

# MICIP Portfolio Report

## Bark River-Harris School District

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### Goals Included

#### Active

- MTSS Academics
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### Buildings Included

#### Open-Active

- Bark River-Harris Elementary School
  - Bark River-Harris Jr/Sr High School
- 

### Plan Components Included

#### Goal Summary

#### Data

Data Set

Data Story

#### Analysis

Root Cause

Challenge Statement

#### Strategy

Summary

Implementation Plan

Buildings

Communication

Activities

Activity Text

Activity Buildings

#### Monitoring & Adjusting

Interim Target Measures

#### Evaluation Status

End Target Measures

# MICIP Portfolio Report

## Bark River-Harris School District

### MTSS Academics

*Status:* ACTIVE

*Statement:* Our MTSS Academic Goal is to implement a guaranteed and viable curriculum in order to teach content with fidelity in Tier One instruction in all areas and to implement a tiered delivery system in order to reach all levels of learners and increase student achievement for all.

*Created Date:* 04/05/2022

*Target Completion Date:* 06/30/2027

*Data Set Name:* Academic Data Story

Name	Data Source
Bark River-Harris Link to MICIP Folder	District Determined

*Data Story Name:* Academic Data Story

*Initial Data Analysis:* 23g Data Story K-6: M-STEP and NWEA Benchmark Fall 2023: Increase foundational skills in reading in Kindergarten and 1st grade Increase vocabulary skills in 1st and 2nd grade Focus on increasing number and operations and algebraic thinking in Kindergarten, 1st and 2nd grade Focus on literary text and vocabulary in 3rd and 4th grade and number operations and algebraic thinking for math Informational text and number operations are areas to focus on in 5th grade \*increase students' scores in all areas and focus on increasing not proficient and partially proficient scores.

23g JH/HS Data Story:

NWEA and PSAT assessments:

Increase foundational skills in mathematics to enhance understanding of real and complex numbers in grades 7 and 8. Increase student understanding of parts of speech in grades 7 and 8 Increase foundation skills in mathematics to enhance understanding of algebraic expressions in 9-12 grade Increase understanding of reading strategies to help analyze text more effectively.

Enhance tier 1 and tier 2 instructional practices to help increase proficiency rates in all students.

Past Story:

Our data analysis indicates that there is a need to increase proficiency for our students in special education. Most grade levels are on track to meet the District goal of having 55% of all students receiving in person instruction in grades K-6 will meet or exceed their RIT target score comparing fall to spring as determined by NWEA in the areas of Reading and Math.

*Initial Initiative Inventory and Analysis:* 23g Data Story K-6: We have developed action plans

for reading and math to identify these areas of focus at each grade level. Grade level teams are meeting and collaborating during faculty meetings and professional development to review student outcome data. We meet weekly (Problem Solving Team meetings) to identify students at risk for attendance, academic, and behavior support. As a school we are identifying students that need additional support and providing tiered interventions for instruction.

We have been performing above the ISD and the State as a school on M-STEP. Each year we are increasing our district goal in reading and math on NWEA.

23g JH/HS Data Story: District professional development has been aligned with data analysis and is being used to inform instructional practices. Tier 2 and Tier 3 supports are available to help students with academic deficiencies.

Before and after-school tutoring programs are in place to provide students with extra opportunities for growth.

Academic achievement percentages are up in grades 7-12 when comparing scores on state assessments from 2021-22 to 2022-23.

Past Data Story:

Our district is committed to providing resources to adjust interventions for small groups to address the areas that need improvement. The district has reduced class sizes in RK-2 and increased Title supports available to address the areas of need.

*Gap Analysis:* 23g Data Story K-6: We will work continuously to improve our student outcome scores to ensure our students perform their best and that we maximize instruction for all students.

We will work to improve our tiered system of instruction for math. We are working to incorporate interventions using a tiered delivery system like we use in reading. Our academic interventionist has small groups of math intervention. Teachers are working on small group instruction for math. 1st grade has WIN (What I Need) interventions to focus on academic and behavioral areas of need.

Based on the 2022-2023 M-STEP: 13.5% of students in 3rd grade were not proficient in ELA 30% of students in 4th grade were not proficient in ELA % of students in 5th grade were not proficient in ELA 14.9% of students in 6th grade were not proficient in ELA

Based on the 2022-2023 M-STEP: 11.5% of students in 3rd grade were not proficient in Math 22.6% of students in 4th grade were not proficient in Math 11.4% of students in 5th grade were not proficient in Math 23.4% of students in 6th grade were not proficient in Math If we work to implement a guaranteed and viable curriculum, then we will teach content with fidelity in Tier I instruction in all areas.

As we work to implement a tiered delivery system, we will reach all levels of learners and increase student achievement for all. We will work to increase non-proficient to partially proficient or higher.

23g JH/HS Data Story:

The district will continue to use data to inform instructional practices to ensure that all students have the supports in place to reach grade-level proficiency.

When looking at 2022-23 M-STEP and SAT data:

34.5% of 7th graders were not proficient in math 37.9% of 7th graders were not proficient in

ELA 17% of 8th graders were not proficient in ELA. 17.2% of 8th graders were not proficient in math. 26.7% of 11th graders were not proficient in ELA. 45% of 11th graders were not proficient in math.

Moving forward we want to decrease the percentage of students that are deemed “not proficient” on state assessments in the areas of math and ELA.

#### Past Data Story:

Some grade levels had slight increase (Kindergarten, 2nd) while other grade levels decreased (1st, 3rd, 4th, 5th, 6th) students performing above or at benchmark.

Kindergarten, 1st, and 3rd grade have increased students performing in the intensive area, which is area that needs to be addressed.

