

# MICIP Portfolio Report

## Pewamo-Westphalia Community Schools

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### Goals Included

#### Active

- Increase Math Growth
  - Increase Reading Growth
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### Buildings Included

#### Open-Active

- Pewamo-Westphalia Elementary School
  - Pewamo-Westphalia Middle/High School
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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Pewamo-Westphalia Community Schools

### Increase Reading Growth

*Status:* ACTIVE

*Statement:* Our goal is to provide reading intervention opportunities for students to demonstrate growth on reading state assessments by 5% by 2024.

*Created Date:* 06/14/2021

*Target Completion Date:* 06/28/2024

*Data Set Name:* Reading Achievement

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
Student Assessment: College Readiness	MI School Data

*Data Story Name:* Reading Achievement

*Initial Data Analysis:* The data shows that our students perform with a high rate of reading proficiency, but do not show a high level of growth as they move through the grade levels.

*Initial Initiative Inventory and Analysis:* The elementary school offers reading interventions throughout the school day by utilizing trained paraprofessionals. These services include push in and pull out supports throughout the day using research-based reading interventions. The middle school and high school offer after school tutoring services to students. Highly qualified teachers offer instruction after school to those students who need extra support in reading.

*Gap Analysis:* While we have higher levels of achievement, we do not have high levels of growth. We are putting systems in place to show an increase of 5% growth in reading at all grade levels.

*District Data Story Summary:* Pewamo-Westphalia demonstrates a high percentage of reading proficiency, but does not demonstrate a high level of growth in all grade levels. We will increase our student growth by 5% in all grade levels.

**Strategies:**

**(1/4): Essential School-Wide and Center-Wide Practices in Literacy**

**Owner:** Jennifer Goodman

**Start Date:** 08/24/2021

**Due Date:** 06/28/2024

**Summary:** The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children’s work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

**Buildings:** All Active Buildings

**Total Budget:** \$54,489.00

- Title I Part A (Federal Funds)
- General Fund (Other)

**Communication:**

Method	Audience
<ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Parent Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul>

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Essential School-wide and Center-Wide Practices in Literacy	Jennifer Goodman	08/24/2021	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): Leveled Literacy Intervention**

**Owner:** Jennifer Goodman

**Start Date:** 02/28/2022

**Due Date:** 06/28/2024

**Summary:** Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.

**Buildings**

- Pewamo-Westphalia Elementary School

**Total Budget:** \$100.00

- General Fund (Other)

**Communication:**

**Method**

- School Board Meeting

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Literacy Coach	Jennifer Goodman	02/28/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/4): Direct Instruction**

**Owner:** Jennifer Goodman

**Start Date:** 02/28/2022

**Due Date:** 06/28/2024

**Summary:** Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DSTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

**Buildings:** All Active Buildings

**Total Budget:** \$54,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)

**Communication:**

Method

- MI School Data
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tier 2/3 literacy support through identified/ dedicated para educator positions	Jennifer Goodman	06/09/2023	06/28/2024	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/4): Enhancing Mathematics with Instructional Technology**

**Owner:** Jennifer Goodman

**Start Date:** 06/27/2023

**Due Date:** 06/28/2024

**Summary:** Teachers will engage in on-going professional learning and follow-up coaching on the use of instructional technology in mathematics to support conceptual and procedural understanding. Teachers will examine instructional technology tools in concert with best practices in mathematics and match the right tool with each practice. Tools may include Desmos, Geogebra, CODAP, Formative Assessment tools, among many others.

**Buildings:** All Active Buildings

**Total Budget:** \$17,000.00

- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

**Communication:**

**Method**

- School Board Meeting
- District Website Update

**Audience**

- Educators
- Staff
- School Board

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Technology coach provides instructional technology to teachers to infusing technology into their curriculum	Jennifer Goodman	06/27/2023	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

## Increase Math Growth

*Status:* ACTIVE

*Statement:* Our goal is to provide mathematic opportunities for students to provide growth on math state assessments by 5% by 2024.

*Created Date:* 03/23/2022

*Target Completion Date:* 06/28/2024

*Data Set Name:* Elementary Mathematics Benchmark Copy

Name	Data Source
District Current Year Benchmark Assessment for HS	MiDataHub
District Benchmark Assessment for MS	MiDataHub

*Data Story Name:* Math Achievement

*Initial Data Analysis:* We have students that have lagging skills in mathematics

*Initial Initiative Inventory and Analysis:* Tier 2 math interventions

K-2 Go Math Curriculum

3-12 Big Ideas math curriculum

*Gap Analysis:* Students are showing proficiency, but lacking skills inconsistently throughout grade levels.

