

MICIP Portfolio Report

Caniff Liberty Academy

Goals Included

Active

- ELA and Math M-STEP Improvement
-

Buildings Included

Open-Active

- Caniff Liberty Academy
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MICIP Portfolio Report

Caniff Liberty Academy

ELA and Math M-STEP Improvement

Status: ACTIVE

Statement: Students will increase 15% proficiency in literacy and numeracy goals as indicated on the ELA and Math M-STEP using high-dosage tutoring.

Created Date: 10/30/2023

Target Completion Date: 06/30/2024

Data Set Name: 15% Improvement of ELA and Math on M-STEP and SAT

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data

Data Story Name: 15% Improvement of ELA and Math on M-STEP and SAT

Initial Data Analysis: According to the Spring 2023 M-STEP assessment 244 Caniff Liberty Academy students were not proficient in one or more ELA or Math MSTEP Assessment (Grade 3-7), a average of forty-eight students per grade. In addition, thirty-nine eighth grade students were not proficient on either the ELA or Math portions of the PSAT 8 Assessment. In total, 283 students, Grades 3-8 were not proficient in either ELA or Math.

Initial Initiative Inventory and Analysis: The initial analysis is that by moving 20% of students from partially proficient to proficient, the district will meet its goal of an aggregate 35% proficiency.

Current interventions at the K-12 level have been around the MTSS framework and include a variety of strategies to support students' learning recovery and learning loss goals. Students in 3rd grade have shown a significant drop compared to their counterparts who took the same test pre pandemic. This is a telling tale as the 3rd grade group suffered the most early literacy gaps. Plans have been in place to support students with class size reduction, intervention programs such as pull-outs and push-in services along with a myriad of activities involving individualized supports. Some examples are Imagine Learning implementation for self-paced instruction, personalized programming during the after-school programs and parent involvement meetings. Using the Response to Intervention methods, teachers have been supporting early literacy interventions in grades K-3 with MLPP data and NWEA data to progress monitor. In the middle school grades, students are receiving targeted interventions using a diagnostic and prescriptive approach. Based on mastery learning goals, students are placed in appropriate educational programs such as the Honors program if they are at or above grade level. Students with larger skill gaps receive small group instruction through a class size reduction plan. The district has invested in personnel to support students as per the school improvement plan.

Gap Analysis: The current reality is that there is a dedicated set of resources and initiatives in place to help students develop fluency and comprehension skills. However, the student proficiency is not increasing at the pace we would desire. The subgroups in need of a greater level of intervention are lower-level English Language Learners and Special Education students. The targeted intervention will occur mostly with the higher EL students and formerly EL students to promote the goals of moving them from partially proficient to proficient using evidence-based practices. For other sub-group, intervention will focus on growth indicators rather than proficiency indicators.

In Math, there was a steady decline from pre-pandemic proficiencies, however, there has been a sharp decline in ELA from the pre-pandemic era to recent test scores. ELA learning recovery goals are a high priority for the district. Students who receive academic support in designated areas such as reading and math are showing positive gains. However, writing skills are the weakest for the students across all grade levels. The high-dosage tutoring would emphasize response to reading, writing process, and grammar mini lessons to support the EL students in gaining a better understanding of the English language.

District Data Story Summary: What strengths or opportunities for growth have been identified? Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not?

Students with higher WIDA proficiency who have received specific interventions to improve their academic language skills have been identified as partially proficient on the MSTEP. These students are more likely to pass the MSTEP provided there are more interventions set up for them. This includes identifying the skill gaps, writing out goals and interventions, and supporting students with their objectives for learning outcomes.

The rainbow groupings have provided students with opportunities to work with interventionists using targeted action strategies including comprehension, vocabulary, and reading fluency. In addition, students have been focusing on building mathematical fluency and conceptual understanding. Students in the lower group focus on growth indicators while the higher group focuses on proficiency indicators using the MSTEP data indicators.

Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives?

The district recognizes that certain incentives such as duplicative interventions have been promising in supporting student gains. Intervention programs in the district are based on the MTSS framework and include a variety of strategies to support individualized growth and proficiency plans. District plans emphasize spiraling certain strategies and interventions to ensure that students are receiving the designated supports and services, and the teachers involved are collaborating. The EL team, Sp. Ed team, General Ed team, and paraeducators/specialists work together for progress monitoring. The duplication of strategies is deliberate and ensures that students are experiencing the program from many different perspectives.

Is there a braiding or blending of funding across the various programs and efforts? Is the greatest amount of funding being applied to those with the greatest need?