#### *District Data Story Summary:* 23g Data Story K-6:

Our school has identified the following areas of strengths:

Reading on Fall 2023 NWEA: Kindergarten is in the 61st percentile, 6th grade is in the 63rd percentile, 3rd grade is in the 71st percentile. Math on Fall 2023 NWEA: 3rd grade is in the 63rd percentile, Kindergarten and 4th grade are at 58th percentile, 2nd grade is in the 59th percentile, 1st grade is in the 56th percentile. Based on the 2022-2023 M-STEP: 59.1% of 5th grade students were advanced or proficient in ELA, 57.4% of 6th grade students were advanced or proficient in ELA, 61.5% of 3rd grade students were advanced or proficient in Math, 61.4% of 5th grade students were advanced or proficient in Math.

We have identified the following areas to focus on as growth edges identified:

Increase foundational skills in reading in Kindergarten and 1st grade. Increase vocabulary skills in 1st and 2nd grade. Focus on increasing number and operations and algebraic thinking in Kindergarten, 1st and 2nd grade. Focus on literary text and vocabulary in 3rd and 4th grade and number operations and algebraic thinking for math. Informational text and number operations are areas to focus on in 5th grade. 4th and 5th grade are performing at 42nd and 48th percentile and are in need of additional support.

We've identified that we need to focus on tier II and tier III support in math for our students. Our school will need to designate funding and determine a progress monitoring system for math. We have an academic interventionist that works with small groups of students in math based on assessment data scores. Progress monitoring in math would help us monitor data every two weeks.

We are working to provide after school tutoring to support our students in reading and math.

#### 23g JH/HS Data Story:

Are school has identified the following areas of strength based on past assessment data: ELA is a strength in 8th grade with 72.4% of students scoring either proficient or advanced on the PSAT 8 assessment. ELA is a strength in 9th grade with 75% of students scoring either proficient or advanced on the PSAT 9 assessment. ELA is a strength in 11th grade with 59% of students scoring either proficient or advanced on SAT.

Proficiency levels in mathematics across grades 7-12 continue to be a concern. The district will continue to offer tutoring services, and targeted interventions to students that are not proficient on assessments. Additionally, the district will utilize ISD resources to help enhance tier 1 instruction to better meet the needs of all students.

Attendance has been a contributing factor in student achievement. There is a direct correlation between course proficiency and absenteeism. The district will continue to support student attendance and educate families on the importance of attending school on a consistent basis.

**Past Data Story:**

Our district is adjusting instruction and providing small group interventions to address the areas that need improvement. Tier I and Tier 2 interventions are in place to address specific skill areas. We are progress monitoring every other week in literacy using Acadience to monitor student progress. NWEA is our benchmark assessment used three times each year in (September, January, May) to monitor student growth data in the areas of reading and math. Staff is routinely utilizing this data to adjust instruction.

**Analysis:**

*Root Cause*



*Summary of Root Cause Analysis:*

**23g K-6 Root Cause:**

As a school, we will work to continue to review data regularly (faculty meetings monthly, grade level meetings/collaboration time-common planning, and professional development data review).

We are working to implement after school tutoring, math small group instruction, and progress monitoring in math.

**23g JH/HS Root Cause:**

As a school, we will work to continue to review data regularly (faculty meetings monthly, content level meetings/collaboration time, and professional development data review).

Aligning our curriculum so that all standards are being hit is a critical step to ensure that our students are adequately prepared to be successful when giving grade-level assessments at both the local and state levels.

We will continue to offer support to students during, and after, the school day to ensure students have the resources needed to be successful.

*Supporting Documents*

*No Documents Included*

*Challenge Statement:* If we work to implement a guaranteed and viable curriculum, then we will teach content with fidelity in Tier One instruction in all areas.  
If we work to implement a tiered delivery system, then we will reach all levels of learners and increase student achievement for all.

**Strategies:**

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

**Owner:** Kelly Erdody

**Start Date:** 05/26/2023

**Due Date:** 06/30/2027

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

**Buildings:** All Active Buildings

**Communication:**

**Method**

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Develop a written process for professional learning planning that is collaborative and proactive.	Kelly Erdody	05/26/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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

**Owner:** Kelly Erdody

**Start Date:** 10/24/2023

**Due Date:** 06/30/2027

**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

**Communication:**

- | Method                    | Audience       |
|---------------------------|----------------|
| • School Board Meeting    | • Educators    |
| • Email Campaign          | • Staff        |
| • Presentations           | • School Board |
| • District Website Update | • Parents      |
| • Parent Newsletter       |                |

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
23g Kelly Erdody will be the program manager. She has expertise in the implementation of the strategy.	Kelly Erdody	10/24/2023	06/30/2027	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
23g Organize and implement an after school program to support K-12 students struggling in math and/or literacy. Students will be identified through our benchmark assessment data, classroom assessment in partnership with teacher referrals.	Kelly Erdody	10/24/2023	06/30/2027	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
23g Organize and	Kelly Erdody	10/24/2023	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
implement a summer school program to support K-12 students struggling in math and/or literacy. Students will be identified through our benchmark assessment data, classroom assessment in partnership with teacher referrals.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g If funding allows, hire additional educational staff to support students within our math and ELA instructional blocks K-12.	Kelly Erdody	10/24/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

*Evaluate Goal: Interim Target Measures*

Measure	Owner	Due Date	Status
Increase our cohort scores on all state assessments yearly. for Bark River-Harris Link to MICIP Folder		06/30/2027	ONTARGET

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase our cohort scores on all state assessments yearly. for Bark River-Harris Link to MICIP Folder	06/30/2027	ONTARGET