

MICIP Portfolio Report

Escanaba Area Public Schools

Goals Included

Active

- MTSS ACADEMICS
-

Buildings Included

Open-Active

- Escanaba Junior/Senior High School
 - Escanaba Student Success Center
 - Escanaba Upper Elementary School
 - Lemmer Elementary School
 - Webster Kindergarten Center
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Plan Components Included

Goal Summary

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Data Set

Data Story

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Communication

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MICIP Portfolio Report

Escanaba Area Public Schools

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: 04/18/2022

Target Completion Date: 06/30/2027

Data Set Name: Academic Data Story MTSS

Name	Data Source
SAT 11th grade during School Day testing of 2020-2021 (spring)	Other
Escanaba Link to MICIP Folder	Other

Data Story Name: Academic Data Story MTSS

Initial Data Analysis: 23g Data Story: From fall to spring, the percentage of K students falling in the below/well below benchmark categories of Acadience decreased from 29% to 15%. Inversely the above/well above percentages increased from 71% to 86%. In both years, 28-33% of 1st graders were below RIT grade level scores on both Math and ELA NWEA Assessments and 38-41% of 2nd graders were below RIT grade level scores on both Math and ELA NWEA Assessments. We are seeing increased need for additional intervention support in and out of our school day along with finding additional ways to help parents, guardians and grandparents support students at home. In both years, most students scored below the 40th percentile in Math on the NWEA test, but there was a slight improvement in ELA scores from 41% to 37% of students scoring below the 40th percentile. The M-step Spring 2023 results show a significant portion of students in 6th and 7th grades were partially or not proficient in ELA and Math. The proficiency rates are relatively low, especially in 7th grade ELA. There is a consistent challenge in achieving proficiency in Math and ELA across these grades with the majority not reaching proficiency. This highlights that a significant percentage of students are not performing at a level considered proficient in these subjects which could indicate an area of concern that requires targeted interventions or changes in teaching methods

Grade K-

Acadience Fall 2022-23

59% well above benchmark

12% above benchmark

17% below benchmark
 12% well below benchmark
 Acadience Spring 2022-23
 52% well above benchmark
 34% above benchmark
 12% below benchmark
 3% well below benchmark
 Acadience Fall 2023-24
 59% well above benchmark
 17% above benchmark
 11% below benchmark
 13% well below benchmark
 NWEA Fall 2022-2023 Grades 1
 Math Scores: 28% of our students tested below grade level RIT.
 ELA Scores: 34% of our students tested below grade level RIT.
 NWEA Spring 2022-2023 Grades 1
 Math Scores: 24% of our students tested below grade level RIT.
 ELA Scores: 36% of our students tested below grade level RIT.
 NWEA Fall 2023-2024 Grades 1
 Math Scores: 34% of our students tested below grade level RIT.
 ELA Scores: 29% of our students tested below grade level RIT.
 NWEA Fall 2022-2023 Grades 2
 Math Scores: 40 % of our students tested below grade level RIT.
 ELA Scores: 42 % of our students tested below grade level RIT.
 NWEA Spring 2022-2023 Grades 2
 Math Scores: 32% of our students tested below grade level RIT.
 ELA Scores: 41 % of our students tested below grade level RIT.
 NWEA Fall 2023-2024 Grades 2
 Math Scores: 43% of our students tested below grade level RIT.
 ELA Scores: 40% of our students tested below grade level RIT.
 Grades 3-5
 M-Step Spring 2023 Grade 3
 Math Scores: 42.9% were proficient
 ELA Scores: 55.4% were proficient
 M-Step Spring 2023 Grade 4
 Math Scores: 46.7% were proficient
 ELA Scores: 47.3% were proficient
 M-Step Spring 2023 Grade 5
 Math Scores: 31.5% were proficient
 ELA Scores: 44% were proficient
 NWEA Fall 2022-23 Grade 3
 Math Scores: 35% of our students tested below grade level RIT.
 ELA Scores: 32 % of our students tested below grade level RIT.
 NWEA Fall 2023-24 Grade 3
 Math Scores: 35% of our students tested below grade level RIT.

ELA Scores: 36% of our students tested below grade level RIT.
NWEA Fall 2022-23 Grade 4
Math Scores: 41% of our students tested below grade level RIT.
ELA Scores: 36% of our students tested below grade level RIT.
NWEA Fall 2023-24 Grade 4
Math Scores: 37% of our students tested below grade level RIT.
ELA Scores: 33% of our students tested below grade level RIT.
NWEA Fall 2022-23 Grade 5
Math Scores: 49% of our students tested below grade level RIT.
ELA Scores: 42% of our students tested below grade level RIT.
NWEA Fall 2023-24 Grade 5
Math Scores: 36% of our students tested below grade level RIT.
ELA Scores: 27% of our students tested below grade level RIT.
NWEA Fall 2023-2024 Grades 6-8
Math Scores: 50% of our students tested below the 40th percentile.
ELA Scores: 37% of our students tested below the 40th percentile.
NWEA Fall 2022-2023 Grades 6-8
Math Scores: 50% of our students tested below the 40th percentile
ELA Scores: 41% of our students tested below the 40th percentile.
M-Step Spring 2023
6th Grade ELA-61.6% of students were partially or not proficient
7th Grade ELA-78% of students were partially or not proficient
6th Grade Math- 76.1% of students were partially or not proficient
7th Grade Math 76% of students were partially or not proficient.

