

MICIP Portfolio Report

Fennville Public Schools

Goals Included

Active

- Academics for All
-

Buildings Included

Open-Active

- Fennville Elementary School
 - Fennville High School
 - Fennville Middle School
-

Plan Components Included

Goal Summary

Data

 Data Set

 Data Story

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 Root Cause

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MICIP Portfolio Report

Fennville Public Schools

Academics for All

Status: ACTIVE

Statement: Our goal is to meet the academic needs of all students in order to increase ELA proficiency to 64%, Math proficiency to 60%, and reduce the percent of students "not proficient" in both ELA and Math to 10% or less in each content area. In the spring of 2023, the district average for ELA proficiency was approximately 46% and Math proficiency was approximately 25%. In the lowest category of "not proficient," ELA scores in 2023 were approximately 44% and math scores were approximately 49%.

Created Date: 10/24/2023

Target Completion Date: 06/30/2028

Data Set Name: FPS State Proficiency Data: ELA and Math

Name	Data Source
State Assessment Data	MiSchoolData
2022 ELA MATH RNN Data	Other
Strategic Plan Snapshot 8.21.23	Other

Data Story Name: FPS State Proficiency Data: ELA and Math

Initial Data Analysis: One of our Strategic Goal Areas is "Academics for All." On the attached Strategic Plan update, a variety of stakeholders have identified specific celebrations and growth edges by examining both quantitative and qualitative data sources. In considering 2022 ELA Proficiency vs Economically Disadvantaged expected performance, FPS performed 9.04% above expected performance. FES performed 14.53% above expected performance, FMS 4.67% above expected performance, and FHS performed 4.94% above expected performance.

In considering 2022 Math Proficiency vs Economically Disadvantaged expected performance, FPS performed 2.3% above expected performance. FES performed 14.0% above expected performance, FMS 2.7% below expected performance, and FHS performed 9.5% below expected performance.

In SAT evidence-based reading and writing, 68% of students did not meet college readiness. In SAT Mathematics, 87% of students did not meet college readiness. In grades 3-8 M-Step and P/SAT Performance Level Snapshot, a range of approximately 52-87% of students are partially proficient or not proficient in ELA. In grades 3-8 M-Step and P/SAT Performance Level Snapshot, a range of approximately 63-89% of students are partially proficient or not proficient in mathematics.

Initial Initiative Inventory and Analysis: District Wide Initiatives:

- MTSS A/B: Aligning systems of support

- PLCs
- ELA, Math, Science Curriculum, Instruction, Assessment alignment implementation
- Delta Math
- Increased athletic participation
- Increased focus on support for English Learners
- NWEA
- 31n

Building/Grade Level/Content Area Specific Initiatives:

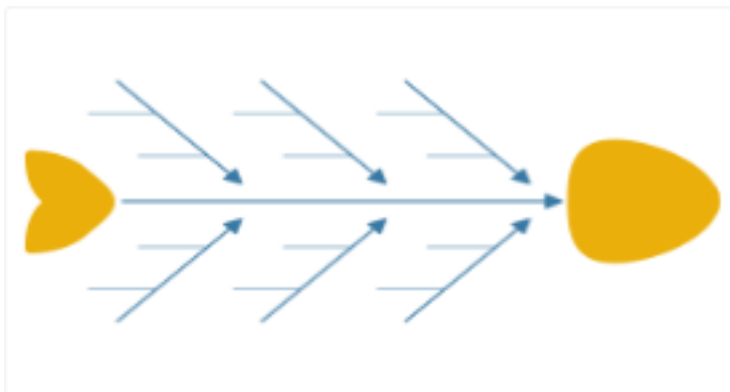
- Mentor program from the community (elementary/MS)
- After school tutoring (HS)
- Math and reading interventions (MS)
- Children’s First Lakeshore and student food baskets
- Advisory (HS and MS)
- WIN (Elementary)

Gap Analysis: Across K-12, student reading and math proficiency is not meeting district standards. While we are beating the odds or meeting projected expectations based on our student demographics in ELA across K-12, this is not the case in mathematics. It is imperative that we align Tier 1 curriculum, instruction, and assessment while simultaneously building our tiers of support to ensure we improve student outcomes.

