

# MICIP Portfolio Report

## Montabella Community Schools

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### Goals Included

#### Active

- Improve Student Behavior Outcomes
  - Improve Student Math Outcomes
  - Improve student reading outcomes
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### Buildings Included

#### Open-Active

- Montabella Elementary
  - Montabella Junior Senior High
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Montabella Community Schools

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### Improve student reading outcomes

*Status:* ACTIVE

*Statement:* At least 60% of 6-12 grade students will meet their reading spring-spring growth target in NWEA by June 2026.

60% of students, in grades K-5, will meet the benchmark on the Acadience Reading Assessment composite score by June 2026.

*Created Date:* 06/10/2022

*Target Completion Date:* 06/30/2026

*Data Story Name:* Improve Student Reading Outcomes

*Initial Data Analysis:* Validity: The elementary has more faith in the Acadience Data than in the NWEA data. While the Jr/Sr High has more confidence in the NWEA data than in the MStep data. Acadience assessors check in with each other for consistency. At the Jr/Sr High teachers put more incentives behind the NWEA results which results in more effort from some students.

Based on data from MI MTSS reading outcomes School-wide, 43% of students are at or above benchmark based on their Acadience Reading composite scores compared to the minimum goal of 80%. This indicates that our Tier 1 Reading System needs support. Currently 57% of the students in our school are likely to need MORE support in order to reach the next benchmark.

Noteworthy patterns of performance on the Acadience Reading K-5 composite score across years and/or across grade-levels include: an upward trend in 3 of 6 grades. Most grade levels are in a similar percentage of between 30-40% of students meeting benchmark.

Additional measures of school-wide reading outcomes indicate: Acadience data measures fluency and accuracy. NWEA measures comprehension. K-2 NWEA is read to students. Students in grade 3-5 read the test. NWEA data shows 2nd grade students made a 16 point RIT growth from winter of 21 to winter of 22 while 3rd graders made a 6 point RIT growth over the same time. Both Acadience and NWEA show greater growth in the K-2 grade span when compared to 3rd-5th. Generally, scores for comprehension (NWEA) and fluency/accuracy (Acadience) fall between 30-50% student proficiency K-5th.

#### Grade Level Outcomes and Skills

Based on the data in the MiMTSS Reading Skills and Reading Skills Tab Grades K, 1st, 2nd, 3rd, 4th, 5th have less than 80% of students performing at or above benchmark based on their Acadience Reading composite scores, indicating these grade level teams may need more support to strengthen Tier 1.

Grades 3rd- 5th had fewer than 80% of students demonstrate proficiency or advanced

proficiency on the M-STEP from Spring of 2021 further indicating a need to strengthen Tier 1. In fact in 3rd grade in 2021 34% of students were proficient on the MStep, 30% of 3rd graders and 27.5% of 5th graders.

Data Interpretation

NWEA MAP Data

Student growth summary report Winter of 2021-Winter of 2022: Between 21 and 50% of grade students met grade growth targets.

2022 Winter Percentage of students at 8th grade reading level as measured by NWEA/ MAP Winter Reading test

8th grade reading level defined as a lexile score of at least 1050.

Climbs to 40% in HS but does not increase significantly in the 9th-12th grade

MI School Data

2021 MStep Reading:

Montabella 6th and 9th grade are close to county averages but lag behind the state average of students who reach proficiency.

PSAT/SAT

Reading Test data summary. In 8th and 9th grade less than 30% of students reach the benchmark and that number drops to less than 10% in 10th and 11th grade.

Data Summary

School-wide, our Tier 1 Reading/Engagement System needs support at the tier 1 level. Students are not meeting the demands of reading as they progress through the grade levels.

The team wants students to have growth and is concerned about students putting in their best effort. Incentives are a good way to have students grow or be proficient.

*Initial Initiative Inventory and Analysis:* The Mission of Montabella Community Schools is to prepare our students to be successful in a changing global society. Being able to read and comprehend text is an important part of being successful in our society.

