

MICIP Portfolio Report

Bangor Public Schools (Van Buren)

Goals Included

Active

- Improve ELA on State (SAT, PSAT, MSTEP) and Normat...
 - Improve Math Achievement on State (SAT, PSAT, MSTE...
-

Buildings Included

Open-Active

- Bangor High School
 - Bangor Career Academy
 - Bangor Middle School
 - South Walnut Elementary
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Bangor Public Schools (Van Buren)

Improve Math Achievement on State (SAT, PSAT, MSTE...

Status: ACTIVE

Statement: Goal: By 2026, Bangor Public Schools goal will improving Math proficiency on both state and local assessment levels. We will move current proficiency levels from Spring 2023 year by 60%.

Created Date: 06/14/2022

Target Completion Date: 06/30/2026

Data Story Name: District Wide Math Goal

Initial Data Analysis: Summarize the story the data above is telling.

Response: Bangor Public Schools has Identified the GOAL of “Improving Math Proficiency for all grade levels”. We have broken the data down by building levels as

Follows: SW refers to South Walnut Elementary (K-4), MS refers to Middle School (5-8), HS refers to High School (9-12) and CEC refers to the Career Academy with houses grades K-12.

SW -

MS -

HS - In NWEA the High School improved proficiency in the following grades: 9th / improved 33.5 %, 10th / Improved 37.6%, 11th / Improved 14.8% and 12th / Improved 45.9%. The High School Math Scores have improved in each grade level and also each sub group. Our Multi Racial group went down in proficiency by 10%.

BCA/ Formerly known as the CEC: The BCA primarily uses the LMS platform, Apex. So when we look at math scores, the curriculum is established by Apex with guidance from TOR. Depending on what math courses the students are taking, some sub areas of math covered in MAP testing will be higher than others. Overall, our scores went down roughly 1.4 percent for math. Now, some variables do come into play when looking at growth over the course of a year: some students transfer in or out, some students test in one test period, but not the other, some students do not take MAP seriously. The largest gains in growth were in 10th and 11th grade with 5.6 percent, while there were significant drops Male and SPED students.

Initial Initiative Inventory and Analysis:

What is the connection to the district mission?

SW - Providing daily educational excellence to allow our students to succeed.

MS - Student success rate is below our District expectations. Reading and writing are imperative for cross curricular success.

HS - Student success rate is below our District expectations. Reading and writing are

imperative for cross curricular success.

BCA/ Formerly known as the CEC - The district mission is to provide educational excellence as a pathway to success. Without Grade level reading proficiency this mission is difficult for Bangor Career Academy students to accomplish.

What personnel are involved in the implementation?

SW - All South Walnut Staff

MS - Students, parents, staff and community members.

HS - Students, parents, staff and community members.

CEC - The teaching staff group of four individuals along with the administrator are involved in initiative implementation.

What is the expected outcome?

SW - Increase proficiency for our students.

MS - Growth in academic achievement.

HS - Growth in academic achievement.

BCA/ Formerly known as the CEC:- Increased math proficiency

What evidence for outcomes are there thus far?

SW - Map results, Clipboard results/Performance Matters, IXL

MS - State and local assessments, Performance Matters, IXL

HS - State and local assessments/ Performance Matters, IXL

CEC - APEX, State and Local Assessments. ,IXL

What is the financial commitment and source of funding?

Additional parapro support, Additional EL teacher/Support, NWEA cost. Sources of funding: ESSER II funding, ESSER III funding, General Fund, 31 A, Title 1

What fidelity measures exist?

MTSS, Observations,Evaluations, NWEA Scores, Performance Matters Data, IXL Data

What professional development exists including coaches and performance feedback?

MTSS, Achievement Gap Trap, PLC's, Standard Based Grading, Essential Standards, Vertical Alignment, SIOP training, Literacy Interventionists, Staff with ESL endorsement, Possible need for additional bilingual teacher.

Gap Analysis: Response:

SW - Response: Our current students are 12% proficient. Our goal is to be 30% proficient per grade level or increase proficiency by 10% .

MS -

HS -

CEC -

District Data Story Summary: Our data shows that students are limited in reading and writing skills. Students do not meet state and local achievement scores based on data collected. Our data shows that we have initiatives, however they need to be reestablished and strengthened for student achievement growth. Some of these initiatives are: - Essentials Classes for Tier 2/3 interventions/supports -MTSS clipboards/Performance Matters to analyze student mastery of essential standards -after school tutoring -vertical/horizontal alignment of standards shared with all grade levels -PLC's (DuFour's Four and Achievement Gap Trap)

Our strengths are a staff invested in students and a willingness to learn more to improve instructional practice. We plan on using ESSER funding to revamp the curriculum for all content. Students who are high-risk may receive counseling services, credit recovery, special education services with an IEP/504/, EL's intervention, school-based health center, youth intervention services, social work services.

