



To The Michigan Department of Education,

Grand Rapids Public Schools (GRPS) is looking forward to utilizing 23g funds to provide resources and opportunities for tier 2 interventions that will address unfinished learning and assist in getting our scholars back on track.

The Michigan Department of Education (MDE) has requested revisions for the submitted budget outlining the use of the district's \$2,158,307 of allocated funds. As a result, GRPS wanted to take this opportunity to clarify the intent of these initiatives while also providing definitions to further illuminate the scope of the work that will be supported by 23g funding.

Grand Rapids Public Schools is currently engaged in a district-wide strategic plan that aligns with the desired outcomes specified in the 23g grant. This plan is grounded in an equity vision designed with a focus on increasing literacy and math proficiency while also reducing academic disparities for Black and Latino scholars. In doing so, it is the intent to ensure equitable access to priority outcomes through enhanced curriculum and program opportunities. These initiatives will help scholars address unfinished learning and prevent at-risk populations from falling behind their peers. The district is working with intentionality to place staff members and resources in areas that will maximize the benefit to communities and scholars; and 23g funds are helping to make this goal a reality.

While 23g funds are being used to purchase resources and programs that will be available districtwide, there will be an intentional focus by district leaders to ensure that scholars with the greatest needs are given targeted access to tier 2 instructional opportunities to get them to grade level academic standards. GRPS is using the following definitions to support the on-going needs assessment process:

Tier 2 Instruction = An intervention platform consisting of supplemental, targeted interventions intended for some learners who require support or extension beyond core instruction ([MDE, 2020](#)).

At-Risk = Any scholar that has received a designation of "not proficient" or "partially proficient" on their most recent M-STEP assessment ([MDE, 2023](#)).

Proficient = Any scholar that has received a designation of "proficient" or "advanced" on their most recent M-STEP assessment ([MDE, 2023](#)).

Grand Rapids Public Schools is grateful for the opportunity to use 23g funding to promote equitable opportunities for our scholars by addressing unfinished learning. It is the hope that the revisions to our MICIP Report and budget will provide clarification to the scope and goals of our districtwide plan. Ultimately, we look forward to continuing to work with MDE to better serve our scholars and community. Thank you for your time and consideration.

Sincerely,

Mel Atkins
Executive Director
Grand Rapids Public Schools

MICIP Portfolio Report

Grand Rapids Public Schools

Goals Included

Active

- Improve ELA M-STEP and NWEA MAP Growth
-

Buildings Included

Open-Active

- Aberdeen Academy
- Alger Middle School
- Bethany Based School
- Blandford School
- Brookside Elementary
- Buchanan Elementary
- Burton Elementary
- Burton Middle School
- CA Frost Environmental Science Academy Elementary
- CA Frost Environmental Science Academy Middle High School
- Campus Elementary
- Center for Economicology
- Cesar E. Chavez Elementary
- City Middle/High
- Coit Creative Arts Academy
- Congress Elementary
- Dickinson Academy
- East Leonard Elementary
- Gerald R. Ford Academic Center
- Grand Rapids Learning Center
- Grand Rapids Montessori Academy
- Grand Rapids Montessori Middle/High
- Grand Rapids Public Museum High
- Grand Rapids Public Museum Middle
- Grand Rapids University Preparatory Academy
- Harrison Park Academy
- Home Education Site
- Innovation Central High
- John Ball Park Zoo School
- Ken-O-Sha Park Elementary
- Kent Hills Elementary
- Martin Luther King Leadership Academy
- Mulick Park Elementary School
- Newcomers Community School
- North Park Montessori Academy
- Ottawa Hills High School
- Palmer School
- Ridgemoor Park Montessori
- Riverside Middle School

- Shawmut Hills School
 - Sherwood Global Studies Academy
 - Sibley School
 - Southeast Career Pathways
 - Southwest Elementary - Academia Bilingue
 - Southwest Middle/High - Academia Bilingue
 - Stocking Elementary
 - Union High School
 - Westwood Middle 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

MICIP Portfolio Report

Grand Rapids Public Schools

Improve ELA M-STEP and NWEA MAP Growth

Status: ACTIVE

Statement: GRPS has the goal of providing equitable opportunities, throughout the district, for students to engage with tier 2 resources such as Read180, Math180, Zearn, and Summer School Programming to boost proficiency growth in ELA and Math by at least 5%.