District Data Story Summary: Students are underperforming district expectations in literacy and math across K-12.

Analysis:

Root Cause



Summary of Fishbone discovery:

The Fishbone exercise revealed that teacher training and the availability, prioritization, and alignment of Curriculum, Instruction and Assessment is a root cause in the lack of proficiency of Literacy and Math across the district.

Supporting Documents

Document Name	Document Summary	Upload Date
MICIP Fishbone Literacy and Math	Fishbone Diagram analyzing root cause of Literacy and Math proficiency	10/24/2023

Challenge Statement: If we focus on establishing a clear vision around Teaching and

Learning, providing professional learning around the inquiry model and literacy essentials, and articulating data driven goals; then students will be more likely to actively engage and enjoy learning so that student outcomes will improve.

Strategies:

(1/2): **Early Warning Intervention and Monitoring System (EWIMS)**

Owner: Jessica Gierucki

Start Date: 10/25/2023

Due Date: 06/30/2025

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students’ response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings: All Active Buildings

Total Budget: \$610,000.00

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

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • 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
3 full time certified teachers (or applicable permits) to provide supplemental Tier 2 or Tier 3 academic interventions based on EWI dashboard data (1.5 FTE 23g) and provide continuity of Tier 1 instruction when teachers are absent,	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
supporting staff and student mental health (1.5 FTE 31aa). Overseen by Director of Teaching and Learning.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g or Federally funded: Cost of contracted service to maintain a Early Warning Indicator system to systematically identify students who are at risk of not graduating on time based on chronic absenteeism, course performance and/or benchmark assessment performance, and behavior indicators via SWIS. This information is used to assign students targeted interventions and monitor student progress. Overseen by Director of Teaching and Learning.	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Title IA funded: Paraprofessionals (HQ) to assist with Priority Skill Intervention instruction directed by Reading Specialist. 5 paraprofessionals full time x 190 days	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> • Fennville Elementary School				
23g 0.5FTE certified teacher to provide targeted interventions to students determined to be at-risk in mathematics based on EWIMS	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Fennville Elementary School 				
Title IIA funded HQ Coach (0.5 FTE) to provide assistance to K-5 inst. staff in planning, developing and evaluating reading instruction for students. Also includes leading building reading data analysis and consulting on evidence-based instruction and intervention practices.	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Fennville Elementary School 				
Title IA or 23g funded Cost for Math and Data Coordinator to maintain math benchmark and progress monitoring data for Early Warning Indicator system. Includes support for K-5 teachers in identifying students in need of additional targeted interventions.	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Fennville Elementary School 				
Title IA funded: Two certified teachers (HQ) @ 1.5 FTE to provide Priority Skill Intervention for Literacy Instruction via implementation of Tier 2-3 evidence-based interventions with K-5 identified students	Jessica Gierucki	10/25/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Fennville Elementary School 				
23g EWIMS Program	Jessica	10/25/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Manager = Jessica Gierucki	Gierucki			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): 23g Expanded Learning Time

Owner: Jessica Gierucki

Start Date: 10/26/2023

Due Date: 06/30/2025

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: \$50,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

Communication:

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

Activity	Owner	Start Date	Due Date	Status
23g or Title IA or 31A funded: Summer School and Credit Restoration: Includes salaries and benefits for Summer School and Credit restoration teachers/staff, Paraprofessionals, transportation, and instructional materials. Overseen by Director of Teaching and Learning	Jessica Gierucki	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g or Title IA or other state/federal funded: Personalized Learning	Jessica Gierucki	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Platform(s) including IXL and/or Lexia site licenses in priority subject areas to individually support and accelerate unfinished learning. Overseen by Director of Teaching Learning.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Expanded Learning Time Program Manager= Jessica Gierucki	Jessica Gierucki	10/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				