is not yet available to show an increase or decrease in student achievement in grades 3-12 compared to the 2021 - 2022 math M-STEP data.

Initial Initiative Inventory and Analysis: The mission of Merritt Academy is to instill in its students academic excellence, including in math.

Merritt uses Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement. Every day during MTSS, students receive additional instructional time in math skills in small groups based on in individual goals and objectives. Monthly MTSS staff, classroom teachers, and school administration meet to discuss data obtained during the MTSS. The strengths and areas of challenge are analyzed to plan the following month's individual goals and objectives and, if needed, small groups are adjusted. Title I and 31A funds are used to support the MTSS program.

To ensure fidelity measures exist and data evidence is analyzed for the MTSS program, district assessments are administered monthly at each grade-level, NWEA is administered in the fall, winter, and spring, and M-STEP is administered near the end of the school year.

The data from these collective assessments as well as classroom teacher observations and curriculum grade-level assessments are used during data meetings to create a plan to improve student achievement.

Merritt provides professional development for Ebli, NWEA, and new curriculum (Houghton Mifflin Harcourt).

Gap Analysis: The 2021 - 2022 math NWEA data shows 72.51% of students met their growth goal in grades 3-10 compared to 58.97% of students in grades 3-11 in 2020 - 2021. (There is no data for the 2020-2021 math NWEA in grades 6, 8, or 12th and there is no data for the 2021-2022 math NWEA data in grades 11 and 12.) Based on these results, there was an improvement in 2021 - 2022 of 13.54% of students meeting or exceeding their growth goal, but 27.49% of students not meeting their fall to spring growth goal. The 2021 - 2022 math M-STEP data is not yet available to show an increase or decrease in student achievement in grades 3-12 compared to the 2021 - 2022 math M-STEP

District Data Story Summary: The 2021 - 2022 math NWEA data shows 72.51% of students met their growth goal in grades 3-10 compared to 58.97% of students in grades 3-11 in 2020 - 2021. (There is no data for the 2020-2021 math NWEA in grades 6, 8, or 12th and there is no data for the 2021-2022 math NWEA data in grades 11 and 12.) Based on these results, there was an improvement in 2021 - 2022 of 13.54% of students meeting or exceeding their growth goal, but 27.49% of students not meeting their fall to spring growth goal.

Merritt uses Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement. Every day during MTSS, students receive additional instructional time in math skills in small groups based on individual goals and objectives. In addition, Merritt uses after-school tutoring to remediate students' academic achievement in math in grades 2-5. Two days a week after-school, students receive additional instructional time in math skills in small groups based on individual goals and objectives. The learners at the greatest risk of not being proficient (and do not have an individualized education plan) are placed in MTSS services. In 2021 - 2022 the learners that were partially proficient were placed in the after-school tutoring program.

Merritt will continue the MTSS program and monitoring in 2022 - 2023 and, if the funding is available, will offer after-school tutoring for those students that are partially proficient.

Analysis:

Root Cause



Five Whys

- Why: Based on the 2021- 2022 math NWEA results, there was an improvement in 2021 - 2022 of 13.54% of students meeting or exceeding their growth goal, from the 2020 -2021. A total of 27.49% of students are not meeting their fall to spring growth goal.

The 13.54% improvement in 2021 - 2022 can be correlated to more in-person learning, the MTSS program, and after-school tutoring. The 27.49% of students not meeting their goal can be connected to students with large academic gaps, students with frequent absenteeism, and the District curriculum not aligning with the monthly standard-based assessments.

- Why: Merritt uses Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement. Every day during MTSS, students receive additional instructional time in math skills in small groups based on individual goals and objectives. Monthly MTSS staff, classroom teachers, and school administration meet to discuss data obtained during the MTSS. The strengths and areas of challenge are analyzed to plan the following month's individual goals and objectives and, if needed, small groups are adjusted.

Merritt uses after-school tutoring to remediate students' academic achievement in math. Two days a week after-school, students receive additional instructional time in math skills in small groups based on individual goals and objectives in grades 2-5. One tutoring staff member is assigned four second grade students and four third grade students while another other tutoring staff member is assigned four fourth grade students and four fifth grade students. Attendance is taken during each session, so if frequent absences occur for a student or a parent withdraws a student from the after-school tutoring program (due to scheduling conflicts), then the vacancy is replaced with another student of that grade level.

Student absenteeism was a problem with the after-school program, which means those students did not necessarily receive all the additional support that would have benefited their academic progress. In addition, student absenteeism was an issue in day-to-day school too. Besides the numerous students that were quarantined due to COVID-exposure (especially in the fall/winter), many students with excessive absences from school missed valuable instruction.

Lastly, Reading Street and enVision Mathematics 2.0 were used for ELA and math instruction in 2021 - 2022. The pacing of these curriculums did not align with the pacing of standards administered on the monthly District assessments. Therefore, teachers had to modify the curriculum or meet those standards during MTSS time.

- Why: Student absenteeism can be attributed to various sources without a plan beyond issuing truancy letters and hearings.
Merritt chose to use Reading Street and enVision Mathematics 2.0 for ELA and math instruction, but the monthly assessments were created by a committee that did not all have the same curriculum. Merritt teachers and MTSS support staff supplemented the curriculum to ensure standards were being met by the monthly assessments. However, an administrative decision was made to use the monthly assessments as a teaching practice for whole-group on test-taking strategies and concepts. Therefore, the monthly assessment data was not constructive in knowing student proficiency of standards.

Challenge Statement: Merritt needs to allocate resources to increase the academic achievement of students in math and maintain resources to continue implementation and progress of the MTSS program. In addition, Merritt needs to maintain a curriculum that aligns with monthly District assessments to use data to monitor students' proficiency.

Strategies:

(1/2): MTSS Framework (General)

Owner: Tracy Cohrs

Start Date: 10/10/2022

Due Date: 07/15/2025

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: \$100,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
In Class Push In Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Small Group Pull Out Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Intervention Teachers	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

(2/2): Houghton Mifflin Mathematics

Owner: Tracy Cohrs

Start Date: 10/10/2022

Due Date: 07/15/2025

Summary: Houghton Mifflin Mathematics is a core mathematics curriculum for students at all ability levels in kindergarten through grade 6. At each grade level, the program focuses on basic skills development, problem solving, and vocabulary expansion to help students master key math concepts. Students practice daily math lessons through instructional software, enrichment worksheets, manipulatives, and workbooks, in addition to student textbooks. The program incorporates assessments—including lesson-level interventions to meet the needs of all learners—to monitor students’ progress.

Buildings: All Active Buildings

Total Budget: \$250,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (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
Professional Development for HMH	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
TLAC training to support common language and implementation of curriculum including behavior and culture.	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
HMH Anywhere Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 70% for 21/22 Fall to Spring Grades K-2 Math NWEA		07/15/2023	ONTARGET
Increase by 70% for 21/22 Fall to Spring Grades 3-5		07/15/2023	ONTARGET

Measure	Owner	Due Date	Status
Math NWEA			
Increase by 70% for 21/22 Fall to Spring Grades 6-8 Math NWEA		07/15/2023	ONTARGET
Increase by 70% for 21/22 Fall to Spring Grades 9-12 Math NWEA		07/15/2023	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
In Class Push In Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Small Group Pull Out Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Intervention Teachers	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Houghton Mifflin Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development for HMH	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
TLAC training to support common language and implementation of curriculum including behavior and culture.	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
HMH Anywhere Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Houghton Mifflin 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

Monitoring Notes: MTSS Framework (General)

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 10% for Grades 3-8 Assessments: Performance Level	07/15/2025	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