MICIP Portfolio Report

Niles Community Schools

Goals Included

Active
- Improve Academic Achievement in all Curricular Are...

Buildings Included

Open-Active
- Ballard Elementary School
- Eastside Connections
- Howard-Ellis Elementary School
- Northside
- Ring Lardner

Plan Components Included

Goal Summary
Data
    Data Set
    Data Story
Strategy
    Summary
    Implementation Plan
        Buildings
        Activities
            Activity Text
            Activity Buildings

MICIP Portfolio Report

Niles Community Schools

Improve Academic Achievement in all Curricular Are...

Status: ACTIVE

Statement: Use data-driven decisions to improve student academic and achievement growth in all curricular areas, by 5%, through a rigorous academic environment using best instructional practices by 2026.

Created Date: 06/12/2023   *Target Completion Date:* 06/20/2026

Data Set Name: Academic Achievement- All Content Areas

Name	Data Source
Student Assessment: Student Growth	MI School Data
High School Assessments: Proficiency	MI School Data
Dashboard & Accountability Scorecard: At Risk Student	MI School Data
Math MAP NWEA Fall to Spring 23	NWEA
Reading MAP NWEA Fall to Spring 23	NWEA
MSTEP Math 22	Student Information System (SIS)
MSTEP Reading 22	Student Information System (SIS)
MSTEP Social Studies 22	SWIS
MSTEP Social Studies 22	SWIS
MSTEP Science 22	Student Information System (SIS)

Data Story Name: Academic Achievement- All Content Areas

Initial Data Analysis: Areas of Strength:
Winn Structures in place and have a system in all buildings, Parent's perception is positive about buildings and academic rigor, SAT process in place at all buildings, staff has time to

work in their PLCs, summer programming for students
Growth Edges:
Common Assessments- update using academic language that is consistent across grade levels and state assessments, Show teachers that their work in PLCs impacts student achievement, improve PLC structure at the high school level, Improve student achievement and growth in all content areas for all students and focus on subgroups that are underperforming, work on instructional practices with administrators and teachers

Initial Initiative Inventory and Analysis: We have many initiatives in place to help improve our areas of growth. Our expected outcomes are to improve student growth and achievement academically, socially, and emotionally. We also want to provide all staff with the tools they need to be successful in the classroom. The funding will come from a variety of sources including general funds, special education funds, Title funds, 31a, 35a, 41b, and other sources as they become available.

PLCs allow teachers to improve performance, and develop a guaranteed, viable, and accessible curriculum. There are PLC, Ed Tech, SEL, and Implementation facilitators that help support grade levels and content areas. Professional development helps to support PLCs and to give time for teachers to dive into data and plan cycles, scales, and common assessments. PLC teams meet across the district and by grade level to create alignment within scope and sequence and pacing in all content areas throughout the year and summer.

Core Curriculum is being put in place in all content areas. This allows teachers to improve Tier 1 instruction and ensure our students are college/career ready. Providing opportunities for students to explore career interests through CTE programming so they are prepared for any post-secondary choice. Professional development around Tier 1 instructional best practices and the current curriculum is provided throughout the year and summer. Summer programming is also in place to promote reading and math literacy and continue to grow in all academic and social areas.

Providing multi-tiers of support in behavior and academics has been a focus in all buildings. Providing opportunities for all students with WINN time, Connections, and Seminar allows for Tier 2 and Tier 3 students to get the help they need. Having instructional programs available for teachers to use and students to use during WINN time and in the classroom allows for individual learning and differentiation. Interventionists also provide extra support for high-need students and coaching support for small-group instruction.
Initial Initiative Inventory:
Dibels, NWEA, Teacher Made, Acadeince, Brigance, ESTR-J, F&P, Common Assessments, Delta, MSTEP, Phonic Screeners, PSAT/SAT, Xello, PLC Data

