

MICIP Portfolio Report

Tawas Area Schools

Goals Included

Active

- MTSS Academics
-

Buildings Included

Open-Active

- Clara B. Bolen Elementary
 - Tawas Area High School
 - Tawas Area Middle School
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Tawas Area Schools

MTSS Academics

Status: ACTIVE

Statement: Our goal is to implement a guaranteed and viable curriculum in order to teach content with fidelity in Tier One instruction in all areas.

Created Date: 05/11/2022

Target Completion Date: 06/30/2026

Data Set Name: MTSS Academics

Name	Data Source
Tawas Link to MICIP Data Folder	Other

Data Story Name: MTSS Academics

Initial Data Analysis: 23g The data shows that 46% of our students are proficient or better on the ELA MSTEP and 30% of our students are proficient or better on the Math MSTEP. Over the past three years the percentage of students (3-11) deemed proficient in ELA standards has decreased fifteen percent. In math, the percentage of students (3-11) deemed proficient has decreased fourteen percent. The data shows that our students need continuous, high quality Tier 1 instruction as well as intensive, targeted Tier 2 instruction, coupled with an improved and viable curriculum to accelerate learning and close the learning gap.

Initial Initiative Inventory and Analysis: 23g To address this data so far, we have identified priority standards at each grade level and are currently working to create curriculum maps to align with those standards to help address unfinished learning and maximize the Tier 1 core curriculum. This has shown an increase in student achievement and growth achievement. We have also reviewed each content area's resources and either re-committed to the resource or determined the exploration of a new resource using the program evaluation tool. This allowed us to identify areas of need for professional development and holes within our current programs which we are currently piloting a program to address those needs. We have also defined and implemented Tier 2 intervention. We established protocols for identifying students in need of Tier 2 interventions and the specific areas of need for those students. This has allowed us to accelerate student learning by providing prescriptive interventions that target their needs.

Gap Analysis: 23g We currently have 46% of our students performing at or above proficiency on MSTEP ELA and 30% on MSTEP Math. We want at least 80% of our students performing at or above proficiency on MSTEP reading and math. In order to reach this desired state we need to provide our students with quality Tier 1 instruction as well as prescriptive, high quality Tier 2 instruction.

District Data Story Summary: 23g In summary, the data shows that the district is making

progress on improving the Tier 1 instruction through identifying priority standards, creating curriculum maps, evaluating resources, and providing additional professional development. There is still more work to be done based on the inconsistent increases of grade level proficiencies and growth. The efforts we have made so far need to continue with additional Tier 2 intensive and targeted support and services to ensure all learners' needs are met and student learning is being accelerated at a rate that is efficient enough to close the learning gap. The major challenges with providing these services is personnel is limited and the needs are high. The resources used for Tier 2 need to be specific to students needs and easily monitored for progress toward growth targets. Tier 2 interventions need to be monitored with a quality data system and regular data meetings.

Analysis:

Root Cause



Summary of Root Cause Analysis:

23g The root causes for our low student achievement on MSTEP reading and math are: the curriculum gaps in ELA and Math, specifically the lack of a phonic curriculum and inadequate math resources at the middle school level; Professional development is lacking regarding Tier 2 interventions, instructional delivery, and training on new curriculum resources. The district's resources and knowledge of current systems for monitoring the effectiveness of Tier 2 instruction is also lacking.

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.

Strategies:

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

Owner: Sarah Danek

Start Date: 05/10/2022

Due Date: 06/30/2026

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

Total Budget: \$10,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Email Campaign

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement a curriculum mapping process	Sarah Danek	05/10/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize data analysis for evidence-based decision making	Sarah Danek	05/10/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop an implement a data/team meeting process	Sarah Danek	05/10/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement an effective professional development planning process	Sarah Danek	05/10/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): 23g Expanded Learning Time

Owner: Sarah Danek

Start Date: 10/29/2023

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

Total Budget: \$150,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Sarah Danek will be the program manager. She has expertise in the strategy.	Sarah Danek	10/29/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Purchase resources and materials to enhance tier 2 and 3 in ELA and math K-12	Sarah Danek	10/29/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Provide training for staff to implement tiered supports in ELA and math K-12	Sarah Danek	10/29/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				