At the K-5 level we have a .5 Literacy Coach who is also .5 interventionist. We have WIN time in each grade level where 4 interventionists, the grade level teachers and paraprofessionals work with students on specific reading skills. At the elementary we have a resource room teacher who pulls out students to work with them in small groups or one on one. The elementary school also has a self contained special education room. At the Jr/Sr High we have 2 special education teachers that do a combination of push in and pull out services. The Jr/Sr high also has a self contained special education class.

The expected outcome for Tier 1 staff are students who understand how to read and comprehend grade level text. The expected outcome for the Tier II staff is to close the gap between the students current reading ability and the ability to read and comprehend grade level text. The expected outcome of the tier III staff is to meet the student level goals set forth in the IEP.

We also have PLC time monthly. At that time Acadience data is reviewed and new groups are formed. The system is in place however, adjustments can and will be made to make the system more impactful for 2022-2023.

At the Jr/Sr High there is a reading support class for small groups of students. The focus

has been on school wide reading strategies across the grade levels that focus on pre, during and post reading strategies.

The reading support class needs better placement procedures and a more directed curriculum. Both are being put in place for 2022-2023. The tier one instruction needs more consistent use of the reading strategies and opportunities for reading overall.

*Gap Analysis:* 1. At winter benchmark, 2022, grades k and 1 have fewer than 50% of their students reading nonsense words at benchmark for CLS, and WWR as measured by the Acadience NWF scores.

2. At the winter benchmark, 2022, grades 2 and 3 have fewer than 55% of their students reading accurately for ORF as measured by the Acadience ORF accuracy score.

3. At the winter benchmark, 2022, grades 4 and 5 have fewer than 70% of their students reading accurately for ORF as measured by the Acadience ORF accuracy score.

At winter benchmark, 2022, students in grade 6-12, all grades were less than 45 % of student expected growth as measured by winter to winter NWEA.

At Spring benchmark 2022, students in grades 8-12 all grades were less 30% of career and college benchmarks as measured by the Spring PSAT/SAT

*District Data Story Summary:* The data describes the need for a more systematic phonics instruction K-2. In 3-5 there is a need for more word study and independent reading. At the middle school level, the reading support class needs a data based proven program that meets the needs of the kids placed in the class. At middle school and high school level, more attention must be paid to the use of the school wide reading strategies and the amount of reading that is required of the students.

**Strategies:**

(1/4): MTSS - Literacy (Reading)

Owner: Jennifer Socha

Start Date: 06/10/2022

Due Date: 06/30/2026

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Provide tiered support in reading using Title I teachers and interventionist K-12.	Jennifer Socha	06/10/2022	06/30/2026	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Implement and support full time instructional coaching at the Jr/Sr High	Jennifer Socha	06/10/2022	06/30/2026	COMPLETE
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				
Implement and support Orton-Gillingham Phonics Program, ensuring training for all instructional staff members K-5, to ensure consistent and explicit phonics instruction and foundational skills for elementary students.	Jennifer Socha	06/10/2022	06/30/2026	COMPLETE
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Montabella Elementary</li> </ul>				
Implement and support REWARDS program at the Jr/Sr High	Jennifer Socha	06/10/2022	06/30/2026	COMPLETE
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
Implement and support Phonics for Reading program at the Jr/Sr High	Jennifer Socha	06/10/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				
Steve Seward Consulting at Jr/Sr High with a focus on Disciplinary Literacy and Effective Teaching Practices	Jennifer Socha	06/10/2022	06/30/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				
Implement and support full time instructional coaching at the Elementary.	Jennifer Socha	06/10/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Montabella Elementary</li> </ul>				
Implement and support Heggerty Phonics K-5	Jennifer Socha	09/01/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Montabella Elementary</li> </ul>				
Implement and support the implementation of of Reading Strategies at the Jr/Sr High	Jennifer Socha	09/01/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				