The teaching staff work well together as a team and are supportive of initiatives that improve student outcomes. Having a strong team supports student achievement. Students entering Bangor Career Academy are at-risk students typically measuring with low achievement in reading upon entry. Students with strong parent/guardian support in the home have increased proficiency rates due to the learning network formed between the school and home.

Strategies:

(1/4): MTSS Framework (General)

Owner: Lynn Johnson

Start Date: 06/14/2022

Due Date: 06/30/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math Interventionist	Essence Williamson	06/14/2022	06/30/2026	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • South Walnut Elementary 				
MTSS Framework- Elementary Secondary Cohorts @ VBISD- All buildings	Dannielle McGuire	06/14/2022	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Academic Support Paraprofessionals	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Zearn Math Support	Essence Williamson	06/14/2022	06/30/2026	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Bangor Middle School • South Walnut Elementary 				
IXL- Essentials Support	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Delta Math	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bangor High School • Bangor Middle School 				
Student Success Coach/ Lab Supervisor	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bangor Career Academy 				

(2/4): MTSS - PBIS (Behavior)

Owner: Dannielle McGuire

Start Date: 06/14/2022

Due Date: 06/30/2026

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
SEL Paraprofessional Support-South Walnut	Essence Williamson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS/PBIS- Behavior Coach	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PBIS Initiatives and Activities.	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Lynn Johnson

Start Date: 10/24/2023

Due Date: 06/30/2026

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After School Tutoring for Bangor Middle School-Staff Training	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
Activity Buildings:				
• Bangor Middle School				
Transportation	Lynn Johnson	10/24/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After School Tutoring for South Walnut-Staff Training	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
Activity Buildings:				
• South Walnut Elementary				
Instructional Support Materials	Lynn Johnson	10/24/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After School Tutoring for BHS-Staff Salary	Steve Galvan	10/24/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After School Tutoring South Walnut-Salary	Essence Williamson	10/24/2023	06/30/2026	ONTARGET
Activity Buildings:				
• South Walnut Elementary				
After School Tutoring for Bangor Middle School-	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Salary				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bangor Middle School 				
After School Tutoring-Staff Training	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bangor High School 				

(4/4): 23g Expanded Learning Time

Owner: Lynn Johnson

Start Date: 10/26/2023

Due Date: 06/30/2026

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Afterschool time for Credit Recovery-Staff Training	Dannielle McGuire	10/26/2023	06/30/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Bangor High School Bangor Career Academy 				
Transportation	Dannielle McGuire	10/26/2023	06/30/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Bangor High School Bangor Career Academy 				
Instructional Materials for Credit Recovery	Dannielle McGuire	10/26/2023	06/30/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Bangor High School Bangor Career Academy 				
After school time for Credit Recovery for HS Student-Salary	Dannielle McGuire	10/26/2023	06/30/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Bangor High School 				

Improve ELA on State (SAT, PSAT, MSTEP) and Normat...

Status: ACTIVE

Statement: Goal: By 2026, Bangor Public Schools goal will improving English Language Arts (ELA) proficiency on both state and local assessment levels. We will move current proficiency levels from Spring 2023 by 60%.

Created Date: 06/30/2021

Target Completion Date: 06/30/2026

Data Story Name: District Wide Reading Goal

Initial Data Analysis: Summarize the story the data above is telling.

Response: Bangor Public Schools has Identified the GOAL of "Improving Reading Comprehension and Proficiency for all grade levels". We have broken the data down by building levels as Follows: SW refers to South Walnut Elementary (K-4), MS refers to Middle School (5-8), HS refers to High School (9-12) and CEC refers to the Career Academy with houses grades K-12.

In Fall 2023-2024, Looking at data from NWEA "Growth and Achievement- All Students," report Bangor Career Academy had 49th in growth and 25th in Achievement, a 3% growth in achievement from last year. Bangor High School had 66th in growth and 41st in achievement, 6% achievement growth from Fall 2022-2023. Bangor Middle School had 32nd in growth and 25th in achievement, this is a 4% decrease from Fall 2022. South Walnut has 28th in Growth and 34th in achievement, -13 decrease from Fall 2022.

