

MICIP Portfolio Report

Plymouth-Canton Community Schools

Goals Included

Active

- Assessment Scores ELA and Math
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Buildings Included

Open-Active

- Bentley Elementary School
 - Bird Elementary School
 - Canton High School
 - Discovery Middle School
 - Dodson Elementary School
 - East Middle School
 - Eriksson Elementary School
 - Farrand Elementary School
 - Field Elementary School
 - Gallimore Elementary School
 - Hoben Elementary School
 - Hulsing Elementary School
 - Isbister Elementary School
 - Liberty Middle School
 - Miller Elementary School
 - P-CCS Elementary Virtual Academy
 - P-CCS Middle Virtual Academy
 - P-CCS Virtual High School Academy
 - Pioneer Middle School
 - Plymouth High School
 - Salem High School
 - Smith Elementary School
 - Starkweather Academy @ Fiegal
 - Tonda Elementary School
 - West Middle School
 - Workman Elementary School
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Plan Components Included

Goal Summary

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 Data Set

 Data Story

Analysis

 Root Cause

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 Implementation Plan

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Funding
Communication
Activities
 Activity Text
 Activity Buildings

MICIP Portfolio Report

Plymouth-Canton Community Schools

Assessment Scores ELA and Math

Status: ACTIVE

Statement: Our goal is to improve assessment data across all demographic groups in ELA and Math by 5% by 2025.

Created Date: 10/27/2023

Target Completion Date: 06/27/2025

Data Set Name: MSTEP, PSAT, SAT

Name	Data Source
MSTEP	Acadience
2022-2023 PSAT Data	Acadience
2022-2023 SAT	Acadience
2022-2023 NWEA and Panorama	Acadience

Data Story Name: Academic Data Summer Programming 23g

Initial Data Analysis: Grades K-2

Achievement

Achievement in Math was higher as compared to Reading All groups demonstrated Average or Above Average Achievement Slight decline from 2021-22

Growth (Fall to Winter)

Growth in Math & Reading were very similar All groups demonstrated Average or Above Average Growth Continues to rebound from 2020-21

Grades 3-5

Achievement

Achievement in Reading was higher as compared to Math Most groups demonstrated Average or Above Average Achievement Stabilized since 2020-21

Growth (Fall to Winter)

Growth in Reading was higher than growth in Math All groups demonstrated Average or Above Average Growth Remained mostly stable, some slight decline from 2021-22

Grades 6-8

Achievement

Achievement in Reading was higher as compared to Math Most groups demonstrated Average or Above Average Achievement Increased slightly compared to 2021-22

Growth (Fall to Winter)

Growth in Reading was higher than growth in Math All groups demonstrated Average or Above Average Growth Steady increase since 2020-21

Social Emotional Learning - Panorama Survey

Grades K-2

Relative strengths Emotion Regulation & Engagement. Relative weakness in Self-Management & Grit, but growth shown this year. Greatest areas of increase were Grit, Learning Strategies, & Self-Management from the beginning to the end of the year.
Grades 3-5

Relative strengths Self-Management, Social Awareness, & Supportive Relationships. Relative weakness in Growth Mindset & Emotion Regulation. Greatest areas of increase were Grit and Growth Mindset from the beginning to the end of the year.
Grades 6-8

Relative strengths Self-Management & Supportive Relationships. Relative weakness in Growth Mindset & Emotion Regulation. Greatest areas of increase were Grit and Emotion Regulation.
Grades 9-12

Relative strengths Self-Management & Supportive Relationships. Relative weakness in Growth Mindset & Emotion Regulation, but growth shown in Emotion Regulation. Greatest areas of increase were Grit and Emotion Regulation.

Initial Initiative Inventory and Analysis: Supporting Student Academic Success:

The Teacher on Special Assignment for Student Academic Support (TOSA) program: Elementary School - TOSA Academic Support Teachers Middle School - TOSA Academic Support Teachers in Math & ELA High School - TOSA Student Success Coaches Elementary building-based instructional coaches to provide Tier I and Tier II support.

Supporting Student Physical, Psychological and Emotional Safety:

Full implementation of additional student support personnel added in 2021-22: Middle School Deans of Student Success Elementary Student Success Specialists Elementary TOSA Findings

Focus of the Role: The TOSA works collaboratively with fourth and fifth grade teachers and provides in-class small group instruction with students from 11t eligible demographic groups who need additional academic support. In first year of implementation (2022-23).

