

# MICIP Portfolio Report

## Bentley Community School District

---

### Goals Included

#### Active

- Decrease discipline and chronic absenteeism rates
- Improve Math Proficiency (M-STEP & SAT)
- Improve post-secondary outcomes
- Increase Growth in Reading

---

### Buildings Included

#### Open-Active

- Barhitte Elementary Schools
- Bentley High School
- Bentley High School BOLD Academy
- Bentley Middle School

---

### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Bentley Community School District

---

### Improve Math Proficiency (M-STEP & SAT)

*Status:* ACTIVE

*Statement:* Our goal is to provide support to teachers and students in thinking mathematically and to provide appropriate interventions in order to improve Math M-Step and SAT math proficiency rates at each grade level 10% by 2025.

*Created Date:* 06/03/2021

*Target Completion Date:* 06/30/2025

*Data Story Name:* Math Data

*Initial Data Analysis:* The data above tells us two things:

- 1) Parents need more support in understanding how math is taught and how to focus on mathematical thinking. Based on the survey, we need to determine how to best meet the needs of the parents and eliminate roadblocks such as time restraints.
- 2) Very few students are proficient in math, with 23% in 3rd grade being the highest proficiency rate. This rate declines with each grade level; SAT proficiency rates are at 11%.

*Initial Initiative Inventory and Analysis:* Professional Learning: Book study, Stanford PD, piloting Mathematical mindsets, UofM Flint collaboration

Curriculum Team: meeting to review curriculum vision

Secondary Interventionists: two interventionists at the secondary level to assist w/ math support

*Gap Analysis:* Currently our proficiency rates are far below state average. We desire to raise student proficiency through mathematical thinking to reduce the gap.

Our parents don't know how to best support their students at home and our goals it to change their mindset to include a focus on mathematical thinking.

*District Data Story Summary:* We found our strengths to include parent communication and student support at the secondary level. Our professional learning initiatives have high participation rates with staff, including implementation of learning in many classrooms. Changing the mathematical mindset of our staff and our students has been our focus and we are seeing results slowly.

Based on the data, we need to bolster our math intervention services to all at-risk students, especially at the K-5 level. Additionally, we need to improve our Tier 1 math services and curriculum by supporting our teachers w/ resources and coaching.

## Strategies:

(1/2): Curriculum Planning

Owner: Elizabeth Buckhold

Start Date: 06/17/2021

Due Date: 06/30/2025

**Summary:** Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development in Mathematical Reasoning: Teachers, interventionists, coaches, and administrators will attend professional development offered at the district, the GISD, and other in-state conferences that support increasing student achievement in math and science, particularly in student engagement, personalized learning, modern curriculum, and NextGen science standards.	Elizabeth Buckhold	06/17/2021	06/30/2023	OVERDUE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Curriculum Research & Implementation: All instructional staff will be engaged in professional learning around research- and evidence-based best practice, instructional models, and personalized instruction using the	Elizabeth Buckhold	06/17/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Modern Teacher framework. Supplies, stipends, subs, and workshop fees will be required.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum and Math Coaching: Trained coaches will support teachers in the classroom as they implement evidence-based practices that increase achievement and growth in math and science reasoning with a modern curriculum.	Elizabeth Buckhold	06/17/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Barhitte Elementary Schools</li> <li>Bentley High School</li> <li>Bentley Middle School</li> </ul>				
Math Programming: Evidence-based curriculum programs, supplemental programs, course electives, and STEM units will be implemented to provide engaging curriculum to all students to increase mathematical reasoning skills.	Elizabeth Buckhold	06/17/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Extended Day & Summer Programming Opportunities.	Elizabeth Buckhold	06/17/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Funds to hire 6 highly-qualified and trained teachers to teacher, support and evaluate student growth/ proficiency during summer school programming.	John Horton	06/17/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## (2/2): MTSS Framework (General)

**Owner:** Elizabeth Buckhold

**Start Date:** 06/28/2021

**Due Date:** 06/30/2023

**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
Highly Qualified/Certified Staff for Math Intervention: Employ appropriate staff to implement math intervention programming at each building, including interventionists, para professionals, and certified teachers.	Elizabeth Buckhold	06/28/2021	06/30/2023	OVERDUE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Math Intervention Programming: Students who are below grade level in math will work in a small group setting with a certified teacher or highly trained interventionist using evidence-based intervention programming to address targeted areas of deficiency. Software-based programs and small-group instruction will be provided to supplement student instruction.	Elizabeth Buckhold	06/28/2021	06/30/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Bentley Middle School</li> </ul>				
Professional Learning for Interventions: Professional development in specialized intervention programming to train and support staff will be provided by an instructional coach, GISD, and other local and in-state conferences.	Elizabeth Buckhold	06/28/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Increase Growth in Reading

*Status:* ACTIVE

*Statement:* All students attending Bentley Community Schools will become proficient readers and writers across all disciplines measured by an increase of at least 10% in NWEA reading growth.

