MICIP Portfolio Report

Port Huron Area School District

Goals Included

Active
- Academic Goal

Buildings Included

Open-Active
- Central Middle School
- Edison Elementary School
- Fort Gratiot Middle School
- Garfield Elementary School
- H D Crull Elementary School
- Holland Woods Middle School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy
- Port Huron Schools Virtual School
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

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

Port Huron Area School District

Academic Goal

Status: ACTIVE

Statement: All students will be provided a well-rounded education and experiences to prepare them for success beyond school as measured by improved growth and achievement on state (M-Step, PSAT and SAT) and local (NWEA) assessments including reading and math by June 30, 2025.

Created Date: 03/29/2023   *Target Completion Date:* 06/30/2025

Data Set Name: PHASD Academic Data Set

Name	Data Source
Port Huron School District 2021-22 Index Score Summary	MiSchoolData
PHASD 2022 M-Step Preliminary and Proficiency Reports	District Determined
Woodrow Wilson Elementary School NWEA Student Growth Summary	NWEA
Fall 2022 NWEA MAP Growth Report (Baseline Local Assessment Data)	NWEA
District 22-23 PSAT Report	District Determined
District 22-23 SAT Report	District Determined

Data Story Name: Academic Data Set

Initial Data Analysis: Port Huron Area School District students in grades 3-5 are underperforming on state and local assessments in comparison to the District, state, and national averages in the postpandemic years. Both literacy and math assessments show similar gaps for last year's third and fifth grade students. However, the fourth grade students from last year demonstrated a slightly higher level of performance, more on average with their local, state and national peers.

PHASD secondary school students are significantly underperforming on local and state assessments in comparison to county and state averages in the years following the pandemic. Both literacy and math assessments show similar gaps for black students and

students with disabilities. However, the black, eighth grade students from last year demonstrated a slightly higher level of performance, more on average with their local and state peers. Students at Port Huron Northern demonstrated higher than average performance last year on the SAT. However, they still are performing at the low end of their peers within the county.

Initial Initiative Inventory and Analysis: District Initiative Inventory for Elementary ELA:

Tier 1 Strategies

1. Name of Initiative: Benchmark Advance (Core ELA Resource)

What is the target population? All StudentsWhat is the source of funding? General FundWhat personnel support the implementation?Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services AdministratorsWhat is the expected outcome? 80% of students meeting grade level expectationsWhat is the current outcome? Spring 2022 M-STEP: 11% of students in the Advanced and Proficient levelSpring 2022 NWEA Reading MAP: 27% of students were at or above the 41st percentile.Winter 2023 NWEA Reading MAP: 26% of students were at or above the 41st percentile

What data was used to support this? M-Step and NWEA MAP scoresWhat fidelity measures exist? Administration Literacy Block WalkthroughsBuilding Administrator Observations

What professional development is needed to support the initiative? Embedded instructional coaching

Professional Learning activities to strengthen Administrator and teacher knowledge in:Differentiated instruction using assessment resultsPhonics and Word Study instructionMetacognitive Read Alouds and Comprehension

2. Name of Initiative: IXL Personalized Learning (license through the 23-24 school year)

What is the target population? All students, 45-60 minutes per week in readingWhat is the source of funding? ESSERWhat personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services Administrators

What is the expected outcome? Students successfully complete 30+ questions per week and show growth in mastery of concepts on the IXL diagnostic

What is the current outcome? What data was used to support this?At STEAM, an average of 30+ questions/week are answered 73% of the time. (IXL Analytics Reports Dashboard)

What fidelity measures exist? IXL Analytics SuiteWhat professional development is needed to support the initiative?Systematic Review of IXL reportsSupport with classroom implementation (structures, usage, motivation)

3. Name of Initiative: Instructional Coaching

What is the target population? TeachersWhat is the source of funding? Braided Grant Funding: Title I, Title II, 31aWhat personnel support the implementation? Instructional Services AdministratorsWhat is the expected outcome? Increased teacher efficacy and improved instructional strategies

What professional development is needed to support the initiative?Support in developing and analyzing measures to discreetly review the impact of coaching on teacher evaluation a efficacyprofessional learning activities to strengthen the coaching cycle

Tier 2 Strategies

1. Name of Initiative: Benchmark Advance Intervention Materials

What is the target population? Students receiving Resource Room instruction in ELA and students receiving Tier 2 instruction in the classroom

What is the source of funding?General Fund

What personnel support the implementation? Resource Room Teachers, Classroom teachers, instructional coaches, Instructional Services Administrators

What is the expected outcome?   Decrease in students moving to Tier 3 intervention and more students attaining benchmark in MAP-RF (3rd grade).What is the current outcome? 4.4% increase in students moving from foundational skills into Oral Reading.

What fidelity measures exist? Administration Literacy Block Walkthroughs, Building Administrator Observations

What professional development is needed to support the initiative? PD on how to use the materials for planning instruction based on the needs of the students.

2. Name of Initiative: Small Group Instruction

What is the target population? Students in the developing range for reading proficiency.

What is the source of funding? ESSER, Title II

What personnel support the implementation? Classroom teachers, Instructional Coaches, Instructional Department

What is the expected outcome? Decrease in students moving to Tier 3 intervention and more students attaining benchmark in MAP-RF.

What is the current outcome? What data was used to support this? 4.4% increase in students moving from foundational skills into Oral Reading.

What fidelity measures exist? Administration Literacy Block Walkthroughs, Building Administrator Observations

What professional development is needed to support the initiative? Structures and routines to support small group instruction. Increase understanding of the components in small groups lessons and how to plan for small groups based on data.

