

# MICIP Portfolio Report

## Pinconning Area Schools

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### Goals Included

#### Active

- MTSS Academic Focus
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### Buildings Included

#### Open-Active

- Linwood Elementary School
  - Pinconning Central Elementary School
  - Pinconning High School
  - Pinconning 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

Buildings

Activities

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# MICIP Portfolio Report

## Pinconning Area Schools

### MTSS Academic Focus

*Status:* ACTIVE

*Statement:* Our MTSS academic goal is to implement a guaranteed and viable curriculum in all areas in order to teach content with fidelity in Tier One instruction.

*Created Date:* 02/22/2022

*Target Completion Date:* 06/30/2026

*Data Set Name:* MTSS Academic Focus

Name	Data Source
PAS Link to DISTRICT Data	Other
Link to BAISD Academic Data	Other

*Data Story Name:* MTSS Academic Focus

*Initial Data Analysis:* 23g: In analyzing the systems review for MTSS, the largest area of need is in our district-wide mathematics system. According to MiSchool Data, our elementary MStep scores in mathematics are significantly lower than the state and local ISD average.

*Initial Initiative Inventory and Analysis:* 23g:

We have currently discovered that we have inconsistencies in implementation of current initiatives as well as in understanding of requirements for implementation throughout the district.

We need to develop common expectations and create fidelity measures in order to identify success and areas in need of improvement.

We have done the following:

- Developed better processes to access support for students in mathematics (Title I teacher and paraprofessional support)
- Implementation of data review meetings (BOY, MOY, EOY)
- Updated Curriculum Guides, and aligned better to state standards and district curriculum
- Updated common assessments to assess growth

*Gap Analysis:* 23g: Our test scores still tell us that we have a gap in learning and assessments. Our Fastbridge scores tell us that our students are showing growth; however, our MStep scores tell us that our growth is not big enough to meet proficiency.

*District Data Story Summary:* 23g:

Our district has improved many processes over the past two years through the feedback from our Data, Assessment, and Curriculum meetings. We have been able to identify many

additional areas for improvement in our system that will lead to better outcomes for students across all areas. We have adopted different programs to assess students and to supplement their learning. We continue to utilize our Title I teacher, along with intentional focus in specific areas for math fluency. Teachers utilize learning targets to intentionally deliver content to their students. Teachers also fluctuate between whole-group and small-group instruction in order to intentionally connect the curriculum to students' needs. An area of disconnect is between our Fastbridge data and state assessment data. We are showing significant growth in our Fastbridge data; however, our state assessment scores still remain much lower than the state and local ISD.

### Analysis:

#### Root Cause



#### Summary of Root Cause Analysis:

23g:

Several factors lead to lower test scores. We can control and will address the following:

Infrastructure

The way we schedule MTSS with students (Tier II and Tier III interventions) Curriculum & Instruction

How we implement our district curriculum within our classrooms (small group v whole group instruction) Define standards that students NEED to know versus NICE to know Tailoring professional development to the specific teacher Training teachers to utilize best practices, and offering regular, systematic support

#### Supporting Documents

No Documents Included

**Challenge Statement:** If we work to implement a guaranteed and viable curriculum, we will have equitable access to tier 1 instruction across all grades and departments.

**Strategies:**

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

**Owner:** Sarah Braun

**Start Date:** 02/22/2022

**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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Develop to implement processes and protocols for “DAC” Meetings (Data, Assessment, and Curriculum) districtwide.	Sarah Braun	02/22/2022	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Provide instructional coaching in literacy and develop literacy expectations K-5.	Sarah Braun	02/22/2022	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Provide ongoing PD on how to identify learning objectives and success criteria and define implementation K-12.	Sarah Braun	02/22/2022	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Define and continue essential standard and assessment work 6-12.	Sarah Braun	02/22/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Phonics First training to all intervention paraprofessionals to support tier I curriculum to our most at-risk student population	Sarah Braun	02/22/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Review and maintain curriculum maps for all courses/subjects.	Sarah Braun	02/22/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/2): 23g Expanded Learning Time**

**Owner:** Sarah Braun

**Start Date:** 06/13/2024

**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
23g Provide a Mathematics Instructional Coach for K-5 teachers to ensure mathematical practices are aligned with curriculum and district initiatives. Tier II specific and intentional duties will be utilized to help facilitate and carry out more mathematical interventions. Future training and workshops will be attended by the Math Instructional Coach to assist with math interventions in order to help facilitate a more intentional delivery of mathematics.	Sarah Braun	06/13/2024	06/30/2026	UPCOMING
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Linwood Elementary School</li> <li>Pinconning Central Elementary School</li> </ul>				
23g Provide a paraprofessional for K-5 students to ensure mathematical practices are aligned with curriculum and	Sarah Braun	06/13/2024	06/30/2026	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<p>district initiatives. Tier II specific and intentional duties will be utilized to help facilitate and carry out specific mathematical interventions. Future training and workshops will be attended by the paraprofessional to assist with math interventions in order to help facilitate a more intentional delivery of mathematics. The main intervention curriculum, which will be utilized will be the Rtl program - Delta Math.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Linwood Elementary School</li> <li>Pinconning Central Elementary School</li> </ul>				
<p>23g Dr. Sarah Braun will be the program manager. She has expertise in the strategy.</p>	Sarah Braun	06/13/2024	06/30/2026	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Linwood Elementary School</li> <li>Pinconning Central Elementary School</li> </ul>				
<p>23g Purchase Delta Math Kits to support intervention groups for elementary students. Each grade-level kit contains card sets of the guided and independent practice cards for each readiness standard. Grade-level kits also include mats used for whole number operations, algebraic expressions and equations.</p>	Sarah Braun	06/13/2024	06/30/2026	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Linwood Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"><li>• Pinconning Central Elementary School</li></ul>				