*Created Date:* 06/28/2023

*Target Completion Date:* 06/28/2025

*Data Story Name:* Reading Data

*Initial Data Analysis:* The data above indicates that at the K-8 level, our reading scores have started to recuperate from the COVID dip that we experienced; however, that same recovery is not being seen with the high school scores.

*Initial Initiative Inventory and Analysis:* Our initiative inventory is included in the data above. We have found that our reading interventions need to be aligned with our core curriculum, especially K-5, because the curriculum is changing next year. At the middle school, we need to not only align our intervention, but also scheduling to include elective options for students and fluidity. Our 6-12 ELA teachers will continue working on alignment to standards and transitions.

*Gap Analysis:* There are several gaps that affect our progress:

Current Reality: low reading scores; understaffing; student apathy; mis-aligned intervention and Tier 1 instruction.

Desired State: grade level reading scores; additional interventionists; student engagement; Tier I-supporting intervention alignment

*District Data Story Summary:* We have identified areas of growth in engagement, intervention, staffing, and training. Due to our small size, it is impossible to duplicate services and is more likely that we fall short in our services. With what we do have, we braid funding from Title I, Title II, 31a, and other literacy grant sources. We utilize staff to support reading whenever there is an opportunity. We monitor our effectiveness during data meetings w/ NWEA, MSTEP, local assessments, and teacher/parent perception data.



## Strategies:

(1/1): Curriculum Planning

Owner: Elizabeth Buckhold

Start Date: 06/28/2023

Due Date: 06/28/2025

**Summary:** Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

## Buildings

- Barhitte Elementary Schools
- Bentley High School
- Bentley Middle School

## Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers, interventionists, coaches, and administrators will attend professional development offered at the district, the GISD, and other in-state conferences that support increasing student achievement in content literacy in a personalized learning environment.	Elizabeth Buckhold	06/28/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Employee appropriate staff to implement literacy-focused intervention programming at each building including interventionists, para professionals, and certified teachers.	Elizabeth Buckhold	06/28/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Professional development in specialized intervention programming will be provided to train and support staff by an instructional coach, GISD professional learning opportunities, and other in-state conferences.	Elizabeth Buckhold	06/28/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All instructional staff will be engaged in professional learning around research- and evidence-based best practice, instructional models, modern curriculum, and personalized instruction. Supplies, stipends, subs, and workshop fees will be required.	Elizabeth Buckhold	06/28/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Decrease discipline and chronic absenteeism rates

**Status:** ACTIVE

**Statement:** Our goal is to provide all K-12 students equal accesses to socio-emotional, attendance, and behavior supports to improve our discipline and attendance rates.

**Created Date:** 06/27/2023

**Target Completion Date:** 07/01/2025

**Data Story Name:** Whole Child

**Initial Data Analysis:** Student behavior (minors) is high, but the rate is reduced during the second semester. The 21-22 Chronic Attendance rates went up drastically, including the number of students who were "chronically absent." Certain staff are responsible for a majority of minor write ups (ex. more than 50% of the middle school's write ups were from one teacher.)

The severity of the offense differs among teachers (ex. teachers kicking students out for not having a pencil.)

**Initial Initiative Inventory and Analysis:** Our initiative inventory is included above. We have found that, with our behavior and SEL programs, we need to work on fidelity of implementation as well as consistent staffing and job responsibilities. We also need to focus on classroom management strategies for some of our teachers, as well as restorative practices when a relationship is damaged.

**Gap Analysis:** Absentee Rates: Our chronically absent students need more support, even if it includes providing alternative placements.

Credit Recovery: We have too many students needing credit recovery and not enough courses being completed. We need to focus on doing a better job of supporting students in the classroom so the CR numbers are smaller and more manageable.

Behavior: A gap exists between our reality of too many minor referrals and our desired state of only the behaviors that cannot be managed within the classroom. We would like to focus on targeted management support for teachers, as well as a better reporting process.

Social Work/SEL: A large gap in our supports exist due to a lack of fidelity and consistency. Most of our staff in these positions were new, transitioning, or largely absent. To reach our goals, we need to ensure better staff attendance, training, and longevity so they can build the relationships needed.

**District Data Story Summary:** We have identified opportunities to grow in several areas: attendance, credit recovery, classroom management, and social work/SEL supports. Progress in these areas will assist our students with the greatest risk as they are all important parts of the MTSS process. Our work will also focus on solidifying processes to ensure that if there are staffing issues, we can easily recover and meet our student needs. Being a small school, our subgroups are statistically too small for reporting, though we do monitor. It is hard for us to duplicate services, as many are often shared at a district level or contained to a single building. We do this by braiding funding from general fund, Title 1A, Title II, 31a and other grants to support the additional personnel costs, as well as supplies/materials for our students.

