

MICIP Portfolio Report

Ionía Public Schools

Goals Included

Active

- Improve Academic Achievement
-

Buildings Included

Open-Active

- A.A. Rather Elementary
 - Boyce Elementary
 - Douglas R. Welch High School
 - Emerson Elementary
 - Ionía High School
 - Ionía Middle School
 - Jefferson Elementary
 - Twin Rivers Elementary
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Ionia Public Schools

Improve Academic Achievement

Status: ACTIVE

Statement: 60% of all students will be proficient in both English Language Arts and Mathematics as exhibited on NWEA/Acadience/SAT/PSAT/MSTEP by June 30, 2026.

Created Date: 10/23/2023

Target Completion Date: 06/30/2026

Data Story Name: Improve Academic Achievement and Growth For All Students

Initial Data Analysis: We have 51% of our students who have not reached proficiency in either Math or ELA.

Initial Initiative Inventory and Analysis: The mission of Ionia Public Schools is to have a community dedicated to the pursuit of excellence.

Our core values consist of, growth mindset, respect, community, integrity, teamwork, and pride.

Our strategic plan identifies five areas that IPS will focus on:

- Increase student achievement
- Recruit and retain high quality staff
- Strengthen social-emotional resilience
- Strengthen community relationships
- Improve and maximize infrastructure

If we implement our strategic plan we would expect to have improved academic outcomes and see success for our students.

Steps to address data thus far:

Elementary:

English Language Arts: -Tier I supports include implementation of our core reading program, Reading Wonders. K-2 students all receive ECRI daily for phonics instruction. We have monthly grade level meetings to allow students to collaborate around ELA instruction. There is a dedicated 90 minute reading block in all classrooms. -Tier II supports include 30 minutes of targeted intervention instruction daily. The interventions are research based and selected based on data. IPS and ISD Literacy Coaches are used to monitor the fidelity of these interventions. -Tier III supports include additional time for individualized instruction. These are provided by Literacy Specialists or Special Education teachers if the student has an IEP.

Mathematics: -Tier I supports include implementation of our core math program, Bridges. We are in a third year of implementation so we are still offering support with pacing, grading, and instructional routines. Each classroom has 60 minutes of time for math instruction with an additional 20 minutes of time for Number Corner, foundational math skills. -Tier II supports can include reteaching math concepts from the daily lessons as well as individual support from paraprofessionals as needed. -Tier III supports can include additional instruction from special education teachers if the student has an IEP.

Secondary:

English Language Arts: -Tier I supports include implementation of our core math program, Collections. We are in the process of selecting a new ELA curriculum for 6-12 as our contract is ending for 9th-11th grade in 2024 and 6th-8th grade in 2025. IHS is currently piloting the StudySync curriculum with 10th graders. -Tier II supports include remedial reading classes, such as Creative Reading, to provide additional ELA support for those who need it. Both IHS and IMS have 30 minutes built into their daily schedule to allow for students to get extra support in classrooms that they need it in. -Tier III supports can include additional instruction from special education teachers if the student has an IEP. IHS offers a credit recovery program through Edgenuity for students that are credit deficient. Mathematics:-Tier I supports include implementation of our core math program, CPM and CMP. -Tier II supports include remedial reading classes, such as Math Labs, to provide additional math support for those who need it. Both IHS and IMS have 30 minutes built into their daily schedule to allow for students to get extra support in classrooms that they need it in. -Tier III supports can include additional instruction from special education teachers if the student has an IEP. IHS offers a credit recovery program through Edgenuity for students that are credit deficient.

Social Emotional Learning:

IPS has adopted an SEL curriculum at all our buildings to build social and emotional resilience in our students.

-Elementary schools implemented the TRAILS curriculum at the Tier I level in all K-5th grade classrooms. Tier II and III TRAILS groups have entrance and exit criteria and are operating on an as needed basis. -IMS implemented the Second Step curriculum at the Tier I level in all 6th-8th grade classrooms. There are Tier II and III individual and peer to peer groups with the counselors on an as needed basis. -IHS has implemented Navigate 360 lessons at the Tier I level for all 9th-12th grade students. Tier II and III lessons within Navigate 360 are also used on an as needed basis. -Douglas R. Welch High school began piloting Trails second semester of 2023. Lessons are taught at the Tier I level once per week to all students. -Capturing Kids Hearts training was offered to all new staff in the Fall of 2022. There was a refresher for all staff in the Fall of 2023. -All staff received training for Blue Envelope, a suicide prevention program in the 2022-23 school year. All staff will participate in a refresher training in the Fall of 2023. Implementation of the program occurred district-wide during the 2022-23 school year.

Data:

In preparation for MICIP, we have been revisiting and revising our data collection systems. We review district-wide benchmark data (Acadience and NWEA) three times per year. We also review SAT, PSAT, and MSTEP data as it becomes available.

Gap Analysis: We have 51% of our students who have not met proficiency for reading or math. Thus, that means we only have 49% of students that are proficient in both reading and math. We know that learning loss from COVID has contributed to that percentage.

District Data Story Summary: Strengths:

Prior to the pandemic we partnered with MIBLSI to implement an MTSS system for all schools. Part of that system was to focus on reading instruction. Prior to the pandemic we witnessed growth on the Acadience assessment. We inferred that those gains were due to the Tier I instruction and intervention systems that were implemented. Current data shows

that we need to refocus efforts on common ELA and Math instructional systems.

Challenges:

The data has indicated that the pandemic resulted in a learning loss for our students in reading and mathematics. Major challenges include recouping the learning loss for our students as well as closing the gap between our students. We also are challenged to increase student outcomes on state assessments. The data results indicate a need for additional instruction for Tier II and III students to close the achievement gap. Survey data and academic achievement data also indicate that there is a need to align instruction across buildings and utilize best practice instructional strategies. We will continue to focus efforts to develop staff capacity on best practice instructional strategies through training and clear expectations.

Braiding of Funding:

We coordinate general funds with state/federal grants to align to our initiatives. Title I (K-8 buildings, Section 31A for at-risk supports, 98c funds for learning loss, and ESSR funds to support learning loss.

Strategies:

(1/9): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Gold Standard Literacy Work	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET

Activity Buildings:

- A.A. Rather Elementary
- Boyce Elementary
- Emerson Elementary
- Jefferson Elementary
- Twin Rivers Elementary

(2/9): Social Emotional Learning (SEL) CASEL

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Capturing Kids Hearts Training	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TRAILS SEL	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • A.A. Rather Elementary • Boyce Elementary • Douglas R. Welch High School • Emerson Elementary • Jefferson Elementary • Twin Rivers Elementary 				
Second Step SEL	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Ionia Middle School 				
Navigate 360	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Ionia High School • Ionia Middle School 				
Behavior Specialists / Mental Health Providers	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • A.A. Rather Elementary • Boyce Elementary • Emerson Elementary • Ionia High School • Ionia Middle School 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none">• Jefferson Elementary• Twin Rivers Elementary				

(3/9): Positive Behavioral Intervention and Support (PBIS)

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
School Wide Incentive Programs	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/9): Bridges Math

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

Summary: Teachers use number talks, number sense routines, and/or other math routines three to five times a week for five to 20 minutes. The strategy allows students to focus on making sense of mathematics, using mathematical language, and communicating their reasoning. Talks and routines should have multiple access points and support active student engagement. For more resources, see the strategy "Improving Classroom Mathematical Discourse."

Buildings

- A.A. Rather Elementary
- Boyce Elementary
- Emerson Elementary
- Jefferson Elementary
- Twin Rivers Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Bridges Yearly Consumables and Manipulatives	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Bridges Training	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/9): Literacy Essentials

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

Summary: All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That’s why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan’s youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

Buildings

- A.A. Rather Elementary
- Boyce Elementary
- Emerson Elementary
- Jefferson Elementary
- Twin Rivers Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Grade Level Meetings	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/9): MTSS - Literacy (Reading)

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

Summary: The reading components of a Multi-Tiered System of Supports includes 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

- A.A. Rather Elementary
- Boyce Elementary
- Emerson Elementary
- Ionia High School
- Ionia Middle School
- Jefferson Elementary
- Twin Rivers Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff for reading interventions	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Intervention Materials	Alicia Thorlund	10/23/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/9): 23g Tutoring

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 09/30/2025

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

- A.A. Rather Elementary
- Boyce Elementary
- Emerson Elementary
- Ionia High School
- Ionia Middle School
- Jefferson Elementary
- Twin Rivers Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Before and/or after school tutoring	Alicia Thorlund	10/23/2023	09/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(8/9): 23g Expanded Learning Time

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 09/30/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School	Alicia Thorlund	10/23/2023	09/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Before and/or after school learning	Alicia Thorlund	10/23/2023	09/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • A.A. Rather Elementary • Boyce Elementary • Emerson Elementary • Ionia High School • Ionia Middle School • Jefferson Elementary • Twin Rivers Elementary 				

(9/9): 23g Intensive, Individualized Support

Owner: Alicia Thorlund

Start Date: 10/23/2023

Due Date: 06/30/2026

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

- Douglas R. Welch High School
- Ionia High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
IHS Interventionist	Alicia Thorlund	10/23/2023	09/30/2025	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Ionia High School 				
Credit Recovery Learning Coach	Alicia Thorlund	10/23/2023	09/30/2025	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Douglas R. Welch High School 				