Tier 3 Strategies

1. Name of Initiative: Leveled Literacy Intervention

What is the target population? Students who are Not Proficient or Developing on the District Instructional Text Level Proficiency for Guided Reading Levels

What is the source of funding?Title I

What personnel support the implementation? Title I Interventionists, Building Administrators, Reading Recovery Teacher Leader Supervisor

What is the expected outcome? Students will achieve 1.5 years growth as measured by the F & P Progress Monitoring by Instructional Text Reading Level chart.

What is the current outcome? 39% 1.5 years growth from Fall to Spring, 61% 1+ years growth, 38% less than a years growth

What data was used to support this? 21-22 F & P Benchmark data.

What fidelity measures exist? "Administrators Tool: Fidelity of LLI Implementation", Building Intervention Student Lists, Intervention Attendance Log, Intervention Schedules

What professional development is needed to support the initiative? Staff must be trained in LLI by a certified LLI trainer. Ongoing pd provided by the district during staff development time.

2. Summer Programming (elementary SPARK 2.0)

What is the target population? Students who are Not Proficient or Developing on the

District Benchmark ELA Assessments.

What is the source of funding?Title I, 31a, potentially 23g

What personnel support the implementation?Building administrators, certified teachers, instructional services administrative team

What is the expected outcome? Students will achieve growth or recoup credits necessary to make progress with their grade level cohort.

What data was used to support this? NWEA spring scores and spring F & P Benchmark data.

What fidelity measures exist? Summer program teacher lesson plans, summer program daily attendance logs for staff and students, summer end of program assessments and reports

What professional development is needed to support the initiative? Staff must be trained prior to beginnning their work in the summer program

District Initiative Inventory for Elementary Math:

Tier 1 Strategies

1. Name of Initiative: Reveal math (Core Math Resource)

What is the target population? All StudentsWhat is the source of funding? General FundWhat personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services Administrators

What is the expected outcome? 80% of students meeting grade level expectations

What is the current outcome? What data was used to support this?Spring 2022 M-STEP: 4% of students in the Advanced or Proficient levelSpring 2022 NWEA- 16% of students at or above 41st percentile on NWEA MAP Growth MathWinter 2023 NWEA- 18% of students at or above 41st percentile on NWEA MAP Growth Math

What fidelity measures exist? Administration Math Block Walkthroughs and Building Administrator Observations, PD Surveys

What professional development is needed to support the initiative?Professional development on new core program (first year of implementation), based on feedback and input from staff surveys, for Administrators and teachersEmbedded instructional coaching

2. Name of Initiative: IXL Personalized Learning (license through the 23-24 school year)

What is the target population? All Students, (45-60 minutes per week for math)

What is the source of funding? ESSER

What personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services Administrators

What is the expected outcome? Students successfully complete 30+ questions per week and show growth in mastery of concepts on the IXL diagnostic

What is the current outcome? At STEAM, an average of 30+ questions were answered 73% of the time.

What data was used to support this? IXL Analytics Reports Dashboard

What fidelity measures exist?IXL Analytics SuiteWhat professional development is needed to support the initiative?Systematic Review of IXL reportsSupport with classroom implementation (structures, usage, motivation)

3. Name of Initiative: Instructional Coaching

What is the target population? TeachersWhat is the source of funding? Braided Grant Funding: Title I, Title II, 31aWhat personnel support the implementation? Instructional

Services AdministratorsWhat is the expected outcome? Increased teacher efficacy and improved instructional strategies

What is the current outcome? Improvement in teacher evaluation scores

What data was used to support this? Survey data from teacher sessions, Improvement in teacher evaluation scoresWhat professional development is needed to support the initiative?support in developing and analyzing measures to discreetly review the impact of coaching on teacher evaluation a efficacyprofessional learning activities to strengthen the coaching cycle

Tier 2 Strategies

1. Name of Initiative: Math Recovery (AVMR)

What is the target population? All students

What is the source of funding? ESSER , Title II

What personnel support the implementation?Classroom Teachers, Resource Room Teachers, Instructional Services Supervisor

What fidelity measures exist? Professional Development agendas and attendance, Professional Development surveys

What professional development is needed to support the initiative?AVMR 1, AVMR 2, Follow-Up Support Sessions, Instructional Coaching, Tier 3 Strategies

1. Name of Initiative: Math Recovery

What is the target population? Students scoring below 10th percentile on NWEA Math

What is the source of funding? Title I, ESSER

What personnel support the implementation? Math Interventionist, Building Administrator, Instructional Services Supervisor

What is the expected outcome? Students will achieve more than one year's growth as measured by the NWEA Math Fall-Spring conditional growth percentile.

What is the current outcome? 47% of students had a conditional growth percentile above 5027% of students had a conditional growth percentile above 70What data was used to support this? 2021-2022 Fall-Spring NWEA Math MAP Growth

What fidelity measures exist? Building Intervention Student Lists, Interventionists' Schedules, Intervention Attendance Logs, SST documents

What professional development is needed to support the initiative? On-going professional learning for district math interventionists

2. Name of Initiative: DELTA Math

What is the target population? Students scoring below 40th percentile on NWEA MathWhat is the source of funding? Title I, ESSER

What personnel support the implementation? Math Interventionists, Instructional Services Supervisor

What is the expected outcome?Students will achieve more than one year's growth as measured by the NWEA Math Fall-Spring conditional growth percentile.What is the current outcome? 34% of students had a conditional growth percentile above 5018% of students had a conditional growth percentile above 70

What data was used to support this?2021-2022 Fall-Spring NWEA Math MAP Growth

What fidelity measures exist? Building Intervention Student Lists, Interventionists' Schedules, Intervention Attendance Logs

What professional development is needed to support the initiative? Staff training in the

DELTA Math Intervention

Tier 3 Strategy for Math:

2. Summer Programming (elementary SPARK 2.0)

What is the target population? Students who are Not Proficient or Developing on the District Benchmark math Assessments or are achieving below grade level on the district Reveal math assessments.