Initial Initiative Inventory and Analysis:

What is the connection to the district mission?

SW - Providing daily educational excellence to allow our students to succeed.

MS - Student success rate is below our District expectations. Reading and writing are imperative for cross curricular success.

HS - Student success rate is below our District expectations. Reading and writing are imperative for cross curricular success.

CEC - The district mission is to provide educational excellence as a pathway to success. Without Grade level reading proficiency this mission is difficult for Bangor CareerAcademy students to accomplish.

What personnel are involved in the implementation?

SW - All South Walnut Staff

MS - Students, parents, staff and community members.

HS - Students, parents, staff and community members.

CEC - The teaching staff group of four individuals along with the administrator are involved in initiative implementation.

What is the expected outcome?

SW - Increase proficiency for our students.

MS - Growth in academic achievement.

HS - Growth in academic achievement.

CEC - Increased reading proficiency

What evidence for outcomes are there thus far?

SW - Map results, Clipboard results

MS - State and local assessments.

HS - State and local assessments.

CEC - Initiative Dedicated to increasing reading proficiency are not currently being employed

What is the financial commitment and source of funding?

Additional parapro support, Additional EL teacher/Support, NWEA cost. Sources of funding: ESSR II funding, ESSR III funding, General Fund, 31 A, Title 1

What fidelity measures exist?

MTSS, Observations, Evaluations, NWEA Scores

What professional development exists including coaches and performance feedback?

MTSS, Achievement Gap Trap, PLC's, Standard Based Grading, Essential Standards, Vertical Alignment, SIOP training, Literacy Coach, Staff with ESL endorsement, Possible need for additional bilingual teacher.

Response:

SW - Response: We need a full time EL teacher, full time migrant parapro, and our literacy coach has a full time endorsement. We offered tutoring after school for our EL students. We purchased books through Title for students Additional funds for taking home resources from our EL department.

MS - Response: Bangor Middle School currently offers classroom libraries to increase access to a variety of literature, Book vending machine (PBIS) to promote positive behavior and reading, reading month (5th grade) t-shirts and face masks and MTSS tiered intervention within the classroom setting. We have systems in place to promote independent reading.

HS - Response: Bangor High School promotes independent reading within individual classrooms, 25% of the staff is trained in SIOP, English teachers utilize Read Theory to level students for independent reading levels.

CEC - No initiatives are currently in place to increase reading proficiency for Bangor Career Academy students.

Gap Analysis: Response:

SW - Response: Our current students are 12% proficient. Our goal is to be 30% proficient per grade level or increase proficiency by 10% .

MS - Response: Current - Virtual Students are challenging to engage. Social/emotional factors of students and staff. It is hard to do things with fidelity with constant changes including quarantine. Students are reporting below grade level each year.

Desired state - Consistent scheduling with vetted and established initiatives. Research and evidence-based curriculum for reading and writing. Common language, rubrics and assessments for cross curricular use. Student writing portfolios to document cross curricular writing and fidelity.

HS - Response: Current - Modified schedule because of Covid 19. Virtual Students are challenging to engage. Social/emotional factors of students and staff. It is hard to do things with fidelity with constant changes including quarantine. Students are reporting below grade level each year.

Desired state - Consistent scheduling with vetted and established initiatives. Researched and evidence-based curriculum for reading and writing. Common language, rubrics and assessments for cross curricular use. Student writing portfolios to document cross curricular writing and fidelity.

CEC - Response: Current reality is that no initiative has been implemented to increase reading proficiency. Desired state is to implement MICIP strategies with fidelity to increase student interest in reading and family engagement.

District Data Story Summary: Reflect on the following questions to assist in filling out the District Data Story Summary.

What strengths have been uncovered? What growth edges have been identified?

What learner needs are going unmet or not being met adequately/sufficiently?

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

Are there any major challenges not being addressed by a service, program, or activity?

Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?

Is there a braiding of funding across their various programs and efforts?

Based on the data discovery, initiative inventory, and gap statements above, briefly describe the story your data is telling.

Response:

SW - Response: One strength we uncovered was that attendance rate was higher than anticipated during this pandemic. We were able to provide various strategies throughout the pandemic both virtual and hybrid for our students.

We provide one full time EL teacher and one full time migrant paraprofessional. We have staff working towards their EL endorsement.

We have limited time that the EL teacher can provide services to the number of students who need support.