Measurements: NWEA data

Interventions: Small group instruction in ELA and Math

Key Findings (Results):

There was a positive impact in the areas of reading and math for students receiving TOSA support 51% of students receiving support met or exceeded their reading and math growth projection The ongoing professional learning for TOSAs has had a positive impact on skills related to small group instruction Monthly data review for students receiving support has informed the MTSS process for identified students Next Steps:

Continue to build additional resources for systematic monitoring of student achievement and progress with Panorama, DnA, and Tableau

Elementary Student Success Specialists

Focus of the Role: To provide academic and SEL support to elementary students who will benefit from additional assistance to be successful in the school setting. In first year of implementation (2022-23).

Measurements: Panorama Data -showing strength in many or all of SEL topics

Interventions: Implementing individual and small group support with SEL skillbuilding by developing behavior support plans and friendship groups, supporting work completion,

building foundational ELA and math skills, work on problem solving skills, and facilitating restorative conversations.

Key Findings (Results):

All elementary schools with an ESSS showed an increase in SEL competencies between trimester 1 and trimester 3. Monthly data review for students receiving support has informed the MTSS process for identified students. It has been beneficial to have the Student Success Specialists meet monthly in a cohort to refine support strategies. Next Steps:

Refine data collection to include NWEA data monitoring for identified students. Focus on Climate and Culture Survey data to inform opportunities.

Middle School TOSA

Focus of the Role: The TOSA is assigned a caseload of students who need additional academic support and meet the criteria as outlined by ESSER 11t. They push into designated Math or ELA classrooms to provide in-class support and provide additional 1:1 or small group instruction outside of class.

Measurements: NWEA data, student course grades

Interventions: Small group and/or 1:1 instruction in Math or ELA

Key Findings (Results):

81% (121 of 149) of students served by a TOSA passed their Math or ELA course in Semester 1. Overall, Fall to Winter NWEA data indicate that these students are meeting their growth projections. Next Steps:

Utilize the TOSA PLC to discuss and refine small-group instructional practices. Continue to monitor course grades and NWEA growth data to inform practice and determine effectiveness.

Middle School Deans of Students

Focus of the Role: The focus of the Dean of Student Support is to provide proactive academic, behavioral, and SEL support to an assigned caseload of students. In addition, they support school-wide PBIS, assist students as they navigate conflict, facilitate Restorative Conversations to repair harm, and connect with families to support student growth.

Measurements: Caseload data: attendance, course grades, disciplinary referrals, SEL Survey Data

Interventions: Check-in/ Check-out, Restorative Conferences, 1:1 meetings, behavior plans, positive reinforcement (PBIS rewards, positive calls home, supervised free-time)

Key Findings (Results):

86% (87 of 101) of caseload students with behavior concerns demonstrated improvement. 83% (69 of 83) of caseload students with academic concerns demonstrated improved grades. Next Steps:

Utilize the Dean PLC and Middle School Administrator meetings to share successes. Continue to reinforce the fact that the role of the Dean of Student Support is different than the P-CEP Dean.

High School TOSA

Focus of the Role: Implement a case management approach to provide academic and personal development support to high students from ESSER 11t eligible demographic groups who need additional assistance to be successful.

Measurements: Student course grades

Interventions: Individualized academic intervention plans, progress monitoring during weekly meetings, after-school tutoring and homework help, and parent/guardian meetings and engagement activities.

Key Findings (Results): 40% (50 of 125) of students on the TOSA caseload reduced the number of course failures from the previous school year

Next Steps:

Continue weekly TOSA meetings to review data and share impact across all high schools. Focus on improving student attendance. Monitor end of year course grades to inform practice and determine effectiveness of the TOSA model.

K-5 Instructional Coaches

Focus of the Role: To offer individualized, classroom-based support for teachers in developing lessons, utilizing data and reflecting on instructional practices.

Measurements: NWEA student growth data and teacher survey data

Key Findings (Results):

Students whose teachers engaged in sustained, on-going coaching outperformed students whose teachers did not engage in coaching Teachers positively reported changes in practice after receiving coaching Quote from staff: "We appreciated her help in planning our strategy groups, planning and implementing our words their way groups, and finding ways to implement targeted, small-group instruction during writer's workshop."

Next Steps: Continue district-level and elementary building instructional coaches; Review need for additional building-based instructional coaches.

Gap Analysis: ELA and Math in grades K-8 are focus areas. Students are demonstrating growth in ELA. However, we recognize the need for solid Tier I phonemic instruction therefore, we have adopted the curricular resource UFLY. Math is an area of major focus in grades 6-8, we are focusing on resource implementation as well as Tier I instructional support.

Our work with our Black/African American Academic Achievement Subcommittee will continue focusing on Academics, Behavior, and Social Emotional.