**(2/4): Instructional Leadership Routines**

**Owner:** Jennifer Socha

**Start Date:** 10/16/2023

**Due Date:** 06/30/2026

**Summary:** Implement and monitor Instructional Leadership Routines K-12 which includes: Monitor Instructional Practices and Curriculum Use, Guide Instructional System Decisions, and Provide Coaching and Feedback

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Provide a dedicated intervention time (WIN) in K-5 each day to support data driven needs identified in reading for students K-5.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Montabella Elementary</li> </ul>				
Administer Acadience Benchmark testing with all students K-5, using the data collected to adjust instruction and interventions accordingly.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Montabella Elementary</li> </ul>				
Follow an in depth curriculum review process to adopt research based, highly rated curriculum to support reading instruction within the district.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Implement and support PLC meetings K-12	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Engage in curriculum and standards alignment, including the identification of essential standards to begin identifying a	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
guaranteed and viable curriculum.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement and support a model of co-teaching with our classroom teachers and special education staff.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



**(3/4): 23g Tutoring**

**Owner:** Jennifer Socha

**Start Date:** 10/20/2023

**Due Date:** 06/30/2026

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
After School Tutoring provided for elementary students	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Montabella Elementary</li> </ul>				
During and after school tutoring provided for middle and high school	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Montabella Junior Senior High</li> </ul>				
Our Curriculum Director and MTSS Coordinator, Jennifer Socha, will be be the person responsible for overseeing the tutoring program in both the Elementary and Secondary.	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/4): 23g Expanded Learning Time**

**Owner:** Jennifer Socha

**Start Date:** 10/20/2023

**Due Date:** 06/30/2026

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Purchase and implementation of the ExactPath platform to support gaps in reading and math for students based on their NWEA data. This platform can be used during in-school intervention, summer school, and after school tutoring.	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Our Curriculum Director and MTSS Coordinator - Jennifer Socha, will be the person responsible for overseeing the tutoring program in both the Elementary and Secondary	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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## Improve Student Math Outcomes

*Status:* ACTIVE

*Statement:* At least 60% of students will meet their math spring-spring growth target in NWEA by June 2026.

*Created Date:* 06/19/2022

*Target Completion Date:* 06/30/2026

*Data Story Name:* Improve Student Math Outcomes

*Initial Data Analysis:* The most observed growth over the past two years has been in the K and 1st grades however the conditional growth is consistently well below the 50th percentile.

*Initial Initiative Inventory and Analysis:* The Mission of Montabella Community Schools is to prepare our students to be successful in a changing global society. Students with strong conceptual knowledge of mathematics are better prepared to be successful members of society.

HMH proved to be an ineffective curriculum with unreliable tool. In the winter of 2022 the elementary teacher went through a process to select a new k-5 math curriculum.

Bridges, the new math curriculum, uses a discovery model approach to teach students the conceptual knowledge necessary to understand math concepts. The 2022-2023 school year will be the first year of implementation. The expected outcomes are an increase in student engagement in math that will lead to better understanding of math concepts that will lead to better test results.

Bridges has its own Fidelity measures and unit tests. These will need to be monitored in grade level meetings throughout the year. Professional development will be provided at the start of the year and planning support will be provided throughout the year during PD time.

*Gap Analysis:* The growth of the cohorts through the elementary school has not been less than adequate. With the exception of the 2021 first grade class and 2022 2nd grade all other conditional growth percentiles are below 30%. RIT Growth in 3rd-5th grade is less than 10 RIT points.

The desired state is 5% growth each year.

*District Data Story Summary:* Our lack of consistent curriculum has led to low math scores and low math growth scores. Areas of strength have been infrequent and inconsistent. Tier I curriculum must be implemented with fidelity before tier II can be addressed.