## Strategies:

(1/1): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Elizabeth Buckhold

Start Date: 06/27/2023

Due Date: 07/01/2025

**Summary:** "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

"

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Learning: Staff and stakeholders will receive professional development on restorative practices, college and career readiness, diversity and inclusion, the effects of poverty and trauma on learning, and other socio-emotional factors in order to meet the needs of the whole child. Staff will engage in professional learning designed to support the health and wellness of all students; PD will be delivered by area professionals, local community organizations, the GISD, and additional in-state conferences.	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
MTSS Review/Updates: A team of stakeholders, led	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
by the MTSS coordinator, will periodically meet to evaluate the MTSS system, analyze student data, evaluate the interventions and supports being implemented, and make recommendations for improvement.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Trained Support Staff: Employ trained support staff at the district and building levels to help implement the MTSS protocol with fidelity, including an MTSS coordinator, a college and career adviser, a student liaison, a social worker, and behavior interventionists.	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplemental Programming: Provide supplemental Tier 2 and Tier 3 opportunities with extended- day and year programming for K-12 students to supplement academic and behavior programs through extension activities, socio-emotional support, credit recovery, tutoring, and alternative education programs.	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Parent and Family Engagement: Parent education programs will be offered to promote parent and family engagement in both the academic and behavioral areas of students' lives. The school will work with families to support and improve the learning, development, and health of students. Staff will be committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement.	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Barhitte Elementary Schools</li> <li>Bentley High School</li> <li>Bentley Middle School</li> </ul>				
Homeless and Foster Student Supports: The district's Homeless/ Foster Liaison and social worker will collaborate with the school and community agencies to identify homeless/foster students and ensure that these students receive services (transportation, as well as academic, physical, social, and emotional supports) to ensure that that continued academic opportunities are provided for these students.	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Healthy and Inclusive Communities: Staff will collaborate with school and community support services to increase the ability of students and families to adapt to health and social stressors, such as chronic health conditions or social and economic barriers to health, and to be able to manage these stressors and advocate for their own health and learning needs, including building inclusive and safe communities.	Elizabeth Buckhold	06/27/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Improve post-secondary outcomes

*Status:* ACTIVE

*Statement:* Our goal is to increase our college/career readiness scores by 10% by 2026.

*Created Date:* 10/31/2023

*Target Completion Date:* 08/01/2026

*Data Story Name:* Post-Secondary Options

*Initial Data Analysis:* Since COVID, the students attending college has drastically decreased, especially at our local community college. Also, our college/career readiness data show that most students (85%) are not prepared to enter college/workforce.

*Initial Initiative Inventory and Analysis:* We have an MCAN representative to assist students w/ post-secondary options. All students graduate with a plan.

We have EDPs for grades 7-12 that are mandatory for all graduates.

We are implementing the college/career standards at the elementary school to build knowledge and interest at an early age.

We offer AP courses for college-bound students to get a head start on credits.

*Gap Analysis:* With these initiatives, we have seen a slight rise in our college/career readiness assessment. However, we have not seen a similar uptick in our college rates. Our desired state for all students is they have exposure to more career and college preparatory experiences, individual supports to support future planning, and a continued MCAN-like support network. This is true for all of our student groups, though additional emphasis and support should be provided for historically underrepresented groups, such as special education, EL, Hispanic, and African-American students.

*District Data Story Summary:* Our strengths include have a plan for supporting career and college development from a young age. As a high-needs school, most of our students are economically disadvantaged and need additional supports. We do not have duplicative services, as there is little staff and processes in place. This is an integrated part of our MTSS plan. Funding comes from various sources, such as 31a, Title IV, EDP grant, and local grants from Kiawanis, United Way, etc.

We monitor our data, as well as have exit interviews/presentations with students graduating. EDPs must meet expectations as defined in our EDP plan. Our completion rates are documented through this program.



## Strategies:

(1/2): 23g Career Pathways

Owner: Elizabeth Buckhold

Start Date: 10/31/2023

Due Date: 08/01/2026

**Summary:** Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

**Buildings:** All Active Buildings

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MCAN Support Personnel for College and Career Readiness	Elizabeth Buckhold	10/31/2023	08/01/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Bentley High School</li> </ul>				
Funds to support certified teacher during the 24-25 school year to implement curricular programming for 9-12th grade students to support career exploration with hands-on, real-life experiences to improve post-secondary planning and transitions.	Elizabeth Buckhold	10/31/2023	08/01/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Experiences and exposure to post-secondary options	Elizabeth Buckhold	10/31/2023	08/01/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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

**Owner:** John Horton

**Start Date:** 05/17/2024

**Due Date:** 08/01/2026

**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
Funds to hire 6 highly-qualified and trained teachers to teach, support and evaluate student growth/proficiency during Summer school programming.	John Horton	05/17/2024	08/01/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				