MICIP Portfolio Report

Vestaburg Community Schools

Goals Included

Active
- Alternative Ed (CSI) - Increase Graduation Rate
- Alternative Ed (CSI) - Increase Literacy Proficien...
- Alternative Ed (CSI) - Increase Mathematics Profic...
- Alternative Ed (CSI) Resource Allocation Review (R...
- Improve Student Reading and Behavior Outcomes
- Secondary - Improve Student Behavior
- Secondary - Literacy Proficiency Improvement
- Secondary - Mathematics Proficiency Improvement

Buildings Included

Open-Active
- Vestaburg Alternative Education - Vestaburg
- Vestaburg Alternative Education - Wyoming
- Vestaburg Community Schools
- Vestaburg Elementary School
- Vestaburg High School

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
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MICIP Portfolio Report

Vestaburg Community Schools

Improve Student Reading and Behavior Outcomes

Status: ACTIVE

Statement: Increase overall student achievement in reading and behavior outcomes for all students through implementation of an integrated MTSS framework as measured by local reading assessments (e.g., Acadience, NWEA, EWI) and SWIS office discipline referrals.

Created Date: 01/25/2022   *Target Completion Date:* 08/01/2025

Data Set Name: District - MTSS

Name	Data Source
MTSS Behavior Data Set-Trend scores from each school	MiMTSS Data System
SWIS Average Referrals-All	SWIS
SWIS Average Referrals-Major	SWIS
SWIS Average Referrals-Minor	SWIS
SWIS Referrals by Behavior-All	SWIS
SWIS Referrals by Behavior-Major	SWIS
SWIS Referrals by Behavior-Minor	SWIS
MTSS Reading and Engagement Data Set-Trends from each school	MiMTSS Data System
Secondary Attendance Data 21-22	Other

Data Story Name: District - MTSS Implementation Improvement

Initial Data Analysis: Vestaburg Elementary and Vestaburg High School are nearing the Tier 1 SWPBIS Fidelity target of 70%. As of Nov 2021, Vestaburg Elementary had a Tier 1 score of 60% and the High School had a Tier 1 score of 50%. There are 9 Tier 1 items both schools are continuing to focus on in order to reach full implementation (1.1, 1.5, 1.6, 1.8, 1.10, 1.11, 1.13, 1.14) Support from the district for both teams could include ensuring a family member on their teams and supporting communication with stakeholders.
Major Average Referrals Per Day Per Month are above the national average for Sept-Nov in all schools. Top major problem behaviors are physical agression, defiance, and abusive language. Top minor behaviors are minor distruption, minor disrespect, minor innappropriate language.
Given that implementation of the Tier 1 items of the SWPBIS TFI has not met fidelity, in makes sense that there would not yet be a shift in behavior outcomes (SWIS) for students. At winter benchmarking the percent of students at or above benchmark was 29%. Installation of School-wide Reading for both elementary and secondary is making good

progress (Elementary 71%, Secondary 83%). Baseline Tier 1 R-TFI scores this spring are close to 0%.

Spring benchmark composites for Acadience by Grade-level: K-27%, 1-26%, 2-14%, 3-38%, 4-43%, 5-27%, 6-36%.

Initial Initiative Inventory and Analysis: Initiatives related to the behavioral components of an MTSS framework were run through the district's EI Alignment process in 2019-2020. The initiatives that were reviewed included CHAMPS, Restorative Practices, Conscience Discipline, and Be Nice Leadership. Of these for initiatives, the only one that contradicted and/or discouraged the use of SWPBIS with fidelity was Consience Discipline. However, Consience Discipline is required of Great Start Readiness Preschool and needs to be continued. The initiatives of CHAMPS and Restorative Practices have been embedded into our SWPBIS program. The Be Nice Leadership initiative has not continued being put into practice at our district. Elementary is currently using paper PAW tickets and Secondary is currently use PBIS Rewards online as part of the acknowledgement systems within SWPBIS.

We are currently implementing SWPBIS, with restorative practices and CHAMPs embedded within the Classroom Matrix and Classwide PBIS (4Be's).

An audit of Reading, Behavior, and Math Tier 1 curriculum resources and intervention materials and resources will be completed in May 18th, 2022.

Resource Allocation Review:

Gap Analysis: As of Fall 2021, none of our schools that have begun implementing Tier 1 SWPBIS have reached the criterion of 70% for fidelity at Tier 1 as measured by the Tier 1 scores on the SWPBIS Tiered Fidelity Inventory from October 2021.

In addition, both of our implementing schools have not adequately met the family and student representation component of team membership (item 1.1). Both implementing schools have also not adequately met the clear definition for of policies and procedures for addressing Level 3 major and Level 2 minor (not communicated to parents, sub training, new staff training-item 1.5).

We need to encorporate additional training and practice to ensure all staff know how to collect referral data (including major and minor, classroom and office)-Item 1.5. Classroom procedures also need to be refined (item 1.8) and training needs to provided (item 1.7).

As of May 2022, all schools have made adequate progress on installation of the Tier 1 Reading as measured by MiMTSS Reading Installation Checklists. As of May 2022, 0 schools have reached the criterion of 80% for fidelity at Tier 1 as measured by the Tier 1 scores on the Reading Tiered Fidelity Inventory.

District Data Story Summary: Common themes across schools related to implementation of SWPBIS include data collection and use, communication to and feedback from stakeholder groups (e.g., student, family, community), training for all staff. Reading is just getting started, making good progress in installation of the reading components of MTSS.

Analysis:

Root Cause

Summary of Root Cause Analysis:

Root causes for the lack of implementation of SWPBIS with fidelity across schools are inconsistent communication with stakeholders (e.g., families, school groups/teams, parent/sub/new staff), access to training in SWPBIS and training in classroom PBIS, and guidance on how to encorporate CHAMPs and restorative practices into classroom PBIS. Root causes for lack of implementation of reading components of MTSS include access to resources, systems to support school-wide scheduling, lack of training and coaching for teachers in high quality curriculum delivery and instruction for all students in reading K-12.