What is the source of funding?Title I, 31a, potentially 23g

What personnel support the implementation?Building administrators, certified teachers, instructional services administrative team

What is the expected outcome? Students will achieve growth or recoup credits necessary to make progress with their grade level cohort.

What data was used to support this? NWEA spring scores and Reveal local assessments

What fidelity measures exist? Summer program teacher lesson plans, summer program daily attendance logs for staff and students, summer end of program assessments and reports

District Initiative Inventory for Secondary ELA:

Tier 1 Strategies

1. Name of Initiative: Middle School: MyPerspectives (Core ELA Resource) & High School: StudySync (Core ELA Resource)

What is the target population? All StudentsWhat is the source of funding? General FundWhat personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services AdministratorsWhat is the expected outcome? 80% of students meeting grade level/course expectations

What is the current outcome? What data was used to support this?Spring 2022 M-STEP (6th & 7th grades), PSAT8/9 (8th grade) and SAT (11th grade): Middle School6th grade - 20.2% (37.6% State Average) of students in the Advanced or Proficient level7th grade - 25.5% (37.7% State Average) of students in the Advanced or Proficient level8th grade - 48.2% (59.7% State Average) of students in the Advanced or Proficient levelHigh School41% (52% State Average) of students in the Advanced or Proficient levelSpring 2022 NWEA Middle Schoool6th grade - 42.3% of students at or above 41st percentile on NWEA MAP Growth Reading7th grade - 45.0% of students at or above 41st percentile on NWEA MAP Growth Reading8th grade - 38.33% of students at or above 41st percentile on NWEA MAP Growth ReadingHigh School9th grade - 33.3 of students at or above 41st percentile on NWEA MAP Growth Reading10th grade - 31.0% of students at or above 41st percentile on NWEA MAP Growth Reading11th grade - 20.67% of students at or above 41st percentile on NWEA MAP Growth ReadingWinter 2023 NWEA Middle Schoool6th grade - 49.0% of students at or above 41st percentile on NWEA MAP Growth Reading7th grade - 45.0% of students at or above 41st percentile on NWEA MAP Growth Reading8th grade - 47.0% of students at or above 41st percentile on NWEA MAP Growth ReadingHigh School9th grade - 12.0% of students at or above 41st percentile on NWEA MAP Growth Reading10th grade - 17.3% of students at or above 41st percentile on NWEA MAP Growth Reading11 grade - 2.67% of students at or above 41st percentile on NWEA MAP Growth Reading

What fidelity measures exist? Administration ELA Walkthroughs and Building Administrator Observations, PD Surveys

What professional development is needed to support the initiative? Professional

development on new core program (first year of implementation), based on feedback and input from staff surveys, for Administrators and teachers, Embedded instructional coaching

Tier 2 Strategies

1. Name of Initiative: SuccessMaker (middle school only)

What is the target population? All Middle School Students, (60 minutes per week)What is the source of funding? ESSER FundingWhat personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services AdministratorsWhat is the expected outcome? Students successfully complete 60 minutes a week, working though grade level power standards. Teacher are able to see students progress though the grade level standards.

What is the current outcome? What data was used to support this?It is expected that students will strengthen their individual, fundamental reading skills. This is supported by individual progress through grade level standards.What fidelity measures exist? SuccessMaker teacher dashboard What professional development is needed to support the initiative? Systematic Review of SAVAS reports, Support with classroom implementation (structures, usage, motivation)2. Name of Initiative: Instructional Coaching What is the target population? TeachersWhat is the source of funding? Braided Grant Funding: Title I, Title II, 31aWhat personnel support the implementation? Instructional Services AdministratorsWhat is the expected outcome? Increased teacher efficacy and improved instructional strategies

What is the current outcome? What data was used to support this? Survey data from teacher sessions What fidelity measures exist? Improvement in teacher evaluation scoresWhat professional development is needed to support the initiative? Support in developing and analyzing measures to discreetly review the impact of coaching on teacher evaluationprofessional learning activities to strengthen the coaching cycle

Tier 3 Strategies

1. Name of Initiative: Read 180

What is the target population? Students scoring below 25th percentile on NWEA ELAWhat is the source of funding? 31A grant fundsWhat personnel support the implementation? Reading Interventionist, Building Administrator, Instructional Services SupervisorWhat is the expected outcome? Students will achieve more than one year's growth as measured by the NWEA Math Fall-Spring conditional growth percentile.

What is the current outcome? 47% of students had a conditional growth percentile above 5027% of students had a conditional growth percentile above 70What data was used to support this?2021-2022 Fall-Spring NWEA ELA MAP GrowthWhat fidelity measures exist? Building Intervention Student Lists, Interventionists' Schedules, Intervention Attendance Log

What professional development is needed to support the initiative? On-going professional learning for district reading interventionists

2. Summer Programming (Middle school summer school and high school credit recovery)

What is the target population? Students who are Not Proficient or Developing on the District Benchmark ELA Assessments and students behind in ELA credits.

What is the source of funding?31a and potentially 23g

What personnel support the implementation?Building administrators, certified teachers,

instructional services administrative team

What is the expected outcome? Students will achieve growth or recoup credits necessary to make progress towards graduation with their grade level cohort.