The funding is allocated based on the needs identified and aligned with the goals of the school improvement plan. All subgroups have interventions and activities that are properly funded through a variety of sources. Due to a large number of EL students, the district priorities are utilizing all measures to ensure that the EL program is robust and comprehensive to support ALL students in need. The growing Ukrainian population is in more critical need of extra resources so the district plans include more investments in this group of students through a variety of title fundings

How is the district collecting data from those who are impacted by its strategies/initiatives? What does that data say?

The district annually surveys students, teachers, and parents surrounding the academic, leadership, and cultural environment within the school. The data demonstrates there is a continued need to support all students, especially English Language Learners. The data also suggests that with greater teacher empowerment, there will be greater student ownership. Students are expressing the desire to have a voice in their learning and to be responsible and accountable for their achievements.

NWEA, M_STEP, and WIDA metrics provide teachers with information to develop individual and small-group plans for students using a diagnostic and prescriptive approach. Teachers collect formative data and discuss this with the MTSS coordinators and the school leadership teams to engage in continuous cycles of progress monitoring. This data is evaluated and used to make instructional changes.

In the past, OIA has used various interventions ranging from Tier 1, 2 and 3 supports. The greatest achievements were notable with Tier 2 programming which included small pull-out services. In addition, 60 students who participated in the after-school program showed improvement from Fall to Spring in NWEA growth. Unfortunately, many students did not have the option to stay after school. 23G funding would be utilized to extend the tutoring that is part of the after-school program into the school day. According to the National Student Support Accelerator, "tutoring is the best-known approach for acceleration and it can simultaneously improve student well-being and engagement in school." 23G funding will be used to provide high-dosage tutoring with the following as key considerations:

1. Tutoring programs will be integrated to maximize access for students who could benefit the most.
2. Students will have access to tutoring services as part of their regular academic support.
3. 23G funding will allow tutoring to occur 3-5 times a week over an extended period of time for a focus group of students
4. Instructional strategies that support differentiated tutoring instruction with a focus on students' assets and needs will be identified.

As a part of the 23G goals, the district is committed to selecting high-performing teachers/tutors who are qualified to support students in small groups of 3-5 students each. K-8 students will participate four times a week. By providing high-quality professional development and ongoing coaching, the district will ensure the implementation of the program with a high degree of fidelity to accomplish improvement with unfinished learning and grade-level proficiency. The funding allocated for this goal will be utilized to invest in high-dosage tutoring across our K-8 district. The monies will be used for teacher stipend, professional development, personalized resources, and administrative support including

instructional coaches. The district has systems in place to engage in progress monitoring using predictive M-STEP scores from interim assessments.

Analysis:

Root Cause



Five Whys

- Why: During the COVID-19 pandemic teacher competency in online instruction and use of multimedia platforms has increased significantly, however, some teachers struggle with the technology. Students have also become more comfortable with online learning and as independent learners.

The Superintendent meets with building administrators to make sure that they have the skills and competencies to address the challenges and lead with direction. Categorical monies are used to fund Reading Specialists, Math Coaches, ESL Coaches, Reading Coaches, and ESL teachers to support students in push-in, pull-out, and small group work. Instructional materials and supports, both online and material, are selected to address specific areas of growth and need. Teachers use data from NWEA, Fountas and Pinnell, MSTEP, and PSAT 8 to identify the individual strengths and weaknesses of each student. Each student has a growth plan and growth target based on NWEA scores. Bilingual paraprofessionals work with small groups of students and push-in and pull-out of classrooms. The special education teacher, social worker, and Speech Pathologist work with students based on IEPs as well as teacher and administrator referrals. While not all challenges are met at the same level of success, no challenge is ignored. Our largest challenge remains to be our ESL population, which makes up over 70% of our school along with a growing Ukranian population.

There are multiple strategies and activities to address each challenge, but nonredundant in duplicity. Some of the strategies and activities are more successful than others, however, each service provides multiple opportunities and means to address the area of need. Funds are identified and prioritized to address the needs from greatest to least.

Challenge Statement: As a result of unfinished learning, Caniff Liberty Academy needs to support individualized learning through high dosage tutoring to get all students to grade-level standards or make their annual growth.

Strategies:

(1/1): 23g Tutoring

Owner: Dr. Randy Speck

Start Date: 10/30/2023

Due Date: 06/30/2024

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: All Active Buildings

Total Budget: \$84,000.00

- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High Dosage Tutoring Professional Development	Dr. Randy Speck	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
High Dosage Tutoring	Dr. Randy Speck	10/30/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				