**Strategies:**

**(1/3): Instructional Leadership Routines**

**Owner:** Jennifer Socha

**Start Date:** 10/16/2023

**Due Date:** 06/30/2026

**Summary:** Implement and monitor Instructional Leadership Routines K-12 which includes: Monitor Instructional Practices and Curriculum Use, Guide Instructional System Decisions, and Provide Coaching and Feedback

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Support the implementation of new Bridges math curriculum K-5 with coaching support from Math Specialist Marcus Deja from the Kent ISD.	Jennifer Socha	10/16/2023	06/30/2024	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Montabella Elementary</li> </ul>				
Support the implementation of new Carnegie Math Curriculum 6-12 with in-classroom coaching support from Dr. Jenise Bland from Carnegie Learning.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				
Provide tiered support in math using a Title I teachers 6th-10th grade.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Montabella Junior Senior High</li> </ul>				
Implement and support PLC meetings K-12	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Engage in curriculum and standards alignment, including the identification	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
of essential standards to begin identifying a guaranteed and viable curriculum.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement and support co-teaching with classroom teacher and special education staff.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/3): 23g Tutoring**

**Owner:** Jennifer Socha

**Start Date:** 10/20/2023

**Due Date:** 06/30/2026

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
After School Math Tutoring provided for elementary students	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Montabella Elementary</li> </ul>				
During and after school math tutoring provided for middle and high school	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Montabella Junior Senior High</li> </ul>				
Our Curriculum Director and MTSS Coordinator - Jennifer Socha, will be the person responsible for overseeing the tutoring program in both the Elementary and Secondary	Jennifer Socha	10/20/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/3): 23g Expanded Learning Time**

**Owner:** Jennifer Socha

**Start Date:** 10/21/2023

**Due Date:** 06/30/2026

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Purchase and implementation of the ExactPath platform to support gaps in reading and math for students based on their NWEA data. This platform can be used during in-school intervention, summer school, and after school tutoring.	Jennifer Socha	10/21/2023	06/30/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Our Curriculum Director and MTSS Coordinator - Jennifer Socha, will be the person responsible for overseeing the tutoring program in both the Elementary and Secondary	Jennifer Socha	10/21/2023	06/30/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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## Improve Student Behavior Outcomes

*Status:* ACTIVE

*Statement:* At least 90% of students will have 0-1 ODR's each month as measured in SWIS by June 2026.

*Created Date:* 08/02/2022

*Target Completion Date:* 06/30/2026

*Data Story Name:* Improve Student Behavior Outcomes

*Initial Data Analysis:* Behavior data generally increased as the school year continued

*Initial Initiative Inventory and Analysis:* PBIS

Behavior meetings

SW and TC support

*Gap Analysis:* 70% of students recieved 0-1 ODR. Our goal is 90%

*District Data Story Summary:* We continue to montior and adjust school wide behavior plans based on this data. However we have not yet met our goal of 90% of Elementary Students receiveing 0-1 ODR as measured by May SWIS triangle report.



**Strategies:**

(1/1): MTSS - PBIS (Behavior)

Owner: Jennifer Socha

Start Date: 10/16/2023

Due Date: 06/30/2026

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implement and support Tier 2 behavior meetings at both the elementary and Jr/Sr High which prove plans and strategies to support defined at-risk students using data.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement and support a school-wide PBIS system K-12 which includes defined school wide behavior expectations that are explicitly taught, and a clearly defined rewards system.	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide tiered support for SEL/Mental Health Services a School Counselor, a 31n Counselor, a Behavior Interventionist (K-12), a defined counseling curriculum (6-12) and Telehealth services (6th-12th)	Jennifer Socha	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Implement and support Every Monday Matters 6th-12th to increase empathy and inclusion for all students in the Jr/Sr High	Shane Riley	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Montabella Junior Senior High</li> </ul>				
Implement and support a research-based SEL curriculum at the Elementary (Second Step).	Mike Moore	10/16/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Montabella Elementary</li> </ul>				