What data was used to support this? NWEA spring ELA scores and transcript audits

What fidelity measures exist? Summer program teacher lesson plans, summer program daily attendance logs for staff and students, summer end of program assessments and reports

District Initiative Inventory for Secondary Math:

Tier 1 Strategies

1. Name of Initiative: Reveal math (Core Math Resource)

What is the target population? All StudentsWhat is the source of funding? General FundWhat personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services AdministratorsWhat is the expected outcome? 80% of students meeting grade level/course expectationsWhat is the current outcome? What data was used to support this?Spring 2022 M-STEP (6th & 7th grades), PSAT8/9 (8th grade) and SAT (11th grade): Middle School 6th grade - 19.6% (28% State Average) of students in the Advanced or Proficient level7th grade - 25.7% (30% State Average) of students in the Advanced or Proficient level8th grade - 26.1% (36.2% State Average) of students in the Advanced or Proficient levelHigh School: SAT (11th grade)14.7% (30% State Average) of students in the Advanced or Proficient levelSpring 2022 NWEA Middle Schoool6th grade - 40.3% of students at or above 41st percentile on NWEA MAP Growth Math7th grade - 43.0% of students at or above 41st percentile on NWEA MAP Growth Math8th grade - 33.3% of students at or above 41st percentile on NWEA MAP Growth MathHigh SchoolAlgebra I - 22.0% of students at or above 41st percentile on NWEA MAP Growth MathGeometry - 11.67% of students at or above 41st percentile on NWEA MAP Growth MathAlgebra II - 20.67% of students at or above 41st percentile on NWEA MAP Growth MathWinter 2023 NWEA Middle Schoool6th grade - 50.3% of students at or above 41st percentile on NWEA MAP Growth Math7th grade - 36.7% of students at or above 41st percentile on NWEA MAP Growth Math8th grade - 40.0% of students at or above 41st percentile on NWEA MAP Growth MathHigh SchoolAlgebra I - 16.7% of students at or above 41st percentile on NWEA MAP Growth MathGeometry - 20.0% of students at or above 41st percentile on NWEA MAP Growth MathAlgebra II - 18.7% of students at or above 41st percentile on NWEA MAP Growth Math

What fidelity measures exist? Administration Math Walkthroughs and Building Administrator Observations, PD Surveys

What professional development is needed to support the initiative? Professional development on core program, based on feedback and input from staff surveys, for administrators and teachersEmbedded instructional coaching

Tier 2 Strategies

1. Name of Initiative: ALEKS Personalized Learning

What is the target population? All Students, (45-60 minutes per week for math)What is the source of funding? General FundWhat personnel support the implementation? Classroom teachers, Building Administrators, Instructional Coaches, Instructional Services

AdministratorsWhat is the expected outcome? Students successfully complete 10+ topics per week and show growth in mastery of concepts on the Knowledge Checks

What is the current outcome? What data was used to support this?It is expected that students will strengthen their individual, fundamental math skills. This is supported by completion of their pie progress/topics learned within the ALEKS program.Central students have completed 45% of their pie progress.Holland Woods students have completed 49% of their pie progress.Fort Gratiot students have completed 51% of their pie progress.Port Huron High School students have completed 26% of their pie progress.Port Huron Northern students have completed 24% of their pie progress.What fidelity measures exist? ALEKS Administrative DashboardWhat professional development is needed to support the initiative?Systematic Review of ALEKs reports and support with classroom implementation (structures, usage, motivation)

2. Name of Initiative: Instructional Coaching

What is the target population?TeachersWhat is the source of funding? Braided Grant Funding: Title I, Title II, 31aWhat personnel support the implementation? Instructional Services AdministratorsWhat is the expected outcome? Increased teacher efficacy and improved instructional strategies

What is the current outcome? What data was used to support this? Survey data from teacher sessions What fidelity measures exist? Improvement in teacher evaluation scoresWhat professional development is needed to support the initiative? Support in developing and analyzing measures to discreetly review the impact of coaching on teacher evaluationprofessional learning activities to strengthen the coaching cycle

Tier 3 Strategies

1. Name of Initiative: Math Recovery

What is the target population? Students scoring below 10th percentile on NWEA MathWhat is the source of funding? 31A grant funds

What personnel support the implementation? Math Interventionist, Building Administrator, Instructional Services SupervisorWhat is the expected outcome? Students will achieve more than one year's growth as measured by the NWEA Math Fall-Spring conditional growth percentile.

What is the current outcome? 47% of students had a conditional growth percentile above 5027% of students had a conditional growth percentile above 70What data was used to support this?2021-2022 Fall-Spring NWEA Math MAP GrowthWhat fidelity measures exist? Building Intervention Student ListsInterventionists' SchedulesIntervention Attendance Log

What professional development is needed to support the initiative? On-going professional learning for district math interventionists

2. Summer Programming (Middle school summer school and high school credit recovery)

What is the target population? Students who are Not Proficient or Developing on the District Benchmark Math Assessments and students behind in math credits.

What is the source of fundin? 31a and potentially 23g

What personnel support the implementation?Building administrators, certified teachers, instructional services administrative team

What is the expected outcome? Students will achieve growth or recoup credits necessary to make progress towards graduation with their grade level cohort.

What data was used to support this? NWEA spring scores and transcript audits

What fidelity measures exist? Summer program teacher lesson plans, summer program daily attendance logs for staff and students, summer end of program assessments and reports

Gap Analysis: District Gap Analysis for Elementary Mathematics: All grade levels had less students score in the proficient range than the State on the Spring 2022 M-STEP Math assessment.Grade 3 proficiency percent is 12% lower than the state average.Grade 4 proficiency percent is 17% lower than the state averageGrade 5 proficiency percent is 8% lower than the state averageThe gaps for Black and Bi-Racial students are significant in all three grade levels. The gaps range from 10 - 28% and are evident in all grades.All 3 grades have over a 10% gap in SWD proficiency.