Past Data Story:

The data story shows that in the junior high, the students are achieving higher than their projected goals based on NWEA data. In the high school, the SAT test scores show that 59% of our students show they can meet the benchmark on that test. On the M-step, we have a larger portion of students that end up being below benchmark, but we are using the SAT data for our overall goal.

Initial Initiative Inventory and Analysis: 23g Data Story:

Title I teachers and intervention teams in grades K-5 Summer School for grades K-5 New ELA and Math resources We do see improvements but not to the level we would like. Many of our buildings are in need of additional support through intervention during the day, before and after school and summer programming.

Intervention in Guided Academics Adoption of a new Math curriculum (began 2023) Co-taught classes introduced in the junior high Use of Khan Academy to increase Math scores. Summer School (3 days a week, 4 hours a day for 4-6 weeks).

So far we are seeing slight improvements throughout the year, as we see improvements in the Spring NWEA, however it is not enough to sustain a larger change in the overall scores

Past Data Story:

Mastering basic skills and rational thinking skills are somewhat connected to our mission statement. All staff and support staff are involved in this goal to include reading into daily

practice. We expect that students will become more productive members of society in a world of diverse cultures. The evidence will come in the form of SAT scores and NWEA scores. Potentially we will have another reading intervention teacher, we have credit recovery and guided courses in High school as well as intervention classes in junior high. Also, continued summer school options will assist in the increase in scores. We will have continued professional development and utilize resources such as Newsela and readworks in our classrooms.

Gap Analysis: 23g Data Story:

According to the Michigan Department of education statistics 43.9% of students in Michigan tested proficient in ELA in 2022-2023. 35% of students in Michigan tested proficient in ELA in 2022-2023. Although that is one year prior, we are still between 22% and 38% behind the state averages. The desired statistics would at least meet or exceed the proficiency of students across the state.

Past Data Story:

Informational pieces with charts/graphs and pictures will assist our students in meeting goals, and grammar/writing is an area that our students struggle with. We need to do more writing across the curriculum with a focus on proper grammar.

District Data Story Summary: 23g Data Story:

Strengths are in the areas of English Language arts. We need to continue to work in the area of Math, and math instruction. Students in the category of special education are continuing to perform well below the proficiency rates set by the state, as well as a majority of students overall. We currently have: Leader In Me as a SEL district program. Just started Eureka Math 3-8th grades. Involved ISD truancy staff. Free District Wide Lunch and Breakfast. Major challenges not being addressed by a program or service are: Increase pay for tutoring to encourage staff with content knowledge to teach during the tutoring time. Students cannot get home after tutoring because there is no bussing and they cannot get a ride due to parents working. Students are hungry after school! Students also need a break before getting to work on homework, because they are burnt out from a full day.

Past Data Story:

Strengths are in literature reading and analysis. Students have strengths in vocabulary and language usage. Growth edges are in the areas of informational text and grammar. Learner essential needs are being met. We have chromebooks, co-taught classes, labs, credit recovery and intervention as well as special education support.

Analysis:

Root Cause



Five Whys

- Why: 23g Root Cause:
 - Bussing from Tutoring
 - Snacks after school
 - More staff-especially content area
 - time for recreation before homework (kids are burnt out)
 - before and after school intervention support at our K-5 grade levels
 - additional summer school staff and support
 - ways to encourage attendance at before / after school tutoring and summer school

Past Root Cause:

We have reviewed the data, and over the last few years, our SAT data has been going in the wrong direction. We also see in Junior high that each year students do not make as much growth. In our MStep report for 6th and seventh grade, the students in both grades had relative weaknesses in the areas of writing and revising informational and expository text. Assuming that it begins in those grades, those are also relative weaknesses in the older grades. There is not a set grammar curriculum, and looking at our curriculum maps, In seventh grade, students are using proofreading in quarter 2 according to the curriculum map, In 6th grade there are 2 instances of learning targets that include revising while writing. There needs to be more vertical alignment of the ELA curriculum. We know that there are not enough assignments that are able to be given with fidelity to create the changes needed in each grade due to time constraints. We also know that there are always a group of students that will potentially bring scores down regardless because of the effort given. There will always be a group of students whose success will not fall into the category of English Language arts. We know that students do not read as much as they used to and as a result, they have problems when it comes to grammar/revision, writing, and informational text.

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 systems, then we will reach all levels of learners and increase student achievement for all.

Strategies:

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

Owner: Paulette Wickham

Start Date: 03/30/2023

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

- Email Campaign

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop an initiative inventory and a process for maintaining. and communicating.	Paulette Wickham	03/30/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Revisit and define K-12 curriculum mapping processes and organization.	Paulette Wickham	03/30/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): 23g Expanded Learning Time

Owner: Paulette Wickham

Start Date: 10/25/2023

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:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Paulette Wickham will be the program manager for the 23g programming and she has experience and expertise in this strategy.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Hire staff for before and after school tutoring programs for students struggling in core content.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Hire staff for summer school programming.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Purchase resources and materials to support the summer school program.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
23g Provide transportation home from after school tutoring.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
23g Provide transportation for summer school.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
23g Hire additional staff to support struggling students within the school day.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
23g Purchase resources and materials to support the before and after school tutoring program.	Paulette Wickham	10/25/2023	06/30/2027	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase cohort scores on state testing yearly. for Escanaba Link to MICIP Folder		06/29/2027	ONTARGET

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase cohort scores on state testing. for Escanaba Link to MICIP Folder	06/30/2027	ONTARGET