Gap Analysis: Academic:
53.8% of our students met the benchmark in SAT EBW and 29.5% met benchmark in SAT Math. Our goal would be 60% of our students to meet SAT EBW benchmark and 40% in SAT Math.68. 5 percent of the IEP goals at Southside were accomplished; however, the goal is to accomplish 100 percent of the IEP goals for the student body. At Northside, 71 percent of the student body's IEP goals were met; however, the goal is to accomplish 100 percent of the IEP goals. At Northside Montessori School, 25 percent of students scored below proficiency on their F and P reading scores; our goal for this Montessori school is to have

zero percent of our students scoring below proficiency levels. Based on the previous two years of test scores on M-STEP and PSAT, we did not meet our goal of increasing math proficiency by 5% as measured by M-Step and PSAT, although we were close in 8th grade. While we didn't meet our goal, the larger issue is using data that is not easily available or timely, so we will be setting our goals by looking at NWEA data in the future.Based on the NWEA MAP Assessment, 33.3% of Ballard students are projected to be partially proficient on the M-STEP assessment in Math; our goal is to increase the number of students projected to be proficient on the M-STEP assessment, by focusing on partially proficient projected students.Based on the NWEA MAP Assessment, 27.0% of Ballard students are projected to be partially proficient on the M-STEP assessment in ELA; our goal is to increase the number of students projected to be proficient on the M-STEP assessment, by focusing on partially proficient projected students.Based on the NWEA MAP Assessment, 33.8% of Howard-Ellis students are projected to be partially proficient on the M-STEP assessment in Math; our goal is to increase the number of students projected to be proficient on the M-STEP assessment, by focusing on partially proficient projected students.Based on the NWEA MAP Assessment, 26.6% of Howard-Ellis students are projected to be partially proficient on the M-STEP assessment in ELA; our goal is to increase the number of students projected to be proficient on the M-STEP assessment, by focusing on partially proficient projected students. Based on the NWEA MAP Assessment, 39.8% of ECS 2nd-7th grade students are projected to be partially proficient on the M-STEP assessment in Math; our goal is to increase the number of students projected to be proficient on the M-STEP assessment, by focusing on partially proficient projected students.Based on the NWEA MAP Assessment, 31.7% of ECS 2nd-7th grade students are projected to be partially proficient on the M-STEP assessment in ELA; our goal is to increase the number of students projected to be proficient on the M-STEP assessment, by focusing on partially proficient projected students.

District Data Story Summary: We continue to work on a guaranteed and viable curriculum in all subject areas, with a focus on the creation and utilization of common assessments and best instructional practices at the Tier 1 level. Utilizing best practices in MTSS to utilize support staff to help service students in all academic areas. Areas of growth include: improving math and reading achievement for all students, improving academic achievement in all subject areas for sub-groups, decreasing the percentage of students enrolled in college remedial coursework, providing support for EL and homeless students, and improving our shared understanding of college and career readiness as a district. Continue to support all staff with professional learning that is individualized and promotes learning about district-wide initiatives.

Strategies:

(1/3): MTSS Framework (General)

Owner: Brooke Brawley

Start Date: 06/12/2023   *Due Date:* 06/20/2026

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
Incorporate College and Career Readiness and innovative programs (STEM, CODING etc.) at all grade-levels	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide academic opportunities for family engagement and involvement (Parent Nights, Intake Process (WAY/Cedar Lane), Communication Home etc.)	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Learning to support all Tier 1 Instruction, Advanced Placement courses, Technology as a Tool, and Summative Assessments	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: • Ballard Elementary School				

Activity	Owner	Start Date	Due Date	Status
- Eastside Connections - Howard-Ellis Elementary School - Niles Cedar Lane - Niles High School - Northside - Ring Lardner - Southside				
WINN Time and Seminar-students will utitlize Delta Math, Read Naturally, Read 180, and other forms of interventions to help students at Tier 2 and Tier 3.	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: - Ballard Elementary School - Eastside Connections - Howard-Ellis Elementary School - Niles Cedar Lane - Niles High School - Northside - Ring Lardner - Southside				
Interventionists will meet with small groups and individually with students to help students who need to have remediation in order to reach grade-level.	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: - Ballard Elementary School - Eastside Connections - Howard-Ellis Elementary School - Ring Lardner				
Summer Programming and/ or after-school programming for students who are at-risk in one or more categories	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
All staff will work to analyze data, identify student needs, and develop intervention plans based on identified needs.	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Provide Kindergarten for students to ensure all students have the foundational skills to be successful. We also will provide Kinder Connections to students who need extra support.	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings:
- Ballard Elementary School
- Eastside Connections
- Howard-Ellis Elementary School
- Northside