On the Spring 2022 MAP-Growth Math assessment, 45% of students scored at or below the 40th percentile. 58% of students met their Fall to Spring 2021-22 growth projections.On the Fall 2022 MAP-Growth Math assessment, 53% of students scored at or below the 40th percentile. 48% of students met their Fall to Winter 2022-23 growth projections

District Gap Analysis for Elementary ELA: All grade levels had less students score in the proficient range than the District on the Spring 2022 M-STEP ELA assessment.Grade 3 proficiency percent is 10% lower than the state average.Grade 4 proficiency percent is 12% lower than the state averageGrade 5 proficiency percent is 10% lower than the state averageBlack students and Bi-Racial students underperform other students in the district by 10 - 28% in all three grades. Hispanic students in 4th grade have a 14.4% gap.

On the Spring 2022 MAP-Growth Reading assessment, 47% of students scored at or below the 40th percentile. 56% of students met their Fall to Spring 2021-22 growth projections On the Fall 2022 MAP-Growth Reading assessment, 55% of students scored at or below the 40th percentile. 51% of students met their Fall to Winter 2022-23 growth projections. Fall 2022 F&P BAS assessment shows 27.24% of students are in the Not Proficient level (40% NP).

District Gap Analysis for Secondary Mathematics: All grade levels had less students score in the proficient range than the State on the Spring 2022 M-STEP Math assessment.Grade 6 proficiency percent is 8% lower than the state average.Grade 7 proficiency percent is 4% lower than the state averageGrade 8 proficiency percent is 14% lower than the state average

The gaps for Black and Bi-Racial students are significant in all three grade levels. The gaps range from 11 - 26% and are evident in all grades.The gap in Grade 6 is 21% in SWD proficiency.

The gap in Grade 7 is 30.1% in SWD proficiency.

The gap in Grade 8 is 22% in SWD proficiency.

In 11th grade the gap in proficiency from the State on the Spring 2022 SAT is 15.3%.

The gap in proficiency from the State on the Spring 2022 SAT is 26% for African American students.

The gap in proficiency from the State on the Spring 2022 SAT is 30% in SWD proficiency.

On the Spring 2022 MAP-Growth Math assessment, 61% of students scored at or below the 40th percentile. 58 % of students met their Fall to Spring 2021-22 growth projections.On the Fall 2022 MAP-Growth Math assessment, 57% of students scored at or below the 40th percentile. 52% of students met their Fall to Winter 2022-23 growth projections.

District Gap Analysis for Secondary ELA: All grade levels had less students score in the

proficient range than the District on the Spring 2022 M-STEP ELA assessment.Grade 6 proficiency percent is 18% lower than the state average.Grade 7 proficiency percent is 12% lower than the state averageGrade 8 proficiency percent is 12% lower than the state averageBlack students and Bi-Racial students underperform other students in the district by 24.5% in all three grades. Students with disabilities underperform other students in the district by 39.6% in all three grades.

In 11th grade the gap in proficiency from the State on the Spring 2022 SAT is 11%.

The gap in proficiency from the State on the Spring 2022 SAT is 36% for African American students.

The gap in proficiency from the State on the Spring 2022 SAT is 39.2% in SWD proficiency.
On the Spring 2022 MAP-Growth Reading assessment, 58% of students scored at or below the 40th percentile. 46.3% of students met their Fall to Spring 2021-22 growth projections On the Fall 2022 MAP-Growth Reading assessment, 56% of students scored at or below the 40th percentile. 53% of students met their Fall to Winter 2022-23 growth projections.

Woodrow Wilson Gap Analysis for Mathematics: All grade levels had less students score in the proficient range than the District on the Spring 2022 M-STEP Math assessment.Grade 3 had 22.2% less students score Proficient or Advanced than all 3rd graders in the District.Grade 4 had 16.2% less students score Proficient or Advanced than all 4th graders in the District.Grade 5 had 20.7% less students score Proficient or Advanced than all 5th graders in the District.The only significant subgroup gap was 7.5% less Black or African-American students in 3rd grade scored Proficient or Advanced as compared to all 3rd graders in the District.On the Spring 2022 MAP-Growth Math assessment, the STEAM Academy had 84% of students scoring at or below the 40th percentile as compared to 45% of all elementary students in the District.38% of students at STEAM met their Fall to Spring 2021-22 growth projections compared to 58% of all elementary students in the District.On the Fall 2022 MAP-Growth Math assessment, the STEAM Academy had 81% of students scoring at or below the 40th percentile as compared to 53% of all elementary students in the District.49% of students at STEAM met their Fall to Winter 2022-23 growth projections compared to 48% of all elementary students in the District.

Woodrow Wilson Gap Analysis for ELA: All grade levels had less students score in the proficient range than the District on the Spring 2022 M-STEP ELA assessment.Grade 3 had 25.5% less students score Proficient or Advanced than all 3rd graders in the District.Grade 4 had 9% less students score Proficient or Advanced than all 4th graders in the District.Grade 5 had 22.5% less students score Proficient or Advanced than all 5th graders in the District.Black or African-American students underperform as compared to the District.9% less in 3rd grade, 11.4% less in 4th grade, 3.4% less in 5th gradeOn the Spring 2022 MAP-Growth Reading assessment, the STEAM Academy had 73% of students scoring at or below the 40th percentile as compared to 47% of all elementary students in the District.40% of students at STEAM met their Fall to Spring 2021-22 growth projections compared to 56% of all elementary students in the District.On the Fall 2022 MAP-Growth Reading assessment, the STEAM Academy had 73% of students scoring at or below the 40th percentile as compared to 55% of all elementary students in the District.48% of students at STEAM met their Fall to Winter 2022-23 growth projections compared to 51% of all elementary students in the District.Fall 2022 F&P BAS assessment shows STEAM

Academy has a significantly higher % of students in the Not Proficient level (40% NP) compared to the District (27.24% NP).