MS -Our data shows that students are limited in reading and writing skills. Students do not meet state and local achievement scores based on data collected. Our data shows that we have

initiatives, however they need to be reestablished and strengthened for student achievement growth. Some of these initiatives are: -seminar for Tier 1 interventions/ supports -MTSS clipboards to analyze student mastery of essential standards -after school tutoring -vertical/horizontal alignment of standards shared with all grade levels -PLC's (DuFour's Four and Achievement Gap Trap) -District Leadership Team Our strengths are a staff invested in students and a willingness to learn more to improve instructional practice. We plan on using ESSER 2 funding to revamp the curriculum for all content. Students who are high-risk may receive counseling services, credit recovery, special education services with an IEP/504/, EL's intervention, school-based health center, youth intervention services, social work services.

HS - Our data shows that students are limited in reading and writing skills. Students do not meet state and local achievement scores based on data collected. Our data shows that we have

initiatives, however they need to be reestablished and strengthened for student achievement growth. Some of these initiatives are: -seminar for Tier 1 interventions/ supports -MTSS clipboards to analyze student mastery of essential standards -after school tutoring -vertical/horizontal alignment of standards shared with all grade levels -PLC's (DuFour's Four and Achievement Gap Trap) -District Leadership Team Our strengths are a staff invested in students and a willingness to learn more to improve instructional practice. We plan on using ESSER 2 funding to revamp the curriculum for all content. Students who are high-risk may receive counseling services, credit recovery, special education services with an IEP/504/, EL's intervention, school-based health center, youth intervention services, social work services.

CEC - Response: The teaching staff work well together as a team and are supportive of initiatives that improve student outcomes. Having a strong team supports student achievement. Students entering Bangor Career Academy are at-risk students typically measuring with low

achievement in reading upon entry. Students with strong parent/guardian support in the home have increased proficiency rates due to the learning network formed between the school and home. Aside from overall academic support, there is no initiative or targeted support for reading proficiency at any grade level band within Bangor Career Academy.

Strategies:

(1/4): MTSS - Literacy (Reading)

Owner: Lynn Johnson

Start Date: 08/27/2021

Due Date: 06/30/2026

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Learning Communities	Lynn Johnson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Interventionist	Essence Williamson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> • South Walnut Elementary				
Smaller Class Sizes in Elementary	Essence Williamson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> • South Walnut Elementary				
MTSS- Consultant- Assist and Develop Leadership Capacity with the Principals	Lynn Johnson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Technology - Projectors/ White Boards/Speakers	Dawn Everett	08/27/2021	06/30/2026	COMPLETE
<i>Activity Buildings:</i> • Bangor Middle School • South Walnut Elementary				
Essentials ELA Classes- MS/HS	Lynn Johnson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> • Bangor High School				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Bangor Middle School 				
WIN Time	Essence Williamson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> South Walnut Elementary 				
Academic Support Paraprofessionals	Lynn Johnson	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Bangor Middle School South Walnut Elementary 				
IXL-Essentials Math Support	Dannielle McGuire	08/27/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): MTSS - PBIS (Behavior)

Owner: Lynn Johnson

Start Date: 06/14/2022

Due Date: 06/30/2026

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS Coordinator	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Behavior/MTSS/PBIS Coach	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Bangor High School • Bangor Middle School 				
McKinney Vento Personnel	Dannielle McGuire	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SEL Paraprofessional to support sensory room and CICO of students.	Essence Williamson	06/14/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • South Walnut Elementary 				
PBIS Initiatives	Dannielle McGuire	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Worker at Every Building and Program	Lynn Johnson	06/14/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Bangor High School • Bangor Middle School • South Walnut Elementary 				

(3/4): 23g Tutoring

Owner: Lynn Johnson

Start Date: 10/24/2023

Due Date: 06/30/2026

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After School Tutor Bangor Middle School-Staff Training	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Bangor Middle School 				
After School Tutoring for South Walnut Elementary-Staff Training	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • South Walnut Elementary 				
After School Tutoring for Bangor High School Students to Be College Ready-Staff Training	Steve Galvan	10/24/2023	06/30/2026	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Bangor High School 				
Transportation	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Instructional Materials for Tutoring	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
After School Tutoring-Salary	Dannielle McGuire	10/24/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Steve Galvan

Start Date: 10/25/2023

Due Date: 06/30/2026

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

- Bangor High School
- Bangor Career Academy

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Transportation	Lynn Johnson	10/25/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Credit Recovery Support Materials	Steve Galvan	10/25/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Credit Recovery Supervision and Support Staff Training	Dannielle McGuire	10/25/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Credit Recovery Supervision -Salary	Dannielle McGuire	10/25/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				