Activity	Owner	Start Date	Due Date	Status
New Teacher training to support transitions into teaching	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings:
- Ballard Elementary School
- Eastside Connections
- Howard-Ellis Elementary School
- Niles Cedar Lane
- Niles High School
- Northside
- Ring Lardner
- Southside

Activity	Owner	Start Date	Due Date	Status
Support for homeless, EL students, and other subgroups by eliminating barriers such as transportation, academic support, ancillary supports, and provide professional learning for staff	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/3): Guaranteed and Viable Curriculum

Owner: Brooke Brawley

Start Date: 06/12/2023   *Due Date:* 06/20/2026

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Learning Communities- Teachers will engage in PLC meetings by grade-level and content area to review data, update/ create common assessments, scales, and cycles	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: • Ballard Elementary School • Eastside Connections • Howard-Ellis Elementary School • Niles Cedar Lane • Niles High School • Northside • Ring Lardner • Southside				
Professional Learning on best instructional practices-focusing on student engagement and depths of knowledge	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Ballard Elementary School • Eastside Connections • Howard-Ellis Elementary School • Niles Cedar Lane • Niles High School • Northside • Ring Lardner • Southside				
Focus on academic language throughout Tier 1 instruction- encourage student to use it daily in both written and oral communication- specific to grade-level	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: • Ballard Elementary School • Eastside Connections • Howard-Ellis Elementary School • Niles Cedar Lane • Niles High School • Northside • Ring Lardner • Southside				
Ed Tech Facilitators, Implementation Facilitators, and PLC Facilitators will be available at each building and grade-level as lead teachers to support the PLC process.	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET
Activity Buildings: • Ballard Elementary School • Eastside Connections • Howard-Ellis Elementary School • Niles Cedar Lane • Niles High School • Northside • Ring Lardner • Southside				

Activity	Owner	Start Date	Due Date	Status
Provide opportunities for teachers to work with mentors, receive onsite training, and to be involved in the Niles Induction Communities.	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings:
- Ballard Elementary School
- Eastside Connections
- Howard-Ellis Elementary School
- Niles Cedar Lane
- Niles High School
- Northside
- Ring Lardner
- Southside

Activity	Owner	Start Date	Due Date	Status
Digital programs that support students learning through individual paths and instruction	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Technology that staff and students utilize as a tool	Brooke Brawley	06/12/2023	06/20/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/3): 23g Expanded Learning Time

Owner: Brooke Brawley

Start Date: 02/28/2024   *Due Date:* 06/20/2026

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
- Ballard Elementary School
- Eastside Connections
- Howard-Ellis Elementary School
- Northside
- Ring Lardner

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionists will use data-driven, evidence-based practices with small groups and individually with students to help develop proficient reading and math skills that will contribute to their academic growth. They will work intensively and extensively with students to develop interventions tailored to each child's needs. This activity will be overseen by the Director of Curriculum, Instruction, and Assessment- by providing PD for Interventionists, analyzing and collecting data.	Brooke Brawley	02/28/2024	06/20/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
This strategy will be	Brooke	02/28/2024	06/20/2026	UPCOMING

Activity	Owner	Start Date	Due Date	Status
overseen by the Director of Curriculum, Instruction, and Assessment, who has established knowledge and expertise in Intensive, Individualized support.	Brawley			

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Tier 2 and Tier 3 evidence-based intervention materials in both reading and math to support interventionists- materials such as REWARDS, materials to support explicit and systematic Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension instruction, and materials to support the Eight Mathematical Practices. The materials purchased will be based on the needs of the students and data collected by the Director of Curriculum, Instruction, and Assessment.	Brooke Brawley	02/28/2024	06/20/2026	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Tutoring: Tutoring to occur during the 7-week Summer My Way Program for K-5 students. Up to 5 teachers will tutor 2 hours per day, 4 days a week for 7 weeks identified students to support learning in reading and math.	Brooke Brawley	02/28/2024	06/20/2026	UPCOMING

Activity Buildings:
- Ballard Elementary School
- Eastside Connections
- Howard-Ellis Elementary School

Activity	Owner	Start Date	Due Date	Status
• Northside				