District Data Story Summary: Port Huron Area School District students in grades 3-5 are underperforming on state and local assessments in comparison to the District, state, and national averages. Both literacy and math assessments show similar gaps for last year's third and fifth grade students. However, the fourth grade students from last year demonstrated a slightly higher level of performance, more on average with their local, state and national peers. For the 2022-23 school year, students at the STEAM Academy are demonstrating equal or higher growth than their district peers on local assessments. PHASD secondary school students are significantly underperforming on local and state assessments in comparison to county and state averages. Both literacy and math assessments show similar gaps for black students and students with disabilities. However, the black, eighth grade students from last year demonstrated a slightly higher level of performance, more on average with their local and state peers. Students at Port Huron Northern demonstrated higher than average performance last year on the SAT. However, they still are performing at the low end of their peers within the county. Students at Woodrow Wilson Elementary are significantly underperforming on state and local assessments in comparison to the District, state, and national averages. Both literacy and math assessments show similar gaps for last year's third and fifth grade students. However, the fourth grade students from last year demonstrated a slightly higher level of performance, more on average with their local, state and national peers. For the 2022-23 school year, students at the STEAM Academy are demonstrating equal or higher growth than their district peers on local assessments.

Analysis:

Root Cause
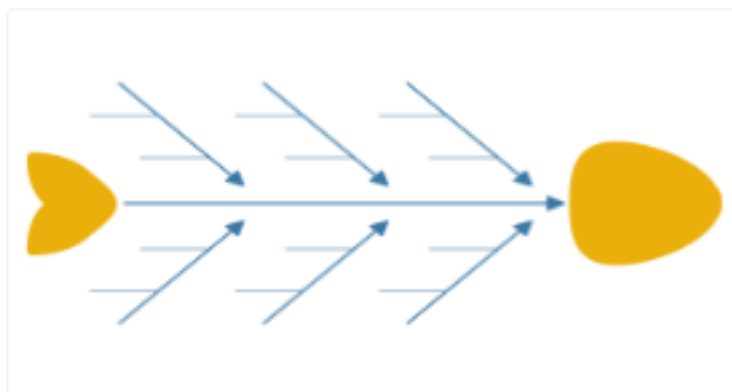
Summary of Fishbone discovery:

Port Huron Area School District students in grades 3-5 are underperforming on state and local assessments in comparison to the county, state, and national averages. The gap between PHASD and the county and state averages has widened post pandemic.
Port Huron Area School District secondary students are significantly underperforming on local (NWEA) and state (PSAT and SAT) assessments in comparison to county and state averages in the years following the loss of instruction due to the COVID 19 pandemic.
Students at Woodrow Wilson Elementary demonstrate low proficiency in math and ELA.

Supporting Documents

Document Name	Document Summary	Upload Date
Woodrow Wilson Elementary Math Fishbone		03/29/2023
Woodrow Wilson ELA Fishbone Diagram		03/29/2023
District Elementary Math Fishbone		06/07/2023
District Elementary ELA Fishbone		06/07/2023
District Secondary Math Fishbone		06/15/2023
District Secondary ELA Fishbone		06/15/2023

Challenge Statement: District Elementary Challenge Statements: The gap between PHASD elementary students scores and the county and state average scores has widened post pandemic due to the loss of instruction at critical learning junctures for students during the 19-20 and 20-21 school years.. Accelerated tier one instruction, additional instructional time through high dosage tutoring, summer learning for middle school and credit recovery for high school in additional to in school tiered interventions is needed in order to ensure that students are able to progress with their grade level cohort.

Additionally, the district needs to focus on training, monitoring, and supporting K-5 teachers in providing effective math and reading instruction in order to improve student performance outcomes across all student groups. The district needs to focus on supports and structures for K-5 teachers to provide a safe and engaging academic learning environment in order to improve student performance outcomes. In addition, the district needs to focus on specific strategies to improve math and reading instruction for Black/ African American and Bi-racial students.

District Secondary Challenge Statements: The gap between PHASD secondary students scores and the county and state average scores has widened post pandemic due to the loss of instructional time during the 19-20 and 20-21 school years. Accelerated tier one instruction, additional instructional time through high dosage tutoring, summer learning for middle school and credit recovery for high school in additional to in school tier 3 interventions will be needed to help some students be able to progress with their grade level cohort to graduation.

In addition to extended learning time, the district needs to focus on training, monitoring, and supporting secondary teachers in providing effective math and reading instruction in order to improve student performance outcomes. The district needs to focus on supports and structures for secondary teachers to provide engaging academic learning environments that students want to participate with in order to improve student performance outcomes.

Woodrow Wilson Academic Challenge Statement: The district needs to focus on training, monitoring, and supporting K-5 teachers in providing effective math and reading instruction in order to improve student performance outcomes.The district needs to focus on supports and structures for K-5 teachers to provide a safe and engaging academic learning environment in order to improve student performance outcomes.

