MICIP Portfolio Report

Three Rivers Community Schools

Goals Included

Active
- Get our students to grade level through MI Kids Ba...

Buildings Included

Open-Active
- Andrews Elementary
- Hoppin Elementary
- Norton Elementary
- Park Elementary
- Three Rivers High School
- Three Rivers Middle School

Plan Components Included

Goal Summary
Data
    Data Set
    Data Story
Analysis
    Root Cause
    Challenge Statement
Strategy
    Summary
    Implementation Plan
        Buildings
        Funding
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        Activities
            Activity Text
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MICIP Portfolio Report

Three Rivers Community Schools

Get our students to grade level through MI Kids Ba...

Status: ACTIVE

Statement: Our goal is to provide an after school program opportunity for all children who are not performing at grade level, and 50% of the total currently identified students will be grade level proficient by June 2024.

Created Date: 10/27/2023   *Target Completion Date:* 06/30/2025

Data Set Name: 23-24 Fall NWEA ELA Data

Name	Data Source
Grades 3-8 Assessments: Performance Level	MI School Data
23-24 Andrews Fall NWEA Reading	NWEA
23-24 Hoppin Fall NWEA Reading	NWEA
23-24 Park Fall NWEA Reading	NWEA
23-24 Norton Fall NWEA Reading	NWEA
23-24 MS Fall NWEA Reading	NWEA
23-24 HS Fall NWEA Reading	NWEA

Data Story Name: 23-24 Fall NWEA ELA Data

Initial Data Analysis: 23g - MI Kids Back on Track - NWEA Fall Data
What do you predict we will see?
Achievement: Probably the same as the year before by cohort.Growth: Hoping to see at least 50s across the board for growth, showing one year of growth or more
What catches your attention? What patterns do you see?
(Just the facts)
Achievement:
5th Grade Districtwide is strongest - between 66-78 at/aboveAndrews 1st grade has 86% at/aboveAndrews and Norton scores are similar as always. Hoppin and Park are inconsistent across grades.MS/HS are similar results HS is a little bit lower than expected
INTERPRETATIONS
What does the data tell us?

(Make inferences about the data)
Rather than just 4th grade being greatly affected by the year of the pandemic hitting; 3rd grade shows that they had an inconsistent year of learning too and are low across the grade levels. 1st Grade is very low, except for Andrews.

WONDERINGS
What does the data NOT tell us?
(Make inferences about the data)
Why is Andrews Kindergarten so different? 4th grade looks like they're moving pretty well with the additional effort we took to remediate last year with the after school tutoring focus on that grade level exclusively the first round.

What good news is there to celebrate?
5th grade looks strong across the district. 1st grade at Andrews is very high and so is their second grade.

What are the problems of practice suggested by the data
(Narrow the focus of the problems of practice)
It's unknown why Andrews is so far in front in the 1st grade.
What are our key conclusions? What recommendations does the team have for addressing the problem of practice?
Recommending the financial support from 23g to pay for after school programming. We could continue to target skills, not by grade still.

FOCUS Next Steps and Possible Plans
Definitely would like some extra learning time with highly trained teachers to give our kids more opportunity time to be successful.

Initial Initiative Inventory and Analysis: What need is being addressed and for whom? What does the evidence indicate so far?
We currently have an after school program for the elementary and the high school. Last year's results showed good progress being made.
What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?
We have classroom teachers serving in the after school program. We trained them in the Wahlpole Program implementation prior to having them adapt to using the West Virginia Phonics Program (similar). The after school program is monitored by an administrator or an aspiring administrator.

What is the financial commitment for the entire life of the goal? What is the evidence regarding equitable allocation of resources?
We would need another funding source as ESSER is running out this summer. We will probably have to reallocate Title funds to this cause next year. We only provide the programming for students demonstrating the need for reading supports. The high school after school program is a voluntary-basis.
What implementation and impact measures exist? How have you addressed challenges to equitable implementation and impact?

We measure the attendance rates, progress monitoring using 2 assessment tools to show improved achievement. All students are welcome to participate. We have provided transportation to remove the barrier of getting to and from school after the buses have run their routes. This makes it so all children have equal access.

What student supports are in place to help achieve equitable outcomes?

We are careful to assess the students before, during, and after the program to ensure that we are targeting the necessary skills.

Gap Analysis: We currently have an after school program for 2 nights a week for one hour each and we're able to accommodate 6-8 students per group with 6 teachers. We would like to be able to maintain this programming for our students to have access to accelerated learning opportunities.

District Data Story Summary: Strengths and Opportunities for Growth:

Strengths: The data shows that 5th grade district-wide achievement is strong, with between 66-78% of students performing at or above expected levels. Additionally, 1st grade at Andrews stands out with 86% of students performing well.

Opportunities for Growth: However, there are areas of concern. 3rd grade shows inconsistent learning outcomes across grade levels, and 1st grade, apart from Andrews, struggles. The data highlights opportunities for improvement in these areas.

Addressing Diverse Needs:

The data indicates that while some grades and schools are performing well, there are disparities. Andrews Kindergarten's exceptional performance raises questions about what strategies they are using. To address diverse needs, consider further investigation into the successful strategies at Andrews and potential adaptation for other grades or schools.

Duplicative Services and Effectiveness:

The data does not provide clear information on duplicative services, but it suggests that Andrews' approach in 1st grade may differ significantly from others. To determine effectiveness, a deeper analysis is needed to identify which specific strategies are working and which are not.

Braiding or Blending of Funding:

To ensure that the greatest amount of funding is applied to those with the greatest need, we are considering using Title funding instead of ESSER funding next year.

Data Collection and Impact:

We will gather perceptions data to capture the perspectives of our families, teachers, and students. Additionally, we will use the achievement data from NWEA, Acadience Progress Monitoring, and the WV Phonics assessments. This data is essential for assessing the effectiveness of strategies.

Analysis:

Root Cause
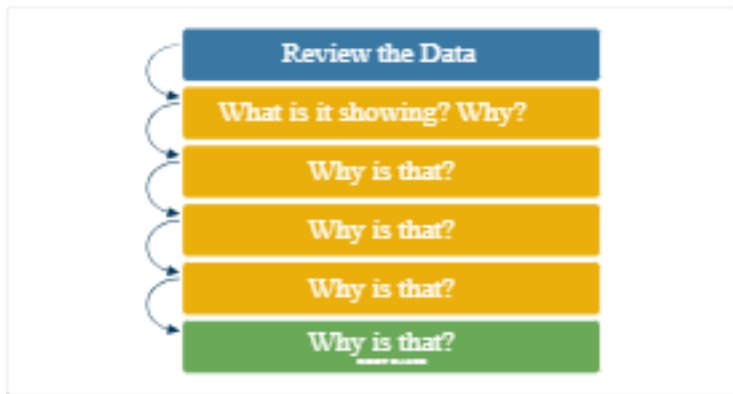
Five Whys

- Why: We have found that it's difficult to have 4 nights a week, even though it proved to be very successful. Our district initiatives suffered because most of the qualified and willing teachers were working the after school program. We also are facing the reality that we will no longer benefit from the ESSER relief funds as they run out next summer. We are getting better, but we're not fully recovered.
- Why: We are not fully recovered because this deficit will take time to build up our students' understandings to a level where they are at their former levels of proficiency. This is a challenge.
- Why: We need to provide more time outside of the school day to support our students and teach them new/better reading strategies to be more successful.

Challenge Statement: The district needs to continue to support after school student support services until they have all reached reading at their grade level.

Strategies:

(1/3): 23g Tutoring

Owner: Jen Graber

Start Date: 10/26/2023   *Due Date:* 06/01/2024

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: $100,000.00
  • Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Community-at-Large
• Presentations	• Educators
• District Website Update	• Staff
• Parent Newsletter	• School Board
• Social Media	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Outside of School Tutoring	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Support and provide initial and ongoing professional development or training of tutors and/or teachers.	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Tutoring will be added to the multi-tiered systems of support framework.	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All administrators will have a deep knowledge of the strategies/interventions	Jen Graber	10/26/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
being used in the program.				
Activity Buildings: All Buildings in Implementation Plan				
Participate in or lead data review meetings of progress monitoring data of all students receiving the selected intervention every 4 to 8 weeks.	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide fidelity checks for program implementation.	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide transportation to provide an equitable opportunity for all students	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): 23g Expanded Learning Time

Owner: Jen Graber

Start Date: 10/26/2023   *Due Date:* 06/30/2025

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

Total Budget: $312,391.00
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Outside of School Program for all in both Reading and Math skills	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Progress Monitoring student outcomes with at least two different assessments bi-weekly	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Instructional Coaches provide support to teachers in delivering high-impact teaching strategies	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Jennifer Graber provides	Jen Graber	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
overall supervision of the program fidelity, evaluations, and supports				
Activity Buildings: All Buildings in Implementation Plan				
Integrate this strategy into school's multi-tiered systems of support framework by developing an implementation guide and resources to ensure frequent monitoring of the entire system through the MICIP process	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Support and provide initial and ongoing professional development or training of tutors and/or teachers.	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Participate in or lead data review meetings of progress monitoring data of all students receiving the selected intervention every 4 to 8 weeks.	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide fidelity checks for program implementation.	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Out of school tutoring program hours K-12 Teachers providing instruction to struggling students: 46 teachers (18 MS/HS, 28 Elem)/ x 3540 hr x $30/hr = 171,080 Salary and Benefits	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Out of school tutoring program Administrator support for struggling students: 6 administrators x 640 hours x $50/hour = $49,920	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Out of school tutoring program Paraprofessional support for struggling students: 11 paraprofessionals x 968 hrs x $15/hr = $23,232	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Out of school tutoring program Secretarial support for struggling students: 2 secretaries x 220 hr x $20 = $7,040	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Out of school tutoring program supplies and materials = $9,000	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Data collection and reporting = $1	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Building costs: Utilities and custodial = $19,887	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program expert: Program implementation and oversight = $1	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Out of school tutoring program Transportation: Gas and Maintenance =	Jen Graber	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
$10,000				
Activity Buildings: All Buildings in Implementation Plan				
Out of school tutoring program Transportation: 8 Bus Drivers x 570 hrs x $25/hr = $22,230	Jen Graber	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Intensive, Individualized Support

Owner: Jen Graber

Start Date: 10/26/2023   *Due Date:* 06/01/2024

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
- Three Rivers High School

Total Budget: $150,000.00
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g HS School Counselor 1:1 supports for EWIMS identified students	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Integrate this intervention into a school's multi-tiered systems of support framework.	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Support and provide initial and ongoing professional development	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Participate in or lead data review meetings of	Jen Graber	10/26/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
progress monitoring data of all students receiving the selected intervention every 4 to 8 weeks.				
Activity Buildings: All Buildings in Implementation Plan				
Provide fidelity checks for program implementation.	Jen Graber	10/26/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				