As measured by NWEA

2nd Grade-Large number of low achievement/high growth students.

3rd Grade-Two low achievement/low growth students

4th Grade- No student below the 20th percentile

5th Grade-One student low achievement/high growth

6th Grade-No student below the 20th percentile

Secondary Data: 7th/8th/11th-45% of our students are not proficient as measured by MStep.

*District Data Story Summary:* We need to support students with tier 3 math inventions to support lagging skills. We need to have interventions and push in to support student growth.



**Strategies:**

(1/5): Essential Instructional Practices for Early Mathematics, PreK - Grade 3

Owner: Jennifer Goodman

Start Date: 03/23/2022

Due Date: 06/28/2024

**Summary:** The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students’ learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will be the tool used in the ongoing professional development over a three-year period.

**Buildings**

- Pewamo-Westphalia Elementary School

Total Budget: \$100.00

- General Fund (Other)

**Communication:**

Method

- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional Development on instructional practices	Jennifer Goodman	03/23/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/5): Math Recovery Targeted Lower Elementary Intervention**

**Owner:** Jennifer Goodman

**Start Date:** 03/23/2022

**Due Date:** 06/10/2023

**Summary:** Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. MATHematical topics include: Number words and numerals, addition & subtraction, Structuring Number, and Conceptual Place Value.

**Buildings**

- Pewamo-Westphalia Elementary School

**Total Budget:** \$100,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

**Communication:**

**Method**

- School Board Meeting
- Parent Newsletter
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implementing math intervention program	Jennifer Goodman	03/23/2022	06/10/2023	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/5): Math Recovery Targeted Upper Elementary/ Middle School Intervention**

**Owner:** Jennifer Goodman

**Start Date:** 03/23/2022

**Due Date:** 06/28/2024

**Summary:** Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. Mathematics topics include place value, multiplication and division and structuring number.

**Buildings:** All Active Buildings

**Total Budget:** \$100,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

**Communication:**

**Method**

- School Board Meeting
- Parent Newsletter
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implementing a math intervention program	Jennifer Goodman	03/23/2022	06/28/2024	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Pewamo-Westphalia Middle/High School</li> </ul>				

**(4/5): Math Recovery**

**Owner:** Jennifer Goodman

**Start Date:** 03/23/2022

**Due Date:** 06/28/2024

**Summary:** US Math Recovery Council® professional learning courses increase teachers’ knowledge and understanding of how children think about and learn mathematics. This empowers teachers to use dynamic diagnostic assessments and make data-driven instructional decisions using any mathematics curriculum. Teachers spend 24 hours spread over multiple sessions to complete each AVMR course.

**Buildings:** All Active Buildings

**Total Budget:** \$100,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

**Communication:**

**Method**

- School Board Meeting
- Parent Newsletter
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implementing a math intervention program for tier 3 mathematics	Jennifer Goodman	03/23/2022	06/28/2024	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(5/5): 23g Intensive, Individualized Support**

**Owner:** Jennifer Goodman

**Start Date:** 10/12/2023

**Due Date:** 06/28/2024

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings:** All Active Buildings

**Total Budget:** \$200,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tier 3 math resources and programs to support individual students to get back on grade level. At the Middle School/High School a resource will include ALEKS-research based program. At the Elementary School a research based resource that will be utilized is Bridges Intervention.	Jennifer Goodman	10/12/2023	06/28/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Staffing of two certified math teachers to provide intensive academic support for students that are below grade level in math during	Jennifer Goodman	10/12/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>the school day. One teacher will serve students 6-12th grade and one teacher will service students in grades BK-5th grade. Data Meetings/MTSS will support students and include progress monitoring to ensure progress.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Overseeing and reporting progress. Jennifer Goodman, superintendent/curriculum director will oversee and the implementation, progress monitoring and reporting of data and progress of the strategy providing intensive individualized support to students that are not on grade level for math at both the elementary and middle school/hs level. This will be accomplished by data meetings, goal setting, implementation checks, and progress monitoring.</p>	<p>Jennifer Goodman</p>	<p>10/12/2023</p>	<p>06/28/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				