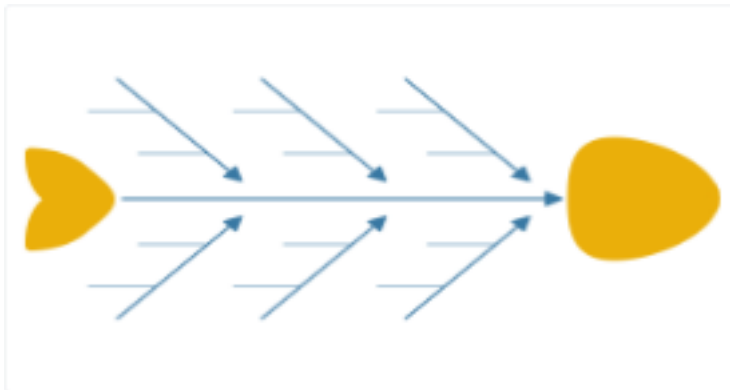
District Data Story Summary: We are maximizing all ESSER grants to support our students during the school day and after school. We have braided ESSER funds with general funds to provide more adults to support students academic, behavioral, and social emotional needs.

P-CCS will offer evidence-based academic support in after-school and summer programs throughout the year and during the summer months with a wide variety of opportunities for students to engage in, based on their targeted areas of need. These programs will include academic enrichment classes and community-based experiences; an elementary summer academy (K-5); a middle school summer academy (6-8); credit recovery (9-12); high-dosage tutoring; an Algebra jumpstart program for targeted rising 9th graders; an extended school year program for students with additional needs, such as those in our Autism Spectrum Disorder Center-Based Programs; embedded supports for students identified as English Learners and those with IEPs; an integrated focus on Social-Emotional Learning (SEL) competencies; trained staff onsite to support students' social-emotional wellness and

mental health needs; and transition support for incoming 6th and 9th graders. Certified teachers will be available in each of these programs to work directly with students and assist them in mastering the content and support personalized learning needs. Transportation will be provided to students in order to remove any barriers to participation. Our programs will include multiple opportunities for students with both in-person and virtual experiences available, as well as options that personalize pathways for students using diagnostic assessments, resources, and platforms to focus on targeted skills.

Analysis:

Root Cause



Summary of Fishbone discovery:

P-CCS most vulnerable learners need specialized support that includes but not limited to summer programming. Summer programming will address the needs of our most vulnerable learners through evidence-based interventions and strategies that remove barriers to their learning. Based on a needs assessment of academic, social-emotional, and behavioral data, our consultation with district stakeholders, and input from our feedback surveys, P-CCS will provide interventions for low-income students, students of color, students with disabilities, MLL students and others who are less than proficient academically through increased intervention, Elementary Student Support Specialists, Middle School Student Support Deans, Teachers on Special Assignment (TOSA) for Student Academic Support, resource room support, teacher consultants, and other supports; increase support for EL students by hiring additional certified ELD teachers; provide free access to technology and wifi for low-income students; implement free after school and summer tutoring and mentoring services for students in targeted demographic groups; provide transportation and basic needs support for students experiencing homelessness or in foster care, and increase the social-emotional supports for all targeted demographic groups.

Supporting Documents

No Documents Included

Challenge Statement: P-CCS needs to allocate funds to provide additional support for our most vulnerable students through summer programming which will include academic support, SEL support, and tutoring.

Strategies:

(1/2): 23g Expanded Learning Time

Owner: Kimberly May

Start Date: 07/02/2024

Due Date: 06/27/2025

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: \$1,508,008.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Email Campaign • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After school and summer school support to qualifying students in grades 1st - 12th. Targeted instruction using evidence-based strategies in math and ELA to meet the needs of identified students. Funding will cover staff stipends, transportation, and breakfast & snacks for students participating.	Beth Rayl	07/02/2024	06/27/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Targeted small group instruction focused on English language development and math in the EL Summer Jump Start program for identified EL students in grades K-8 that are performing at entering and emerging levels; this support includes EL students with IEPs. Funding includes staff stipends, transportation, and materials.	Kimberly May	07/02/2024	06/27/2025	UPCOMING

Activity Buildings:

- Bentley Elementary School
- Bird Elementary School
- Discovery Middle School
- Dodson Elementary School
- East Middle School
- Eriksson Elementary School
- Farrand Elementary School
- Field Elementary School
- Gallimore Elementary School
- Hoben Elementary School
- Hulsing Elementary School
- Isbister Elementary School
- Liberty Middle School
- Miller Elementary School
- P-CCS Elementary Virtual Academy
- P-CCS Middle Virtual Academy
- Pioneer Middle School
- Smith Elementary School
- Tonda Elementary School
- West Middle School
- Workman Elementary School

(2/2): 23g Tutoring

Owner: Kimberly May

Start Date: 11/06/2023

Due Date: 06/27/2025

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: All Active Buildings

Total Budget: \$250,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Brochure
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After School Tutoring	Beth Rayl	11/06/2023	06/27/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				