Created Date: 07/22/2024

Target Completion Date: 07/29/2024

Data Set Name: Improving Early Literacy Achievement

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Student Assessment: Student Growth	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
English Learner Data: English Learner Dashboard	MI School Data
Student Counts: Student Count	MI School Data

Data Story Name: Improving Early Literacy Achievement

Initial Data Analysis: The above data showcases the struggles that many students are facing when it comes to improving early literacy achievement. Based on data from the spring of 2023, about 23.7% of 3rd-5th graders demonstrated proficiency on the ELA portion of the M-STEP; as defined by MDE. On a larger scale, only 24.3% of all GRPS students who participated in the spring 2023 M-STEP were identified as proficient. Lastly, 35.2% of students were designated by the MDE as demonstrating “below average growth” in ELA; this was paired with a mean standard growth percentile of 46.2 for the district as a whole. This data showcases the high need for curriculum and programs that will support the development of literacy skills in early grades. This will help to provide the necessary foundational skills for students to demonstrate growth in areas of literacy as they progress through the district. While comprehensive curriculum is essential to this growth process, it is also crucial for staff to have opportunities to engage in professional learning that will equip them with additional knowledge and skills to provide equitable access to high-quality literacy instruction.

Grand Rapids Public Schools boasts a diverse student population made up of families from over 80 different countries. While close to 30% of the population are identified as English Learner (EL) an additional 15% are currently receiving services for Special Education. Lastly, almost 80% of students in GRPS are labeled as economically disadvantaged. The demographic make-up of the over 14,000 students throughout the district is something to

be celebrated. However, the reality is that each group has a unique set of needs that must be met to help support them in their pathways to success. Currently, the data is showing that a vast majority of students are not meeting literacy proficiency requirements; that have been proven essential for student success. Growth in this area is heavily dependent on skills gained during a student's early years in the classroom. Therefore, if students in grades K-5 can be given additional opportunities to demonstrate growth in areas of literacy, these skills will assist in laying a foundation for further improvement as they transition into middle and high schools. Ultimately, staff do the best they can to bridge these gaps in literacy proficiency, yet both teachers and students will benefit from resources, training, and curriculum that will help to provide additional support to supplement opportunities for growth.

Initial Initiative Inventory and Analysis: Grand Rapids Public Schools is currently engaged in a district-wide strategic plan. This plan works to create and align goals with community and district initiatives to maximize the impact had on all students. This plan is grounded in an equity vision designed to spur priority student outcomes. While many of these desired outcomes focus on getting students back on track, the goals that are being pursued throughout the district also connect with initiatives that can be supported by 23g funding. GRPS is working to increase literacy and math proficiency while also reducing academic disparities for Black and Latino students. In doing so, it is the intent to ensure equitable access and outcomes through enhanced curriculum and program opportunities. The district is working with intentionality to place staff members and resources in areas that will maximize the benefit to communities and students.

Within the last year, GRPS has worked diligently to fill teaching vacancies across the district, giving special priority to buildings placed on the state school priority index. In addition, SEL specialists have been hired to assist staff in meeting the unique social and emotional needs of students throughout the district. With that being said, special attention needs to be given to creating more opportunities for tier 2 interventions. The COVID-19 pandemic and corresponding school closures further amplified dire situations for many learners. In an attempt to address the lasting effects of this time period, GRPS has explored various supplemental curriculum resources with research-backed evidence of success. Two of these include Read180 and Math180 supports. These programs are designed to "provide targeted interventions oriented toward small-group instruction, while creating opportunities for additional rapid responses, explicit, instruction for students who are not successful in Tier 1." In addition, programs such as Zearn have been utilized to create supplementary learning experiences for groups of students throughout the district that need to address unfinished learning. The GRPS Curriculum and Professional Learning teams have been instrumental in ensuring that these resources are implemented with fidelity for maximum impact. These teams not only help to design relevant professional development sessions for staff, but are able to monitor progress at a building level to ensure that student needs are being met.

In addition, GRPS has created summer school programs that work to provide new experiences for students, while creating spaces for instructional staff to provide tier 2 instruction for students needing additional support. Summer staff include classroom teachers, in addition to youth advocates, building administrators, and other educators that help to implement programs throughout the district and with community partners. While

summer programming is open to all GRPS students; the district specifically targets those that were deemed “not proficient” on their most recent state assessments or NWEA MAP Growth Assessments. These students are identified as needing tier 2 support and it is the goal of the six-week program to help them address unfinished learning and get them back on track prior to the start of the new school year.

With 23g funding, GRPS will work towards the goal of being able to provide Read180, Math180, Zearn, and Summer School tier 2 supports in schools throughout the district for any student that is working to address unfinished learning. The two-year funding cycle will allow the local evaluator to work with district personnel to determine the success of these supports and determine ways to maintain sustainable implementation to benefit students even after the grant cycle has finished. Because there is a majority of students that did not reach proficiency on spring state assessments, funding will allow resources to be distributed across the district to reach all student groups in need of additional tier 2 interventions; ensuring equitable access to desired outcomes.