Strategies:

(1/3): MTSS Framework (General)

Owner: Instructional Services

Start Date: 09/05/2023   *Due Date:* 06/30/2025

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

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Presentations

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional development for teachers to support the implementation of differentiated reading instruction for all students per professional development schedule, sign in sheets and teacher lesson plans.	Instructional Services	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: • Literacy Academy at Cleveland Elementary • STEAM Academy at Woodrow Wilson Elementary				

Activity	Owner	Start Date	Due Date	Status
Professional development on providing data driven leveled and small group instruction per lesson plans and walk through and observation data.	Instructional Services	09/05/2023	06/30/2025	ONTARGET

Activity Buildings:
- Edison Elementary School
- Garfield Elementary School
- H D Crull Elementary School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Activity	Owner	Start Date	Due Date	Status
Extended Learning Opportunities for students with a demonstrated need in mathematics and/or reading per attendance logs and pre/post data.	Instructional Services	09/05/2023	06/30/2025	ONTARGET

Activity Buildings:
- Central Middle School
- Edison Elementary School
- Fort Gratiot Middle School
- Garfield Elementary School
- H D Crull Elementary School
- Holland Woods Middle School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Port Huron High School
- Port Huron Northern High School
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Activity	Owner	Start Date	Due Date	Status
Professional development on metacognitive strategy application to text per professional development schedules, sign in sheets	Instructional Services	09/05/2023	06/30/2025	ONTARGET

	Activity	Owner	Start Date	Due Date	Status
and teacher lesson plans.					

Activity Buildings:
- Literacy Academy at Cleveland Elementary
- STEAM Academy at Woodrow Wilson Elementary

	Activity	Owner	Start Date	Due Date	Status
Reduction in class size to ensure that students are receiving individualized and small group instruction per class rosters.		Catherine Woolman	09/05/2023	06/30/2025	ONTARGET

Activity Buildings:
- Literacy Academy at Cleveland Elementary
- STEAM Academy at Woodrow Wilson Elementary

	Activity	Owner	Start Date	Due Date	Status
Instructional coaching to support increased student engagement and achievement per coaching logs and participant feedback.		Instructional Services	09/05/2023	06/30/2025	ONTARGET

Activity Buildings:
- Central Middle School
- Edison Elementary School
- Fort Gratiot Middle School
- Garfield Elementary School
- H D Crull Elementary School
- Holland Woods Middle School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

	Activity	Owner	Start Date	Due Date	Status
Reading and math intervention with certified teachers for students in tiers 2 and 3 per attendance logs, progress monitoring data and district level NWEA benchmark data.		Instructional Services	09/05/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Central Middle School • Edison Elementary School • Fort Gratiot Middle School • Garfield Elementary School • H D Crull Elementary School • Holland Woods Middle School • Indian Woods Elementary School • Keewahdin Elementary School • Literacy Academy at Cleveland Elementary • Michigamme Elementary School • Port Huron High School • Port Huron Northern High School • Port Huron Schools Virtual School • Roosevelt Elementary School • STEAM Academy at Woodrow Wilson Elementary				
Professional development from RESA math and literacy consultants on read alouds, talk moves, fact fluency and problem solving per professional development schedules, sign in sheets and walk through data.	Instructional Services	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: • Literacy Academy at Cleveland Elementary • STEAM Academy at Woodrow Wilson Elementary				
Word and vocabulary development including word walls, explicit phonics instruction and explicit instruction in using vocabulary strategies across the curriculum per lesson plans and walk through data.	Instructional Services	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: • Literacy Academy at Cleveland Elementary • STEAM Academy at Woodrow Wilson Elementary				
Professional development	Instructional	09/05/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
on tier 1 CORE programming for all teachers and follow up instructional coaching.	Services			

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Professional development and follow up coaching on CHAMPS strategies for all teachers.	Instructional Services	09/05/2023	06/30/2025	ONTARGET

Activity Buildings:
- Central Middle School
- Edison Elementary School
- Fort Gratiot Middle School
- Garfield Elementary School
- H D Crull Elementary School
- Holland Woods Middle School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Port Huron High School
- Port Huron Northern High School
- Port Huron Schools Virtual School
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Activity	Owner	Start Date	Due Date	Status
McKiney Vento/homeless students, immigrant students and foster students will be provided with academic supports based on their individual needs.	Catherine Woolman	09/05/2023	06/30/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
The buildings will host family engagement events designed to expose families to interdisciplinary content and strategies to support their students outside of the school day.	Catherine Woolman	09/05/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Garfield Elementary School • H D Crull Elementary School • Literacy Academy at Cleveland Elementary • Roosevelt Elementary School • STEAM Academy at Woodrow Wilson Elementary				
Professional development for special education teachers on goal writing and co-teaching strategies.	Jamie Feenstra	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: • Central Middle School • Fort Gratiot Middle School • Holland Woods Middle School • Port Huron High School • Port Huron Northern High School • Port Huron School's Phoenix Academy				
Professional development and follow up instructional coaching on Building Thinking Classrooms in Mathematics for all secondary math teachers.	Instructional Services	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: • Central Middle School • Fort Gratiot Middle School • Holland Woods Middle School • Port Huron High School • Port Huron Northern High School • Port Huron School's Phoenix Academy				
Professional Development for all ELA teachers around content literacy essentials and follow up instructional coaching.	Instructional Services	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Students will explore careers through literature and research career opportunities.	Instructional Services	09/05/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Central Middle School • Edison Elementary School • Fort Gratiot Middle School • Garfield Elementary School • H D Crull Elementary School • Holland Woods Middle School • Indian Woods Elementary School • Keewahdin Elementary School • Literacy Academy at Cleveland Elementary • Michigamme Elementary School • Port Huron High School • Port Huron Northern High School • Port Huron School's Phoenix Academy • Roosevelt Elementary School • STEAM Academy at Woodrow Wilson Elementary				
English language learners and immigrant students will receive direct instruction on word and vocabulary development through the tier one programming and support from the ESL tutors.	Catherine Woolman	09/05/2023	06/30/2025	ONTARGET
Activity Buildings: • Central Middle School • Edison Elementary School • Fort Gratiot Middle School • Garfield Elementary School • H D Crull Elementary School • Holland Woods Middle School • Indian Woods Elementary School • Keewahdin Elementary School • Literacy Academy at Cleveland Elementary • Michigamme Elementary School • Port Huron High School • Port Huron Northern High School • Port Huron School's Phoenix Academy • Roosevelt Elementary School • STEAM Academy at Woodrow Wilson Elementary				