Supporting Documents

Document Name	Document Summary	Upload Date
Vestaburg Root Cause Analysis (DCA)	Root Cause Analysis protocol from MiMTSS TA Center.	01/25/2022
Vestaburg Root Cause Analysis-Reading	Root Cause Analysis protocol	05/16/2022

Challenge Statement: If we provide guidance on how CHAMPS and restorative practices fit within SWPBIS, increase communication to our stakeholders regarding behavior expectations and definitions, and ensure all staff receive training in SWPBIS and Classroom PBIS, then we should expect to see improvement in Tier 1 implementation of SWPBIS.
If we provide a guareenteed and viable curriculum, instructional resources for all tiers, support scheduling, and provide training and coaching in reading curriculum and instruction, then we should expect to see improvement in Tier 1 implementation of the reading components of MTSS.

Strategies:

(1/2): MTSS - PBIS (Behavior)

Owner: Kimberly Simpson

Start Date: 01/28/2022   *Due Date:* 08/01/2025

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
- Vestaburg Elementary School
- Vestaburg High School

Total Budget: $1.00
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
- Other	- Educators
- Email Campaign	- Staff

(2/2): MTSS Framework (General)

Owner: Kimberly Simpson

Start Date: 01/28/2022   *Due Date:* 08/01/2025

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
- Vestaburg Community Schools

Total Budget: $1.00
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• Other	• Staff

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
By Fall 2022, both schools will obtain a score of 2 on item 1.5 of the SWPBIS TFI. for MTSS Behavior Data Set-Trend scores from each school		10/01/2022	COMPLETE
By Fall 2022, both schools will obtain a score of 2 on item 1.8 of the SWPBIS TFI. for MTSS Behavior Data Set-Trend scores from each school		10/01/2022	COMPLETE
By Fall 2022, both schools will obtain a score of 2 on item 1.7 of the SWPBIS TFI. for MTSS Behavior Data Set-Trend scores from each		10/01/2022	COMPLETE

Measure	Owner	Due Date	Status
school			
By February 2023, all schools will reach 100% installation for Tier 1 reading as measured by MiMTSS Reading Installation Checklists. for MTSS Reading and Engagement Data Set-Trends from each school		02/01/2023	COMPLETE

Impact Notes

Date	Note	Author
05/23/2023	Secondary 5/23/23: The current interim targe t has been met. Behavior referrals were tren ding up from December, but no patterns to re port from year to year. Tardies were being w ritten up early in the school year. Data was being skewed due to how tardies were being written up. 100% (8/8) of our Hispanic stude nts have 1+ BRs. Will look into this in a la ter SLT meeting. Barriers to decreasing beha vior referrals includes inconsistency in re- teaching behavior expectations at a classroo m level based on SLT compiled data. At tier 2 level, CICO just started and is showing pr ogress. Will be utilized more in the fall 20 23. More consistency across all behaviors ex pectations. More administration accountabili ty. 5/23/23 Elementary School: 1.5, 1.7, 1.8 all dropped. This is consistent with the Secondary school. 1.7 . Barriers to increa sing scores from 1 to 2 is consistent meetin g times with all members at the table. Struc tures are in place to support implementation when the team is able to meet regularly.	Stefanie Smith
10/04/2022	March 8, 2023 Secondary Data Review: ODRs we nt down in December as expected. January saw an increase possibly due to the number of d ays students were in school. Top 3 behaviors are Tardy, Defiance, and Disruption. Locati ons are consistent with previous month with the classroom being the top location. We con tinue to be above the national median for OD Rs. We regressed on item 1.5 from a 2 to a 1 . Plan in place to get this score back up. I tem 1.7 remains at 1. Will	Dave Gough

Date	Note	Author
	continue to make progress by addressing the core SWPBIS pract ices during PD/staff meetings. Nov. 14, 20 22 District Fall Data Review: District-wide , major ODRs are trending above 2021-22 mont hly totals for August, September and October . Classroom continues to be the highest loca tion for referrals at both buildings. There have been 59 KIP calls to date. 39% of call s are specific to a special education progra m. 29% of students that have had KIP calls this year have an intervention in place and have not received a KIP call in more than 3 0 days. Both the elementary and secondary SL Ts are making progress towards Interim Targe ts 1 and 2. With turnovers in building admi nistration and teaching staff, we need to co nsider adjusting the timeline for reaching t hose targets. Oct 4, 2022 - Elementary Fall Data Review: This year we have the ability to look at our own data now that both school s have separate SWIS licenses. Since this i s new access this year, trend data is diffic ult to establish yet. September Major ODRs are above the national median. The top 3 be haviors this fall are physical aggression, d efiance, and property damage. The top 3 loca tions are classroom, playground and hallway. We have made progress on 1 of 4 interim tar gets. We met Targets 1 and 2, and are making progress on Targets 3 and 4. Oct 4, 2022 - Secondary Fall Data Review: This year we ha ve the ability to look at our own data now t hat both schools have separate SWIS licenses . Since this is new access this year, trend data is difficult to establish yet. Septem ber Major ODRs are above the national median but below the 75th percentile. Tardy, tobac co and disruption are the top three behavior s this fall. Classroom, bathroom and gym ar e the top three locations. Targeted interven tions remain in place to address vaping.	
05/12/2022	June District Data Review: We have some evid ence that the interventions to target vaping at the secondary appear to have a positive impact. If we continue those, we would expe ct to see a continued decrease in	Kimberly Simpson

Date	Note	Author
	referrals for tobacco and decrease OSS referrals, also impacting attendance. Overall, referrals we re higher in October, March, and April distr ict-wide. Referrals were also higher K-2 and 9-10 compared to other grades. Classroom is the highest location across the district. Elementary -- This year we do not have the a bility to look at referral data compared to the national median for just our school (cur rently we have one district account). The to p 3 behaviors across the year were physical aggression, defiance, and disruption, with physical aggression being the highest. More major referrals overall and for physical agg ression are coming from K-2nd grade. Secon dary -- This year we do not have the ability to look at referral data compared to the na tional median for just our school (currently we have one district account). Tobacco mont hly referrals have decreased since the begin ning of the year, which leads us to believe the interventions in place are working. 9th and 10th graders had the most referrals for all top three behaviors. The classroom has significantly more referrals than any other location, which aligns with skipping and tar dy as two of the top three behaviors. This also aligns with motivations of obtaining pe er attention and avoiding task. At the sec ondary level, 36% of students are flagged fo r being absent 10% or more of the time. 26% of students at the MS are flagged and 40% o f students at the HS are flagged. This data only includes OSS, AE, AU, and ME.	
04/06/2022	As of March 2022, schools have not re-admini stered the SWPBIS TFI, so there is not a new measure of progress toward interim targets. SWIS data continues to look similar to t he fall, with both schools having average re ferrals above the national median and the to p major problem behaviors being physical agg ression, defiance, and abusive language.	Kimberly Simpson

