

# MICIP Portfolio Report

## Au Gres-Sims School District

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### Goals Included

#### Active

- MTSS Academic Focus
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### Buildings Included

#### Open-Active

- Au Gres-Sims Elementary School
  - Au Gres-Sims High School
  - Au Gres-Sims Middle School
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### Plan Components Included

Goal Summary

Data

    Data Set

    Data Story

Analysis

    Root Cause

    Challenge Statement

Strategy

    Summary

    Implementation Plan

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        Communication

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            Activity Text

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Monitoring & Adjusting

    Interim Target Measures

Evaluation Status

    End Target Measures

# MICIP Portfolio Report

## Au Gres-Sims School District

### MTSS Academic Focus

*Status:* ACTIVE

*Statement:* Our MTSS academic goal is to focus on high-quality tier one instruction and define, train, and support a tiered delivery system to reach the academic needs of all students.

*Created Date:* 02/11/2022

*Target Completion Date:* 06/30/2026

*Data Set Name:* MTSS Academic Focus

Name	Data Source
Link to BAISD Academic Data Profiles	Illuminate DNA
Link to DISTRICT MICIP Data	Other

*Data Story Name:* MTSS Academic Focus

*Initial Data Analysis:* 23g

Over the last three years, students in grades 3-5 have lost between 5% and 42% proficiency in M-STEP reading and have seen little growth in math with a 22% drop in 5th grade. Science and social studies scores show a steady decline. While there are moments of growth in state testing at the elementary, it has been small and many grade levels are not achieving any growth. In grades 6th through 8th students are consistently below state average in both reading and math at times more than 10%. These grade levels are also seeing a decline in proficiency from 2022 to 2023. Students in grades 9-11 have not reached the state average in the last three years and have seen a decline in proficiency in most instances. Only 6% of 11th grade students achieved proficiency in math on the SAT and in the spring all grades were far below the state average with the exception of the 9th grade who were within a few points.

Local testing data shows a similar decline with half of grades K-8 having fewer students reach proficiency in math and one-third fewer reach proficiency in reading from spring to fall testing on the NWEA. The middle school students continue to underperform with only 22-39% reaching proficiency in math and 34-35% in reading. 9th-12th grade students' ranges are similar in both math and reading with proficiency ranging from the mid-20s to mid-40s at the high end.

The data shows an overall trend of our student scores dropping instead of regaining what has been lost the last few years.

*Initial Initiative Inventory and Analysis:* 23g

Students in grades 6-12 have been in an academic intervention course for several years

now but scores continue to be low and are dropping in many instances showing this system needs to be adjusted. Teachers need to give more targeted interventions as the whole group response is not creating the growth we would expect to see.

*Gap Analysis: 23g*

In state testing, we need to start seeing an increase in scores instead of a steady decline. We would like to get back 20% of our proficiency over the next 3 years and back to levels we had in the last five years of 20-40%.

*District Data Story Summary: 23g*

Our early elementary students continue to perform well on state testing as well as on NWEA. Starting at grade five we see a sharp decline in proficiency scores where students need to be targeted through middle and high school due to lack of growth.

Our secondary students are not getting the targeted interventions they need to regain learning loss and meet proficiency goals. The district has in place an academic intervention class for 6-12th grade students but curriculum needs to be built to allow for staff to adequately serve the students in these classes. They are receiving more whole-group and need individualized, targeted instruction that the staff does not have the capacity to create. Students in our lower grades are also receiving math and reading interventions during the day but would benefit from tutoring hours after school to continue to build on those interventions. Right now our intervention classes at the secondary level do not have intervention curriculums in place to allow staff to target students and their needs. We need materials that will allow better differentiation within the structure to see results.

*Analysis:*

*Root Cause*



*Summary of Root Cause Analysis:*

23g

We are redesigning our intervention classes in grades 6-12 going into marking period two of this school year after looking at our data. We realize that these classes are not achieving the desired results. We have the schedule to effect change already in place but are not seeing it take place. Therefore, we realize that the curriculum and methods we have used in the past are not enough to meet the needs of our student population. With more staff input into the scheduling of intervention courses, student groups will get more effective help. We need materials in order to make the system work as intended. Teachers

need a variety of materials and resources at their disposal to meet the students where they are and move them towards their growth goals.

*Supporting Documents*

*No Documents Included*

*Challenge Statement:* If we focus on high-quality tier one instruction and define, train, and support a tiered delivery system, we will reach the academic needs of all students and increase student achievement.

**Strategies:**

(1/2): **Guaranteed and Viable Curriculum**

**Owner:** Amanda Steinbauer

**Start Date:** 02/11/2022

**Due Date:** 06/30/2026

**Summary:** A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

**Buildings:** All Active Buildings

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> <li>• District Website Update</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implement and Support PLC meetings K-12.	Amanda Steinbauer	02/11/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continue curriculum alignment, essential standard work, and the mapping process.	Amanda Steinbauer	02/11/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Compile and maintain an initiative inventory for the district.	Amanda Steinbauer	02/11/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Provide training and expectations for the implementation of differentiated instruction.	Amanda Steinbauer	02/11/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide opportunities and support for Career and College Readiness.	Amanda Steinbauer	02/11/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/2): 23g Intensive, Individualized Support**

**Owner:** Amanda Steinbauer

**Start Date:** 10/23/2023

**Due Date:** 06/30/2026

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings:** All Active Buildings

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Email Campaign</li> <li>• Presentations</li> <li>• Parent Newsletter</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
23g Enhance the K-5 intervention programs in math and ELA with additional research-based materials.	Amanda Steinbauer	10/23/2023	06/30/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Purchase research-based materials/resources in the targeted intervention hour (for math and ELA) in grades 6-12.	Amanda Steinbauer	10/23/2023	06/30/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Amanda Steinbauer will be the program manager. She has knowledge and expertise in the selected strategy.	Amanda Steinbauer	10/23/2023	06/30/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

*Evaluate Goal: Interim Target Measures*

<b>Measure</b>	<b>Owner</b>	<b>Due Date</b>	<b>Status</b>
Increase growth on scores of cohorts in all academic areas. for Link to BAISD Academic Data Profiles		06/30/2024	ONTARGET
Increase proficiency in all academic areas. for Link to BAISD Academic Data Profiles		06/30/2024	ONTARGET
Increase growth on scores of cohorts in all academic areas. for Link to BAISD Academic Data Profiles		06/30/2025	ONTARGET
Increase proficiency in all academic areas. for Link to BAISD Academic Data Profiles		06/30/2025	ONTARGET

*Evaluation Status:*

*Evaluate Goal: End Target Measures*

<b>Measure</b>	<b>Due Date</b>	<b>Status</b>
Increase proficiency for all academic areas. for Link to DISTRICT MICIP Data	06/30/2026	ONTARGET
Increase growth on scores of cohorts in all academic areas. for Link to DISTRICT MICIP Data	06/30/2026	ONTARGET