

Williamston Community School

23g MI Kids Back on Track Plan

Parents, legal guardians and students may request additional assistance through the MI Kids Back-on-Track program by contacting their building principal.

Discovery Elementary - 517-655-2855

Cassie Pfander, Principal

Explorer Elementary - 517-655-2174

Kelly Campbell, Principal

Williamston Middle School - 517-655-4668

Deb LaFleur, Principal

Adam Supianoski, Assistant Principal

Williamston High School - 517-655-2142

Steve Delp, Principal

Chris Armour, Assistant Principal

MICIP Portfolio Report

Williamston Community Schools

Goals Included

Active

- Improving student achievement through the implemen...
-

Buildings Included

Open-Active

- Discovery Elementary
 - Explorer Elementary
 - Williamston High School
 - Williamston Middle School
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

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Implementation Plan

Buildings

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Williamston Community Schools

Improving student achievement through the implemen...

Status: ACTIVE

Statement: Every student will meet the math, reading, writing, science and social -emotional growth targets as measured by state, local and/or benchmark assessments June 2026.

Created Date: 04/21/2022

Target Completion Date: 06/26/2026

Data Set Name: District Improvement Story

Name	Data Source
M-STEP Math Data Over Time	MiSchoolData
M-STEP Science and Social Studies Over Time	MiSchoolData
NWEA data for K-5 2022-23	NWEA
NWEA 2022-23 Reading and Math Percentages per Grade	NWEA
WCS ELA over time	MiSchoolData
NWEA Data over time	NWEA
WCS M-STEP ELA over time	MiSchoolData
WCS AimswebPlus Data 2022-23	Other
AimswebPlus K Math Data	Other
AimswebPlus 1st grade math	Other
AimswebPlus K Reading Data 22-23	Other

Data Story Name: 23g MTSS Need for Expanded Learning Time

Initial Data Analysis: Data reflected COVID 19 learning loss and at risk student performance. The data was representative of M-STEP and MAP for the years taken in Williamston. We have seen a decline in the past years, but are addressing the gap with our learners within an MTSS system during the school year, and would like to increase intensive interventions within a summer school program.

Initial Initiative Inventory and Analysis: The need to be addressed is to support our learning loss students to bring them up to grade level equal to their peers. The data shows that their

is still a learning loss evident due to COVID 19, and that the students have not returned to pre-COVID academic progress.

Personnel involved in the implementation of support is general education MTSS coaches, general education teachers and paraprofessionals. They are all trained using evidence based instruction during the schools professional development structure. We have exit tickets for the staff to fill out after our professional developments to gauge the next steps or needs.

The financial commitment is for the entire 2024 summer program. We provide the same number of staff and classrooms across our K-5 buildings to allocate the resources to maintain an equitable system of support per building.

The implementation is to include our low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. We have addressed the challenges to this equitable implementation is by administering high-quality, reliable assessments that monitor progress and assist our educators ability to meet their needs. We include differentiating instruction, implementing evidence-based activities to meet the comprehensive needs of all students and provide information and assistance to parents and families on ways to support students.

1. Tiered system
2. WIN model - within the classroom
3. Data Day
4. District Data Day
5. After School Program
6. Summer School Program

Gap Analysis: WCS would like to see RIT scores rise in math and ELA on MAPS. We would like to see MSTEP scores across grade levels return to pre-Covid rates and an increased percentage across grade levels and core curriculum. WCS would like the desired state to be all student groups equally perform on state, benchmark and classroom assessments equal to their ability and pre-pandemic levels.

District Data Story Summary: WCS is working to close the student gaps in learning that is evidenced by the M-STEP and MAP data.

Opportunity for growth has been In working with a three tier MTSS system, we are identifying and honing in on skill deficits to meet the needs of all of our learners, especially those diverse needs of students with the greatest risks such low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

We have both math and reading interventions that are based on where the students show need within the student performance results on state and benchmark assessments.

Coaches also see students as "tier 4" when they are not making any progress after 6-8 weeks of instruction. The most effective programs have been in small group instruction per K-5 grades with qualified teaching staff.

The greatest amount of our Title funding is being used on our tiered system of support, for personnel as well as curriculum purchases.

Data is being collected through our progress monitoring system. We utilize many different

assessments such as Easy CBM, Orton Gillingham, Heggerty, Aimsweb and NWEA on an every two week rotation.

The data shows that there is growth in skills, but the need for more intensive, continuous, small group intervention is needed to support our at risk learners.

Strategies:

(1/2): MTSS Framework (General)

Owner: Michele Cook

Start Date: 04/21/2022

Due Date: 06/26/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All district schools will provide tiered academic interventions in math, reading, writing, science and social - emotional learning.	Michele Cook	04/21/2022	06/26/2026	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
All district schools will provide tiered academic interventions in math, reading, writing, science and social - emotional learning.	Michele Cook	04/21/2022	06/26/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Discovery Elementary • Explorer Elementary 				

(2/2): 23g Expanded Learning Time

Owner: Michele Cook

Start Date: 10/11/2023

Due Date: 06/07/2025

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
To address unfinished learning, certified staff will be hired to implement a before school and an after-school intervention program for Williamston’s elementary students who have suffered the impact of lost or “unfinished” learning. Our most recent student performance results on the M-STEP and P/SAT, along with AimswebPlus and NWEA confirm that our students are not performing as they were at pre-pandemic levels as evidenced by the data charts. To address this learning loss, Williamston Community Schools implements a rigorous curriculum, instruction, and assessment model. Williamston Community Schools has a strong Multi-tiered System of Support in place that supports the	Michele Cook	10/11/2023	06/06/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>unique abilities, culture, and backgrounds of each student we serve. To continue student support who are in need of additional instruction, we will support the direct instruction, assessment, and curriculum to mitigate learning loss through a before and after school program for our K-5 students. The funding source from the 23g grant will allow Williamston Community Schools to implement the summer K-5 program by paying our own general education teachers to staff the intervention program. Staff utilizes data from NWEA, classroom assessments, observations, and their overall academic progress to select the students who will participate equitably. Specifically, 5-8 students per grade will be selected for small, intensive, research-based interventions such as Touch math, Bridges, Foundations Reading, Wilson Language, Corrective Reading, Barton Reading, STARS, and Delta Math, that target the area of need as shown by our data. Additionally, professional development on differentiating the curriculum in reading and math K-5 for all staff who</p>				

Activity	Owner	Start Date	Due Date	Status
<p>will participate in the intervention program will be implemented. We would like to use the funds from 23g to provide the before and after school interventions by identifying through our summative assessments such as NWEA, AimswebPlus, Easy CBM, Orton Gillingham, Heggerty, etc. the students who will participate. The interventions we would like to run will begin January 2024 and continue through each semester through the 2024-2025 school year. Sessions will be from 7:45-8:45 for the before school session and 3:45-4:45 for the after-school sessions. The sessions will run one to three days per week. A parent letter from the school will go out to families to ask for permission for their child to participate.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Discovery Elementary • Explorer Elementary 				
<p>Oversight of the 2024 Summer School Program and strategy implementation. Director of Curriculum and Special Education will oversee the K-5 summer school program for at risk students. This person's</p>	<p>Michele Cook</p>	<p>01/30/2024</p>	<p>06/07/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>expertise revolves around her 6 years as curriculum director, MTSS and special education professional. Additionally, as her resume in NexSys validates, she holds an Ed.D in Educational Leadership. Please refer to the resume in NexSys to view all work experience within the field of special education, at risk oversight and leadership in curriculum.</p>				
<p><i>Activity Buildings: All Buildings in Implementation Plan</i></p>				
<p>To address unfinished learning, certified staff will be hired to implement a before school intervention program for Williamston's middle school students who have suffered the impact of lost or "unfinished" learning. Our most recent student performance results on the M-STEP and P/SAT, along with AimswebPlus and NWEA confirm that our students are not performing as they were at pre-pandemic levels as evidenced by the data charts. To address this learning loss, Williamston Community Schools implements a rigorous curriculum, instruction, and assessment model. Williamston Community Schools has a strong Multi-tiered System of Support in place that supports the</p>	<p>Michele Cook</p>	<p>01/29/2024</p>	<p>06/06/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>unique abilities, culture, and backgrounds of each student we serve. To continue student support who are in need of additional instruction, we will support the direct instruction, assessment, and curriculum to mitigate learning loss through a before school intervention program for our 6-8 students. The funding source from the 23g grant will allow Williamston Community Schools to implement the 6-8 program by paying our own general education teachers to staff the intervention program. Staff utilizes data from NWEA, classroom assessments, observations, and their overall academic progress to select the students who will participate equitably. Specifically, 5-10 students per grade will be selected for small, intensive, research-based interventions such as Touch math, Bridges, Foundations Reading, Wilson Language, Corrective Reading, Barton Reading, STARS, and Delta Math, that target the area of need as shown by our data. Additionally, professional development on differentiating the curriculum in reading and math 6-8 for all staff who</p>				