Adjust Notes

Date	Note	Author
05/23/2023	5/23/23: Secondary Spring Data Review 1.4, 1.5, and 1.7 were areas that d ecreased from previous TFI fidelity checks. Would like to focus on increasing these from a 1 to a 2 over the next school year. By wi nter data reivew would like to increase each area to a 2. Will be updating the behavior binder for teachers to have access to. Updat ing the lesson plans for engagement, adminst ration to update the handbook with a continu um of consequencesn for specific behavior ex pectations (ie 3 tardies across the school d ay vs 3 tardies per class??). 1 .7: Adminstration to provide SIT/SLT with PD calendar to ensure the 4 core SWPBIS practi ces (teaching expectations, acknowledging ap propriate behaviors, correcting errors, requ esting assistance) are being reviewed. Time provided during each PD to report to staff a nd get input. 5/23/23 Elementary Spring Data Review: Based on c urrent BR trends, a more attainable interim goal for the Elementary SLT would be to reac h the 75th percentile in behavior referrals (3.29) by June 2024.	Stefanie Smith
03/08/2023	3/8/23 Elementary SLT data review-team re commends extending the timeline for the inte rim target related to the reading installati on checklist. Rationale-needing to adopt cur riculum in order to address the item on the checklist.	Stefanie Smith
06/06/2022	Spring 2022 : Potential adjustments to activities in plan: MTSS Coordinator wor k on developing a coaching plan and working with school coaches to develop coaching plan s. Invite principals to do this work alongsi de. Elementary -- Trails will address classrooom Tier 1 SEL instruction, a behavi or coach will be starting in the fall to sup port all staff, we have scheduled PDs for PB IS for all staff (teachers, paras, building subs). Monthly meetings will be schedu led with paras next year. New staff will be starting a day prior to all staff to get tra ining in basics of PBIS/fundamentals. 2 teac hers on staff will be running monthly new te acher trainings. These are all currently bei ng addressed, no adjustments needed at this time. Secondary -- We included attend ance data within our	Kimberly Simpson

Date	Note	Author
	behavior data set. ; This data needs to be uploaded into the di strict data story. We need to look at how to look at data for next year as a MS, separat e from the HS. MS has removed passing time, which may be contirbuting to fewer ta rdies for them. MS/HS inconsistency f or definitions of tardy, absences, and proce sses for collecting/review data may be contr ibuting to trends in tardy referrals. The District Team needs to address this when staff and student handbooks are developed t his summer. We also need to make sure polici es and procedures are included in handbooks and uploaded to the website. Our SLT will be working on the attendance letter-high yield strategies.	
04/11/2022	We need to adjust our data story to inclu de note about the TFI data indicating we nee d to ensure training for all staff, especial ly new staff and parapros. We need to encorp orate additional training and practice to en sure all staff know how to collect referral data (including major and minor, classroom a nd office)-Item 1.5. Classroom procedu res also need to be refined (item 1.8) and t raining needs to provided (item 1.7). We need to adjust our activities to ensure all staff have access to training in SWPBIS, refresher training each fall, and training in classroom PBIS. We also need to ens ure staff understand how to encorporate CHAM Ps and restorative practices into classroom PBIS.	Kimberly Simpson

Activity Status:

MTSS - PBIS (Behavior) Activities:
No Data Available

MTSS Framework (General) Activities:
No Data Available

Monitoring Notes
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
03/08/2023	Secondary Winter Data Review: Progress has been stalled due to change in administration at the beginning of the year, loss of members on the SLT team, inconsistency in meeting with the team, creation of documentation to organize behavior processes. Changes in meeting times could increase productivity.	Stefanie Smith
05/12/2022	June District Data Review: Both schools are making progress in implementing Tier 1 PBIS and have goals and activities to continue to improve and achieve goals. Both schools have also begun to work on Tier 2, baseline districtwide is 8%. Common areas for improvement involve communication to all stakeholders related to the website and handbooks; also staff training. Elementary -- We are meeting the due dates we have set for action items within our school plan related to PBIS and they are well organized. We have met our interim goal on item 1.8 on the SWPBIS TFI and we have plans in place to address items 1.5 and 1.7 to meet those goals by Fall 2022. Tier 1 implementation is at 67%, with a slight downward trend due to more accurate scoring (discipline policies went down and reviewing data went down). Secondary -- We have improved since the middle of the year and are now making progress on activities within timelines. Celebration! Go Team! We met our goal for item 1.8 on the SWPBIS TFI (score of 2). We need to continue to work on getting a plan out to share with stakeholders to address item 1.5 (behavior definitions, policy, procedures) on website. Item 1.7 (PD for all staff) went down from a 2 to a 1. Tier 1 Scale	Kimberly Simpson

Date	Note	Author
	score is at 77%!!!! We are above the 70% threshold and have been for the last two administrations. Evaluation sub-scale is above 70% now, too!	
04/06/2022	October 2022-Data Collection and Use and communication to stakeholders and getting feedback from them were common themes across schools related to fidelity of implementation of SWPBIS. t March 2022-We do not have new SWPBIS TFI scores yet due to the need to complete the walkthroughs.	Kimberly Simpson

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

Date	Note	Author
10/04/2022	March 8, 2023 Secondary Winter Data Review - Tier 1 PBIS installation checklists are 100% complete. CICO is 80% complete and 20% in progress. Tier 2 team recently start CICO and is making progress as expected. Attendance implementation at 25% complete, 75% in progress. SLT would like to increase attendance interventions and strategies to target tardy as the top behavior. Reading is at 100% for implementation. MTSS guided process was halted prior to Secondary Intervention System day 2 training, halting implementation. The team has not been able to meet consistently due to emergency student needs, lack of substitute staff, and weather related cancelations. Plan to change meeting time to mitigate these barriers is moving forward. Oct 4, 2022 Elementary Fall Data Review - Tier 1 PBIS installation checklists are 100% complete. 60% of CICO items are in progress or complete. This work is moving forward with the development of a Tier 2 team this fall. .... The SLT updates its Implementation Plan during its monthly meetings, most recently updated on Sept 13, 2022. The team feels that activities are being completed on time.	Dave Gough
05/12/2022	June District Data Review: All schools have fully installed and will be working on installation of CICO Fall 2022. Secondary continues to make progress on attendance installation, however it was difficult because training was disjointed. Tier 2 teams for CICO will be our SLT with additional staff. This has been added to the District Barrier log. Elementary -- Tier 1 PBIS all 4 checklists	Kimberly Simpson

Date	Note	Author
	are at 100%. Woo Hoo! CICO checklist is 0% complete, 30% in progress, 70% not started. Secondary -- Tier 1 PBIS all 4 checklists are at 100%. Woo Hoo! CICO checklist is 0% complete, 30% in progress, 70% not started. Tier 1 Addressing School-wide Attendance is 25% complete, 75% in progress, 0% not started. Barrier to progress in CICO is our Tier 2 team not meeting consistently.	
04/06/2022	As of March 2022, both schools are at 100% installation of SWPBIS for Tier 1.	Kimberly Simpson

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

Date	Note	Author
05/12/2022	June District Data Review: As of Feb. 28, 2022 we scored a total score of 76% on the District Capacity Assessment, 4% below the 80% threshold. At the district-level, we need to consider how to support staff handbooks, website updates, and training for all staff for PBIS.	Kimberly Simpson
04/06/2022	As of Feb. 28, 2022 we scored a total score of 76% on the District Capacity Assessment, 4% below the 80% threshold. We still need to focus on communication, SLTs using data for decision making, and coaching systems.	Kimberly Simpson

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
05/31/2022	June District Data Review: When we look at our activities in our plan, 100% are being completed within the assigned timelines.	Kimberly Simpson
03/14/2022	October 2022-Data Collection and Use and communication to stakeholders and getting feedback from them were common themes across schools related to fidelity of implementation of SWPBIS. March 2022-We do not have new SWPBIS TFI scores yet due to the need to complete the walkthroughs.	Kimberly Simpson

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

Date	Note	Author
05/31/2022	June District Data Review: We are making good progress towards full installation. 7 out of 12 (58%) of checklists are 100% complete. 1 checklist hasn't been started, this checklist is around developing fluency around Tier 1 reading. Outstanding installation work is still needed to finalize the coaching system, curriculum alignment process, strengthening communication.	Kimberly Simpson
03/14/2022	As of March 2022, both schools are at 100% installation of SWPBIS for Tier 1.	Kimberly Simpson

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

Date	Note	Author
05/31/2022	June District Data Review: As of Feb. 28, 2022 we scored a total score of 76% on the District Capacity Assessment, 4% below the 80% threshold. We are adding academic coaches at the elementary level to address the competency driver being at 29% and we are a lot closer to having a coaching system and a coaching plan. We are also bringing in a reading team and math team at the elementary to support Tier 1 instruction. Each team has a systems coach.	Kimberly Simpson
03/14/2022	As of Feb. 28, 2022 we scored a total score of 76% on the District Capacity Assessment, 4% below the 80% threshold. We still need to focus on communication, SLTs using data for decision making, and coaching systems.	Kimberly Simpson

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
All schools will decrease their major average referrals per day per month to at or below the national median. for SWIS Average Referrals-Major	08/01/2025	ONTARGET
Vestaburg Elementary School will reach 80% or more students achieving benchmark on Acadience Reading K-6. for MTSS Reading and Engagement Data Set-Trends from each school	08/01/2025	ONTARGET
All Secondary Schools will reach 80% or more students at low risk of dropout as	08/01/2025	ONTARGET

Measure	Due Date	Status
measured by Early Warning Indicators. for MTSS Reading and Engagement Data Set-Trends from each school		

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

Secondary - Improve Student Behavior

Status: ACTIVE

Statement: By tracking office referrals via the SWIS Program, Vestaburg Secondary School will decrease overall daily office referrals by 50% (all referrals from 4 to 2 and 2 to 1 major offense) by August 2025.

Created Date: 06/27/2023   *Target Completion Date:* 08/30/2025

Data Set Name: 2022-23 SWIS All

Name	Data Source
2022-23 SWIS All Referrals	SWIS
2022-23 SWIS - Major Offenses Referral Data	SWIS
2021-22 Secondary Attendance Data	Student Information System (SIS)
2021-22 MTSS Reading & Engagement Data (District)	District Determined
2021-22 Secondary SWIS Summary Trend Data	SWIS

Data Story Name: Secondary - Behavior (MTSS) Improvement

Initial Data Analysis: In 179 school days, we have recorded 961 office referrals in total. This averages to 4.22 per day for grades 6-12 for the 2022-23 school year. Also, it is shown in the major data set is 2.02 referrals on average per day. So about 50% major and 50% minor offenses.

Initial Initiative Inventory and Analysis: The use of the SWIS program to collect behavior data has been in place 4 years. This also includes the implementation of PBIS and MTSS though mostly at the elementary level. This school year we have implemented the TRAILS SEL curriculum which students recieved lessons weekly. PBIS lessons are taught at the beginning of the school year, then again after winter break (semester break). This practice has been in place for 3 years.

Resource Allocation Review:

Gap Analysis: To date, we have had changes in administration and have done some catching up to create a systemic understanding of what a major and a minor offense is. This school year (2023-24), we are committed to refocusing our efforts in restorative practices along wtih the implementation of routines which include PBIS, MTSS, and the regular review of SWIS data 3 times during the school year.

District Data Story Summary: At first glance it looks like numbers literally doubled from September to October 2022, however with the change in building leadership, students and staff have a consistent expectation of school behavior (and consequences). During the 2022-23 school year, many instructional pieces were put in place to create a systemic behavior plan. Moving forward, we anticipate a great improvement in this area by

committing to these strategies.

Analysis:

Root Cause

Summary of Root Cause Analysis:
No analysis included

Supporting Documents
No Documents Included

Challenge Statement: If we provide guidance on how CHAMPS and restorative practices ft within SWPBIS, increase communication to our stakeholders regarding behavior expectations and definitions, and ensure all staff receives training in SWPBIS and Classroom PBIS, then we should expect to see improvement in Tier 1 implementation of SWPBIS. If we provide a guaranteed and viable curriculum, instructional resources for all tiers, support scheduling, and provide training and coaching in reading curriculum and instruction, then we should expect to see improvement in Tier 1 implementation of the reading components of MTSS.

Strategies:

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

Owner: Kristine Staines

Start Date: 06/27/2023   *Due Date:* 08/30/2025

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
- Vestaburg High School

Total Budget: $50,000.00
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
- School Board Meeting	- Community-at-Large
- Presentations	- Educators
- District Website Update	- Staff
- Parent Newsletter	- School Board
- Social Media	- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Counseling Supports	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Learning Communities (PLC)	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Office referral system - SWIS	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
PBIS - Lessons, Slogan, Rewards, Celebration	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 25% for 2022-23 SWIS All Referrals		08/29/2024	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Counseling Supports	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Professional Learning Communities (PLC)	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Office referral system - SWIS	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
PBIS - Lessons, Slogan, Rewards, Celebration	Kristine Staines	06/27/2023	08/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS - PBIS (Behavior)

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
Decrease by 50% for 2022-23 SWIS All Referrals	08/30/2025	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

Secondary - Mathematics Proficiency Improvement

Status: ACTIVE

Statement: Vestaburg Secondary School will improve Mathematics Proficiency for all students by growing an average of 3 RIT on the NWEA Reading Fall to Spring 2025; and by increasing proficiency by 5% in Mathematics on the Spring State Assessment 2025.

Created Date: 06/28/2023   *Target Completion Date:* 08/30/2025

Data Set Name: Mathematics Secondary - Math Proficiency Improvement

Name	Data Source
2014-Present MSTEP Trend Data (All Subjects)	District Determined
2014-Present Secondary State Assessment Trend Data (All Subjects)	District Determined
2022-23 NWEA Goal Progress Reports Math	NWEA

Data Story Name: Secondary - Math Proficiency Increase

Initial Data Analysis: State test scores show all grades significantly dropped in Math. NWEA Reading RIT Scores improved gradually from Fall 2022 to Spring 2023.

Initial Initiative Inventory and Analysis: Our MTSS is in place for Elementary but we are working on expanding that to the Secondary Building.

Resource Allocation Review:

Gap Analysis: Our students belonging to Special Populations show as much of a gap as all students. Many of our students belong to more than one subgroup. Our goal is to improve mathematics teaching at least the state average in achievement and national norms in growth for ALL STUDENTS

District Data Story Summary: In order to meet our goal of student achievement averages (state assessment) and national growth norms (NWEA), we must increase our level of expectation in a systematic way for all staff and students alike. This means to improve consistency with student basic daily academic expectations systemically.

Analysis:

Root Cause

Summary of Root Cause Analysis:

The root cause of our decline in Mathematics scores is due to the fact we have gaps, misaligned, and unarticulated curriculum. Our Tier 1 instruction is in need of improvement.

Supporting Documents

Document Name	Document Summary	Upload Date
Vestaburg Root Cause - Math		06/28/2023

Challenge Statement: District staff will intentionally focus on Professional Learning Communities to analyze and improve our Mathematics curriculum for the purpose of increasing literacy proficiency, growth, critical thinking skills, and understanding of concepts.

Strategies:

(1/2): MTSS Framework (General)

Owner: Kristine Staines

Start Date: 06/27/2023   *Due Date:* 08/30/2025

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
- Vestaburg High School

Total Budget: $300,000.00
- General Fund (Other)

Communication:

Method
- District Website Update

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Direct Instruction - Tier 1	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): 23g Tutoring

Owner: Kristine Staines

Start Date: 10/31/2023   *Due Date:* 08/30/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings
- Vestaburg Community Schools
- Vestaburg High School

Total Budget: $25,000.00
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g - Tutoring - Students are provided additional instructional time built within the school day schedule working with a certified mathematics teacher.	Kristine Staines	10/31/2023	06/15/2024	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for 2014-Present Secondary State Assessment Trend Data (All Subjects)		08/29/2024	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Direct Instruction - Tier 1	Kristine Staines	06/27/2023	08/30/2025	ONTARGET

Early Warning Intervention and Monitoring System (EWIMS) Activities

Activity	Owner	Start Date	Due Date	Status
23g - Professional Learning of EWIMS	Kristine Staines	10/31/2023	08/30/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
23g - Tutoring - Students are provided additional instructional time built within the school day schedule working with a certified mathematics teacher.	Kristine Staines	10/31/2023	06/15/2024	OVERDUE

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
23g - (3) Teachers supporting identified students during 1 class period DAILY (including ELA, Math, and Behavior)	Kristine Staines	10/31/2023	08/30/2025	ONTARGET

23g Personalized Learning Environments Activities

Activity	Owner	Start Date	Due Date	Status
23g - Teachers (Elementary + Secondary) Extra Time	Kristine Staines	10/31/2023	08/30/2025	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: 23g Personalized Learning Environments

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 Tutoring

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: Early Warning Intervention and Monitoring System (EWIMS)

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 3% for 2022-23 NWEA Goal Progress Reports Math	08/30/2025	ONTARGET
Increase by 5% for 2014-Present Secondary State Assessment Trend Data (All Subjects)	08/30/2025	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

Secondary - Literacy Proficiency Improvement

Status: ACTIVE

Statement: Vestaburg Secondary School will improve literacy for all students by growing an average of 3 RIT on the NWEA Reading Fall to Spring 2025; and by increasing proficiency by 5% in English / Language Arts on the Spring State Assessment 2025.

Created Date: 06/28/2023   *Target Completion Date:* 08/30/2025

Data Set Name: Secondary - Literacy Proficiency Improvement

Name	Data Source
2022-23 NWEA Reading Goal Progress	NWEA
2014-Present MSTEP Trend Data (All Subjects)	District Determined
2014-Present Secondary State Assessment Trend Data (All Subjects)	District Determined

Data Story Name: Secondary - Literacy Improvement

Initial Data Analysis: State test scores show all grades significantly dropped in ELA with the exception of grade 7. NWEA Reading RIT Scores improved gradually from Fall 2022 to Spring 2023.

Initial Initiative Inventory and Analysis: Our MTSS is in place for Elementary but we are working on expanding that to the Secondary Building.

Resource Allocation Review:

Gap Analysis: Our students belonging to Special Populations show as much of a gap as all students. Many of our students belong to more than one subgroup. Our subgroup pops range from 5 - 12% enrollment. Our goal is to improve literacy reaching at least the state average in achievement and national norms in growth for ALL STUDENTS

District Data Story Summary: In order to meet our goal of student achievement averages (state assessment) and national growth norms (NWEA), we must increase our level of expectation in a systematic way for all staff and students alike. This means to improve consistency with student basic daily academic expectations systemically. With staff, require more frequent and intentional interactions supporting students with academics and SEL.

Analysis:

Root Cause

Summary of Root Cause Analysis:

The root cause of our decline in English / Language Arts scores is due to the fact we have gaps, misaligned, and unarticulated curriculum. Our Tier 1 instruction is in need of improvement.

Supporting Documents

Document Name	Document Summary	Upload Date
Vestaburg Root Cause - ELA		06/28/2023

Challenge Statement: District staff will intentionally focus on Professional Learning Communities to analyze and improve our ELA curriculum for the purpose of increasing literacy proficiency, growth, critical thinking skills, and understanding of concepts.

Strategies:

(1/1): MTSS Framework (General)

Owner: Kristine Staines

Start Date: 06/27/2023   *Due Date:* 08/30/2025

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
- Vestaburg High School

Total Budget: $300,000.00
- General Fund (Other)

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Direct Instruction - Tier 1	Kristine Staines	06/27/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 3% for 2022-23 NWEA Reading Goal Progress		08/29/2024	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Direct Instruction - Tier 1	Kristine Staines	06/27/2023	08/30/2025	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
23g Extended Learning Time (after school hours + summer school)	Kristine Staines	10/31/2023	08/30/2025	ONTARGET

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
23g - Small group/ Individual academic and behavior support	Kristine Staines	10/31/2023	08/30/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
23g - After School and During School Day	Kristine Staines	10/31/2023	08/30/2025	ONTARGET
23g - Transportation	Kristine Staines	10/31/2023	08/30/2025	ONTARGET
23g Hiring Additional Staff	Kristine Staines	10/31/2023	08/30/2025	ONTARGET
23g - Kristine Staines (Leader of Grant)	Kristine Staines	10/31/2023	08/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: 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: 23g Tutoring

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 5% for 2014-Present Secondary State Assessment Trend Data (All Subjects)	08/30/2025	ONTARGET
Decrease by 3% for 2022-23 NWEA Reading Goal Progress	08/30/2025	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

Alternative Ed (CSI) - Increase Mathematics Profic...

Status: ACTIVE

Statement: VCS Alternative Ed Program will improve Mathematics for all students by increasing assessment participation to 95% and proficiency by 5% by August 30, 2025.

Created Date: 06/29/2023   *Target Completion Date:* 08/29/2025

Data Set Name: Math Proficiency Information

Name	Data Source
2021-22 School Index Overview	Other
High School Assessments: 2021-22 Math Proficiency	MI School Data
High School Assessments: 2018-19 Math Proficiency	MI School Data

Data Story Name: Alternative Ed - (CSI) Math Proficiency Increase

Initial Data Analysis: The lack of proficiency data is due to the low number of students (under 10). This is due to a low number of student participation in the State and NWEA Assessments.

Initial Initiative Inventory and Analysis: Strategies:
Testing will be part of the student's expectations. Provide testing flexibility as allowed.Increase the number oUse NWEA to identify areas of growth and areas of weaknesses.Participation Highly Qualified staff.Focus on the Whole Child to remove barriers of student success and increase student engagementImplement an MTSS intervention program.Increase Staff Instructional and procedural capacity and consistency.Implement Professional Learning Communities

Resource Allocation Review:

Gap Analysis: With the demographic of our students, there are really no gaps in the sub / special population(s) groups. Our strategies will be for all students

District Data Story Summary: Our alternative school shall implement strategies with fidelity. The lack of following through with our processes has had a negative impact on student engagement

Analysis:

Root Cause

Summary of Root Cause Analysis:

The majority of our students come credit deficient and belong to at least one special population group. The lack of student engagement in school along with the lack of academic program implementation is the root cause of the decline in student achievement proficiency, growth, and graduation rate.

Supporting Documents

Document Name	Document Summary	Upload Date
Alt Ed Root Cause Tree		06/29/2023

Challenge Statement: The district needs to support the school in the implementation of instructional best practices, checking for fidelity, and ensuring expectations are communicated/met.

Strategies:

(1/1): MTSS Framework (General)

Owner: Kristine Staines

Start Date: 06/29/2023   *Due Date:* 08/30/2025

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
- Vestaburg Alternative Education - Wyoming

Total Budget: $200,000.00
- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire Highly Qualified Teachers	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement PLC's	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
NWEA Mathematics Assessment (Fall & Spring)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Tier 1 Instruction - Edgenuity	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Whole Child Focus (Removing Barriers)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Adaptive Schools Training	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Provide SEL for All Students	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for High School Assessments: 2021-22 Math Proficiency		08/29/2024	OVERDUE
Increase by 95% for 2021-22 School Index Overview		08/29/2024	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Hire Highly Qualified Teachers	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Implement PLC's	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
NWEA Mathematics Assessment (Fall & Spring)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Tier 1 Instruction - Edgenuity	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Whole Child Focus (Removing Barriers)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Adaptive Schools Training	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
CSI: RAR Data Analysis - Provide SEL for All Students	Kristine Staines	06/29/2023	08/30/2025	ONTARGET

Monitoring Notes

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
Decrease by 5% for High School Assessments: 2021-22 Math Proficiency	08/29/2025	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

Alternative Ed (CSI) - Increase Graduation Rate

Status: ACTIVE

Statement: Our goal is to increase our graduation rate from 30% to 67% by August 30, 2025.
Team written goal: Vestaburg Community School will reach and maintain a minimum graduation rate of 67% or higher in the alternative education programs.
Team Written Objective(s): 100% of students will graduate on or before their identified target graduation date based on standing at the time of enrollment.

Created Date: 06/29/2023   *Target Completion Date:* 08/29/2025

Data Set Name: Graduation Rate Information

Name	Data Source
2021-22 School Index Overview	Other
High School Assessments: Science Performance Level	MI School Data
High School Assessments: Social Studies Performance Level	MI School Data
High School Assessments: ELA Proficiency	MI School Data
High School Assessments: Math Proficiency	MI School Data
School Index: School Index Proficiency	MI School Data
School Index: School Index Growth	MI School Data
Grad/Dropout Rate Trend Data	MiSchoolData
Goal 1 Team Notes with Goal, Objective, and Strategies	District Determined

Data Story Name: Alternative Ed - (CSI) Increase Graduation Rate

Initial Data Analysis: The overall graduation rate is below 30%. By state and federal law our rate has to be 67% or higher. Our 5-year cohort rates are significantly higher than the 4-year cohort rates.

Initial Initiative Inventory and Analysis: Strategies:
Conduct a thorough Credit Audit at the time of enrollment and update annually.Grant partial credits based on completed coursework.Implement Personal Curriculums.Implement a consistent student Enrollment (packet) and Onboarding Process. Graduation Requirements reduced to 18 (MMC vs. 22)Increase Career Pathway focus and connectionWrap-around services - Researched basedImplement Professional Learning Communities

Resource Allocation Review:

Gap Analysis: With the demographic of our students, there are really no gaps in the sub / special population(s) groups. Our strategies will be for all students

District Data Story Summary: Our alternative school shall implement strategies with fidelity. The lack of following through with our processes has had a negative impact on student engagement

Analysis:

Root Cause

Summary of Root Cause Analysis:

The majority of our students come credit deficient and belong to at least one special population group. The lack of student engagement in school along with the lack of academic program implementation is the root cause of the decline in student achievement proficiency, growth, and graduation rate.

Supporting Documents

Document Name	Document Summary	Upload Date
Alt Ed Root Cause Tree	Lack of student engagement	06/29/2023

Challenge Statement: The district needs to support the school in the implementation of instructional best practices, checking for fidelity, and ensuring expectations are communicated and met.

Strategies:

(1/2): Imagine Learning - Edgenuity Courseware for Credit Recovery

Owner: Kristine Staines

Start Date: 06/29/2023   *Due Date:* 08/28/2025

Summary: Imagine Edgenuity is an online learning platform that provides a wide range of standards-aligned courses for students in grades K-12. Designed to support personalized learning, the program offers core curriculum, Advanced Placement (AP), credit recovery, and elective courses. It features interactive multimedia lessons, assessments, and real-time feedback, catering to various learning styles. Educators can customize course content, monitor progress, and provide targeted interventions through robust reporting tools. Imagine Edgenuity is commonly used in schools for blended learning, virtual academies, and supplemental instruction to help students meet academic goals at their own pace.

Buildings

- Vestaburg Alternative Education - Wyoming

Total Budget: $80,000.00

- At Risk (31-A) (State Funds)

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 1 Instruction - Edgenuity	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Audit Transcripts	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Personal Curriculum(s) Possibilities	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Onboarding Packet / Orientation Activities	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Graduation Requirements Review (MMC)	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Learning Activities (PLC's)	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Owner: Kristine Staines

Start Date: 09/07/2023   *Due Date:* 08/28/2025

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
- Vestaburg Alternative Education - Wyoming

Total Budget: $150.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	09/07/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	09/07/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Provide SEL/Wrap-Around Services for all students	Kristine Staines	09/07/2023	08/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 19% for Grad/Dropout Rate Trend Data		08/29/2024	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Imagine Learning - Edgenuity Courseware for Credit Recovery Activities

Activity	Owner	Start Date	Due Date	Status
Tier 1 Instruction - Edgenuity	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Audit Transcripts	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Personal Curriculum(s) Possibilities	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Onboarding Packet / Orientation Activities	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Graduation Requirements Review (MMC)	Kristine Staines	06/29/2023	08/29/2025	ONTARGET
Professional Learning Activities (PLC's)	Kristine Staines	06/29/2023	08/29/2025	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	09/07/2023	08/29/2025	ONTARGET
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	09/07/2023	08/29/2025	ONTARGET
CSI: RAR Data Analysis - Provide SEL/Wrap-Around Services for all students	Kristine Staines	09/07/2023	08/29/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Imagine Learning - Edgenuity Courseware for Credit Recovery

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
Decrease by 37% for Grad/ Dropout Rate Trend Data	08/29/2025	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

Alternative Ed (CSI) - Increase Literacy Proficien...

Status: ACTIVE

Statement: VCS Alternative Ed Program will improve literacy for all students by increasing assessment participation to 95% and proficiency by 5% by August 30, 2025.

Created Date: 06/29/2023   *Target Completion Date:* 08/29/2025

Data Set Name: Literacy Proficiency

Name	Data Source
2021-22 School Index Overview	Other
High School Assessments: Science Performance Level	MI School Data
High School Assessments: Social Studies Performance Level	MI School Data
High School Assessments: ELA Proficiency	MI School Data
2023 MSTEP Science & Social Studies (Grade 11)	District Determined
2021-22 Fall Reading NWEA	NWEA

Data Story Name: Alternative Ed - (CSI) Increased Literacy Proficiency

Initial Data Analysis: The lack of proficiency data is due to the low number of students (under 10). This is due to a low number of student participation in the State and NWEA Assessments.

Initial Initiative Inventory and Analysis: Strategies:
Testing will be part of the student's expectations. Provide testing flexibility as allowed.Increase the number oUse NWEA to identify areas of growth and areas of weakness.Participation Highly Qualified staff.Focus on the Whole Child to remove barriers to student success and increase student engagementImplement an MTSS intervention program.Increase Staff Instructional and procedural capacity and consistency.Implement Professional Learning Communities

Resource Allocation Review:

Gap Analysis: With the demographic of our students, there are really no gaps in the sub / special population(s) groups. Our strategies will be for all students

District Data Story Summary: Our alternative school shall implement strategies with fidelity. The lack of following through with our processes has had a negative impact on student engagement

Analysis:

Root Cause

Summary of Root Cause Analysis:

The majority of our students come credit deficient and belong to at least one special population group. The lack of student engagement in school along with the lack of academic program implementation is the root cause of the decline in student achievement proficiency, growth, and graduation rate.

Supporting Documents

Document Name	Document Summary	Upload Date
Alt Ed Root Cause Tree		06/29/2023

Challenge Statement: The district needs to support the school in the implementation of instructional best practices, checking for fidelity, and ensuring expectations are communicated/met.