Gap Analysis: Currently, only about 32% of students in grades 3-12 are proficient in ELA and 16% are proficient in mathematics according to the state of Michigan spring 2023 assessments. In addition, scores on NWEA MAP Growth fall, winter, and spring tests reflect over 40% of GRPS students being classified in the area of “below average growth”. This requires a more targeted approach to ensure that students are being provided with the necessary resources to catalyze opportunities for continuous improvement.

The most recent assessment results reveal that many students are not retaining tier 1 instruction and are in need of additional supports that can help them address their unfinished learning and demonstrate growth in reaching and exceeding grade level standards. Because a large majority of students were deemed not proficient, it is crucial that all students throughout the district are provided with equitable access to these tier 2 intervention resources; no matter what building they may be attending. With supports such as Read180, Math180, Zearn, and Summer School Programming, it is the goal of GRPS to utilize 23g funding to bridge the proficiency gaps for students through the use of supplemental, tier 2, intervention materials. In this way, the district will work to address unfinished learning while creating equitable access to priority student outcomes; keeping our students on track.

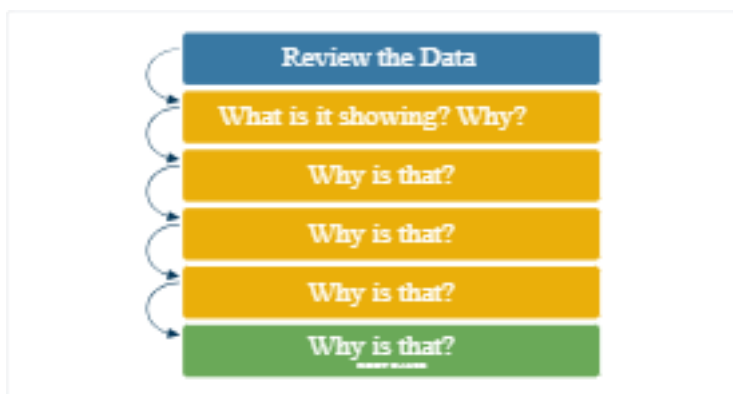
District Data Story Summary: As stated earlier in the plan, only about 32% of GRPS students in grades 3-12 are proficient in ELA and 16% are proficient in mathematics according to the state of Michigan spring 2023 assessments. There are numerous factors that contributed to this reality; however the district will be able to assist in getting students back on track by addressing unfinished learning through tier 2 interventions. Grand Rapids Public Schools is a district of over 14,000 students from over 80 different countries. Roughly 30% are designated as English Learners (EL), 15% are receiving some form of special education services, and about 80% are labeled as economically disadvantaged. The diversity of GRPS is an asset, however, it also requires intentionality on behalf of the district to ensure that all learners are provided with equitable access to desired outcomes. The data showcases the fact that not all learners are retaining tier 1 instruction and are in need of supplemental resources that can help provide additional supports while creating more opportunities for growth.

GRPS has worked diligently to implement programs and provide resources to help address

unfinished learning. The district recently embarked on a new strategic plan focused on creating and aligning goals with community and district initiatives to maximize the impact had on all students. This plan is grounded in an equity vision designed to spur priority student outcomes. While many of these desired outcomes focus on getting students back on track, the goals that are being pursued throughout the district also connect with initiatives that can be supported by 23g funding. GRPS is working to increase literacy and math proficiency while also reducing academic disparities for Black and Latino students. This plan also places a focus on continuous growth for all learners. In addition to pursuing opportunities for tier 2 interventions, GRPS is working to bridge equity gaps by investing in SEL staff supports, attendance initiatives to combat chronic absenteeism, and family engagement opportunities to uplift and empower our community. These initiatives align with 23g funding to help meet the needs of the holistic student while providing equitable access to resources to supplement tier 1 instruction that students may be struggling to retain. Funding tier 2 resources such as Read180, Math180, Zearn, and Summer School Programming can provide staff and students with opportunities to address unfinished learning in a productive and efficient manner. Because a large majority of district learners have been labeled as “not proficient” in ELA and math (on their most recent state or NWEA MAP Growth assessments), 23g funding can be used to provide equitable access to such interventions, across the district, to meet the needs of all students. Ultimately, these resources will help to address the unfinished learning of GRPS students, while working to keep them on track as they pursue pathways grounded in opportunities for continuous growth and improvement.

Analysis:

Root Cause



Five Whys

- Why: The data is showing that only about 32% of GRPS students in grades 3-12 are proficient in ELA and 16% are proficient in mathematics according to the state of Michigan spring 2023 assessments. In addition, scores on the NWEA MAP Growth fall, winter, and spring tests reflect over 40% of GRPS students being classified in the area of “below average growth.” Additional data reveals that 42% of students were chronically absent during the school year. Grand Rapids Public Schools boasts a diverse district made up of students from over 80 different countries, serving a population of roughly 30% English Learners (EL), providing 15% of students with special education services, and working to meet the needs of students that have a population of almost 80% labeled as economically disadvantaged. These realities require an intentional focus on providing

equitable access to resources and services that can help to bridge the gap to desirable outcomes. While this data certainly reveals areas for growth, it amplifies the reality that student groups often have different needs that must be met if they are to succeed.

- Why: While proficiency levels have room for student growth, there are multiple reasons for this reality. Despite the fact that it was almost four years ago that districts were closed due to the outbreak of COVID-19, this event has had a prolonged affect on students across GRPS. The district implemented asynchronous, synchronous, and hybrid models of instruction for a year and a half per the guidance of the public health department. While these measures were to protect the health of students and their families, it did result in unfinished learning.
- Why: In addition, chronic absenteeism is close to 40% district wide. This can be for a lot of different reasons. Students may have to assist their family with taking care of siblings, some students maintain a job outside of school, and others struggle with accessible transportation. In addition, school climate contributes to a child's desire to attend school. Students who do not feel welcome or are struggling in school may choose to avoid it entirely. GRPS is working with programs such as Attendance Works, CASEL, and other SEL based initiatives to better support students and maximize their attendance. However, even if this indicator is addressed, students still need to have additional supports at school.
- Why: The fact that a majority of GRPS students are not demonstrating proficiency in ELA or math reveals that they are in need of additional resources to assist in retaining and applying information relayed through tier 1 instruction. The district has worked hard to provide effective and highly effective staff, comprehensive curriculum, and engagement resources for families and students. However, despite these efforts, the data suggests that more needs to be done to ensure equitable access to desirable outcomes.
- Why: Overall, GRPS students are not demonstrating proficiency in ELA or mathematics because of unfinished learning. Students are provided with daily tier 1 instruction; however, many are in need of additional tier 2 intervention supports. Tutoring, expanded learning time, and other strategies are essential in bridging achievement gaps between various groups of students throughout the district. Each student has unique needs that must be met if they are to reach, and exceed, state proficiency standards. With supports such as Read180, Math180, Zearn, and Summer School Programming, it is the goal of GRPS to utilize 23g funding to bridge the proficiency gaps for students through the use of supplemental, tier 2, intervention materials. In this way, the district will work to address unfinished learning while creating equitable access to priority student outcomes; keeping students on track.

Challenge Statement: GRPS needs to create more districtwide opportunities for students to receive tier 2 interventions, such as tutoring and expanded learning time; to help create more equitable access to resources that will catalyze growth related to ELA and math proficiency standards.

Strategies:

(1/2): 23g Expanded Learning Time

Owner: Peter Walblay

Start Date: 07/22/2024

Due Date: 07/29/2024

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

Buildings: All Active Buildings

Total Budget: \$2,154,717.00

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

Communication:

Method

- Other
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 2 interventions - Read 180 student digital subscriptions. 1,000 1-year licenses for the 25-26 SY.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
Activity Buildings: All Buildings in Implementation Plan				
Tier 2 interventions - Read 180 1-year print subscriptions for the 24-25 SY. Materials include: student editions of Code Books 1-4, Getting Started Book 1 and 2, and Book	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
Workshops for 1-3, 4-6, and 7-9.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Read 180 1-year print subscriptions for the 25-26 SY. Materials include: student editions of Code Books 1-4, Getting Started Book 1 and 2, and Book Workshops for 1-3, 4-6, and 7-9.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Math 180 1-year student materials for the 24-25 SY. Includes four areas: multiplication and division, fractions, decimals and integers, and rates and ratios.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Math 180 student digital subscriptions. 500 1-year licenses for the 25-26 SY.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Read 180 student digital subscriptions. 1,000 1-year licenses for the 24-25 SY.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Math 180 1-year student	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
materials for the 26-27 SY. Includes four areas: multiplication and division, fractions, decimals and integers, and rates and ratios.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Math 180 1-year student materials for the 25-26 SY. Includes four areas: multiplication and division, fractions, decimals and integers, and rates and ratios.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Read 180 student digital subscriptions. 1,000 1-year licenses for the 26-27 SY.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Read 180 1-year print subscriptions for the 26-27 SY. Materials include: student editions of Code Books 1-4, Getting Started Book 1 and 2, and Book Workshops for 1-3, 4-6, and 7-9.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Math 180 student digital subscriptions. 500 1-year licenses for the 26-27 SY.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 interventions - Math 180 student digital subscriptions. 500 1-year licenses for the 24-25 SY.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for HQ Summer School teachers for the K-8 program operating Summer 2025. Approx. 32 teachers.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School instructional/literacy paraprofessionals for the K-8 program operating Summer 2025. Approx. 2 paras per building (up to 8 total).	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School youth advocates for the K-8 program operating Summer 2025. 8 youth advocates.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School behavior support/SEL specialists for the K-8 program operating Summer 2025. 4 specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Contracted services for substitute teachers for the summer school 2025 program.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for HQ Summer School teachers for the 9-12 program operating Summer 2025. Approx. 10 teachers.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School student and family support specialists for the K-8 program operating Summer 2025. 8 student and family support specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School youth advocates for the K-8 program operating Summer 2025. 8 youth advocates.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School behavior support/SEL specialists for the K-8 program operating Summer 2025. 4 specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for HQ Summer School teachers	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
for the K-8 program operating Summer 2026. Approx. 32 teachers.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School student and family support specialists for the 9-12 program operating Summer 2025. 2 student and family support specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School youth advocates for the 9-12 program operating Summer 2025. 2 youth advocates.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School instructional/literacy paraprofessionals for the K-8 program operating Summer 2026. Approx. 2 paras per building (up to 8 total).	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School youth advocates for the K-8 program operating Summer 2026. 8 youth advocates.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Compensation for Summer School instructional paraprofessionals for the 9-12 program operating Summer 2025. 4 paras, including at least on bilingual para.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contracted services for substitute teachers for the summer school 2025 program for 9-12.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School student and family support specialists for the 9-12 program operating Summer 2025. 2 student and family support specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contracted services for substitute teachers for the summer school 2026 program.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School behavior support/SEL specialists for the K-8 program operating Summer 2026. 4 specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for	Peter	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
Summer School instructional paraprofessionals for the 9-12 program operating Summer 2026. 4 paras, including at least on bilingual para.	Walblay			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for HQ Summer School teachers for the 9-12 program operating Summer 2026. Approx. 10 teachers.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School student and family support specialists for the K-8 program operating Summer 2026. 8 student and family support specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contracted services for substitute teachers for the summer school 2026 program.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School instructional paraprofessionals for the 9-12 program operating Summer 2026. 4 paras, including at least on bilingual para.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for HQ Summer School teachers for the 9-12 program operating Summer 2026. Approx. 10 teachers.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School student and family support specialists for the K-8 program operating Summer 2026. 8 student and family support specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Zearn Math Student Notes Books that include all student-facing materials needed for using Zearn Math digital lessons.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School youth advocates for the 9-12 program operating Summer 2026. 2 youth advocates.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School Licenses for Zearn Math. For 6 site licenses June 2024-June 2025. Unlimited number of staff, student, and administrator accounts within each building.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
Hands-on teaching and immersive digital learning to engage students in an accessible math learning experience.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contracted services for substitute teachers for the summer school 2026 program.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compensation for Summer School student and family support specialists for the 9-12 program operating Summer 2026. 2 student and family support specialists.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School Licenses for Zearn Math. For 6 site licenses June 2025-June 2026. Unlimited number of staff, student, and administrator accounts within each building. Hands-on teaching and immersive digital learning to engage students in an accessible math learning experience.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Zearn Math Student Notes Books that include all student-facing materials needed for	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
using Zearn Math digital lessons.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Local data collector/evaluator to support the district in collecting and uploading the information to the Data Hub as required under this legislation.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Zearn Math Student Notes Books that include all student-facing materials needed for using Zearn Math digital lessons.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The curriculum department director will serve as the program expert as required under this legislation.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): 23g Tutoring

Owner: Peter Walblay

Start Date: 07/22/2024

Due Date: 07/29/2024

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: All Active Buildings

Total Budget: \$3,590.00

- Other Local Funds (Other)

Communication:

Method

- Other
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Students identified as being "not proficient" on their most recent state/ nwea growth assessments will be given the opportunity to receive additional tier 2 tutoring support as needed.	Peter Walblay	07/22/2024	07/29/2024	APPROACHING

Activity Buildings: All Buildings in Implementation Plan