Activity	Owner	Start Date	Due Date	Status
<p>will participate in the intervention program will be implemented. We would like to use the funds from 23g to provide the before school interventions by identifying through our summative assessments such as NWEA, AimswebPlus, Easy CBM, Orton Gillingham, Heggerty, etc. the students who will participate. The interventions we would like to run will begin January 2024 and continue through each semester through the 2024-2025 school year. Sessions will be from 7:15-8:15 three to five days per week for the before school session. A parent letter from the school will go out to families to ask for permission for their child to participate.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Williamston Middle School 				
<p>To address unfinished learning, certified staff will be hired to implement a Saturday school intervention program for Williamston’s high school students who have suffered the impact of lost or “unfinished” learning. Our most recent student performance results on the M-STEP and P/SAT, along with AimswebPlus and NWEA confirm that our students are not performing</p>	Michele Cook	01/29/2024	06/06/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>as they were at pre-pandemic levels as evidenced by the data charts. To address this learning loss, Williamston Community Schools implements a rigorous curriculum, instruction, and assessment model. Williamston Community Schools has a strong Multi-tiered System of Support in place that supports the unique abilities, culture, and backgrounds of each student we serve. To continue student support who are in need of additional instruction, we will support the direct instruction, assessment, and curriculum to mitigate learning loss through a Saturday school intervention program for our 9-12 students. The funding source from the 23g grant will allow Williamston Community Schools to implement the 6-8 program by paying our own general education teachers to staff the intervention program. Staff utilizes data from NWEA, classroom assessments, observations, and their overall academic progress to select the students who will participate equitably. Specifically, 5-10 students per grade will be selected for small, intensive,</p>				

Activity	Owner	Start Date	Due Date	Status
<p>research-based interventions such as Touch math, Bridges, Foundations Reading, Wilson Language, Corrective Reading, Barton Reading, STARS, and Delta Math, that target the area of need as shown by our data. Additionally, professional development on differentiating the curriculum in reading and math 9-12 for all staff who will participate in the intervention program will be implemented. We would like to use the funds from 23g to provide the Saturday school interventions by identifying through our summative assessments such as NWEA, AimswebPlus, Easy CBM, Orton Gillingham, Heggerty, etc. the students who will participate. The interventions we would like to run will begin January 2024 and continue through each semester through the 2024-2025 school year. Sessions may range from one hour to three hours in duration. Saturday school hours will be coordinated by the high school administration. A parent letter from the school will go out to families to ask for permission for their child to participate if the students are under 18 years of age.</p>				
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Williamston High School 				
FTE for staffing the before, after school and Saturday interventions. Association members who volunteer to provide remediation or intervention either before or after school hours or on Saturdays to qualifying students will be compensated at the rate of \$50.00/hour.	Michele Cook	01/30/2024	06/06/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
FTE and/or dollars for staff or administration who perform the data collection and reporting of the before, after school and/or Saturday interventions. The Association members will be compensated at the rate of \$50.00/hour. The administration will be compensated at a .5 FTE of their salary.	Michele Cook	01/29/2024	06/06/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				