Strategies:

(1/1): MTSS - Literacy (Reading)

Owner: Kristine Staines

Start Date: 06/29/2023   *Due Date:* 08/30/2025

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
- Vestaburg Alternative Education - Wyoming

Total Budget: $200,000.00
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 1 Instruction - Edgenuity	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
NWEA Reading Assessment (Fall & Spring)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement PLC's	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Whole Child Focus (Removing Barriers)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Hire Highly Qualified Teachers	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Provide SEL for All Students	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for High School Assessments: ELA Proficiency		08/29/2024	OVERDUE
Increase by 95% for 2021-22 School Index Overview		08/29/2024	OVERDUE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Tier 1 Instruction - Edgenuity	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
NWEA Reading	Kristine	06/29/2023	08/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Assessment (Fall & Spring)	Staines			
Implement PLC's	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Whole Child Focus (Removing Barriers)	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
Hire Highly Qualified Teachers	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	06/29/2023	08/30/2025	ONTARGET
CSI: RAR Data Analysis - Provide SEL for All Students	Kristine Staines	06/29/2023	08/30/2025	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?:

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
Decrease by 5% for High School Assessments: ELA Proficiency	08/29/2025	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

Alternative Ed (CSI) Resource Allocation Review (R...

Status: ACTIVE

Statement: Our goal is to clean up all expenditures in the supply budget AND ensure staff training in the MTSS Framework by the end of the school year 2024.

Created Date: 09/08/2023   *Target Completion Date:* 06/29/2024

Data Set Name: CSI - Resource Allocation Review - MTSS Framework

Name	Data Source
RAR Process Steps Document	District Determined
FTE Count Trend Data	Eidex
General Fund Expenditures	Eidex
Trend Data	MiSchoolData
Personnel Expenditure Report	Other
Operations Expenditure Report	Other
2 year budget	District Determined
Staff List	District Determined

Data Story Name: Alternative Ed - (CSI) Resource Allocation Review

Initial Data Analysis: RAR Option 2: Centered on a MICIP strategy intended to address a root cause need related to the identification of support
When conducting a Resource Allocation Review from the perspective of a specific strategy, resources specific to that strategy need to be assessed. The team will first determine which evidence-based strategy intended to address a root cause is most directly related to the identification of additional supports. If there is more than one, the team may consider the strategy with the greatest probability to rapidly improve student outcomes.

Initial Initiative Inventory and Analysis: We lack systems that would support all students. We need to improve our school systems in order to implement the MTSS Framework. This includes training and understanding the framework. In addition, we need to use our assessment metrics to support the identification of tier levels of students.

Resource Allocation Review:

Gap Analysis: It is difficult to identify gaps when all of our students are in need of support...that is our tiers of students have not all been identified. Also, our students are in need of wrap-around support for social-emotional help.

District Data Story Summary: The interesting finding from our analysis on the surface seemed adequate in terms of per pupil funding however, we lack social work services which we are adding and furthermore, we have many issues with the budgeting account numbers which need to be corrected. This along with training in the MTSS Framework will support all students.

Analysis:

Root Cause
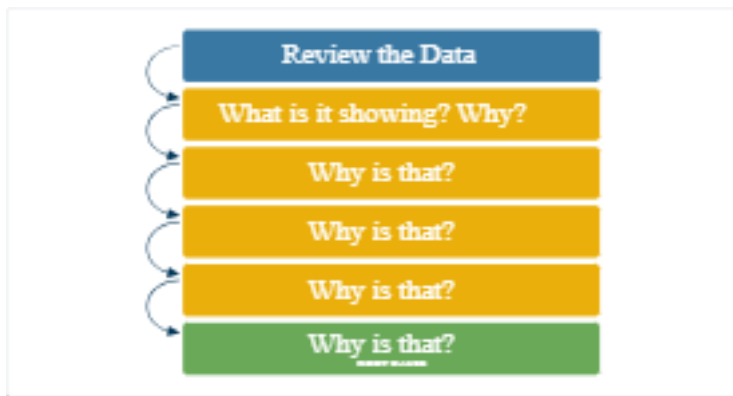
Five Whys

- Why: The data shows our funding is at adequate levels per pupil to meet the needs of students and our mission.
- Why: However, when we reviewed our budget documents, there was no funding for wrap-around services (support students in SEL). In addition, there was a large allocation in the supply line item.
- Why: This forced us to dig deeper and learn we need to delineate and identify the expenditures in the supply line item.
- Why: We believe the root cause of the issue with our funding is the lack of fully tracking and itemizing expenditures in that line item. This has caused confusion and possible gaps in how we are able to fund / support the implementation of the MTSS Framework

Challenge Statement: VCS needs to identify and articulate each expense in the supply line item in order to review budgets in supporting the training and implementation of the MTSS Framework.

Strategies:

(1/1): MTSS Framework (General)

Owner: Kristine Staines

Start Date: 09/08/2023   *Due Date:* 06/29/2024

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

- Vestaburg Alternative Education - Wyoming

Total Budget: $150.00

- General Fund (Other)

Communication:

Method
- School Board Meeting

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	09/08/2023	09/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	09/08/2023	09/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
CSI: RAR Data Analysis - Provide SEL for all students	Kristine Staines	09/08/2023	09/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Social Work Services Provided for General Fund Expenditures		09/13/2023	COMPLETE
Revise the building budget for 2 year budget		09/13/2023	COMPLETE
Professional Learning for Staff in MTSS for General Fund Expenditures		09/13/2023	COMPLETE

Impact Notes:

No Data Available

Adjust Notes

Date	Note	Author
11/09/2023	We are transitioning our finance departme nt to the ISD...so we will have to revisit t he financials, budgets, and forecasting with the new staff	Kristine Staines

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
CSI: RAR Data Analysis - Staff Training in MTSS	Kristine Staines	09/08/2023	09/14/2023	COMPLETE
CSI: RAR Data Analysis - Revise Budget	Kristine Staines	09/08/2023	09/14/2023	COMPLETE
CSI: RAR Data Analysis - Provide SEL for all students	Kristine Staines	09/08/2023	09/14/2023	COMPLETE

Monitoring Notes

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
Budget Revised / MTSS Implemented for 2 year budget	06/01/2024	OVERDUE

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