Owner: Instructional Services

Start Date: 06/30/2023   *Due Date:* 06/30/2025

Summary: The Michigan Career Development Model (MI CDM) is designed to provide all students (K-12) in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning. In 2018 several bills were passed in the legislature that require school districts to take a more active role in assisting students as they prepare for their future education and careers. Districts must incorporate grade level career development education within their K-12 educational delivery system. The MI CDM provides required targets and suggested instructional strategies to meet those targets, organized by K-12 grade level bands, designed to assist schools in developing a local or regional model program. Although the model is organized by grade level bands, the district is expected to deliver career development at each grade level. The bands were designed to allow flexibility in delivery, not to omit instruction in a grade level.

Buildings
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- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Total Budget: $1.00
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High school students will have the opportunity to dual enroll or participate in either the TEC Middle College or the Blue Water Middle College.	Catherine Woolman	06/30/2023	06/30/2025	ONTARGET

Activity Buildings:
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy

Activity	Owner	Start Date	Due Date	Status
Elementary career exploration through literacy, research and classroom visits.	Instructional Services	06/30/2023	06/30/2025	ONTARGET

Activity Buildings:
- Edison Elementary School
- Garfield Elementary School
- H D Crull Elementary School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Activity	Owner	Start Date	Due Date	Status
Expand work based learning opportunities within the PHASD community.	Catherine Woolman	06/30/2023	06/30/2025	ONTARGET

Activity Buildings:
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy

Activity	Owner	Start Date	Due Date	Status
College advisors will be employed at Port Huron High School and Port Huron Northern High School.	Catherine Woolman	06/30/2023	06/30/2025	ONTARGET

Activity Buildings:
- Port Huron High School
- Port Huron Northern High School

Activity	Owner	Start Date	Due Date	Status
All students in grades 7-12 will complete an EDP and	Catherine Woolman	06/30/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
will annually update their post secondary goals.				

Activity Buildings:
- Central Middle School
- Fort Gratiot Middle School
- Holland Woods Middle School
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy

Activity	Owner	Start Date	Due Date	Status
High school students will have the opportunity to attend the St. Clair County TEC center in a program aligned to their EDP goal in eleventh and twelfth grades.	Catherine Woolman	06/30/2023	06/30/2025	ONTARGET

Activity Buildings:
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy

(3/3): 23g Expanded Learning Time

Owner: Naomi Oliver

Start Date: 10/22/2023   *Due Date:* 06/30/2025

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
- Central Middle School
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- Garfield Elementary School
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- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method
- Other
- District Website Update
- Parent Newsletter

Audience
- Community-at-Large
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High School Summer Credit Recovery - students who are behind in credits will work to make up their lost credits	Instructional Services	06/15/2025	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
with the support of a certified teacher. The program will run for six week at both high schools with breakfast and lunch provided through the state summer meals program. Transportation will also be provided by the district transportation service.				

Activity Buildings:
- Port Huron High School
- Port Huron Northern High School
- Port Huron School's Phoenix Academy

Activity	Owner	Start Date	Due Date	Status
Middle School Summer School Program - Students with documented deficits in math and ela (based on NWEA scores) will be invited to our summer learning program for four weeks of focused and accelerated small group instruction on math and ELA with certified teachers. Transportation and breakfast and lunch will be provided for all students who attend.	Instructional Services	06/15/2025	06/30/2025	UPCOMING

Activity Buildings:
- Central Middle School
- Fort Gratiot Middle School
- Holland Woods Middle School

Activity	Owner	Start Date	Due Date	Status
Elementary Summer SPARK 2.0 Program - Students with deficits in math and ELA (identified based on NWEA scores, F&P scores, and local assessment scores) will be invited to SPARK 2.0 for focused and accelerated learning with certified	Instructional Services	06/15/2025	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
teachers. The program will Run for four weeks at four of our elementary sites with transportation, breakfast and lunch proviced.				

Activity Buildings:
- Edison Elementary School
- Garfield Elementary School
- H D Crull Elementary School
- Indian Woods Elementary School
- Keewahdin Elementary School
- Literacy Academy at Cleveland Elementary
- Michigamme Elementary School
- Roosevelt Elementary School
- STEAM Academy at Woodrow Wilson Elementary

Activity	Owner	Start Date	Due Date	Status
Professional Learning - All staff who participate in summer learning programs will receive a minimum of two days of training prior to the start of the program to ensure they have a clear understanding of their role, the importance of parent communication, and a deep knowledge of the instructional programming.	Johnelle Hershberger	06/15/2025	06/30/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Summer Learning Data Analysis - Summer School staff will administer pre and post assessment to evaluate student growth and the impact of the program.	Johnelle Hershberger	06/15/2025	06/30/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan