

MICIP Portfolio Report

North Central Area Schools

Goals Included

Active

- MTSS Academic Focus
-

Buildings Included

Open-Active

- North Central Area Senior High School
 - North Central Elementary School
 - North Central Middle School
-

Plan Components Included

Goal Summary

Data

 Data Set

 Data Story

Analysis

 Root Cause

 Challenge Statement

Strategy

 Summary

 Implementation Plan

 Buildings

 Funding

 Communication

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

North Central Area Schools

MTSS Academic Focus

Status: ACTIVE

Statement: Our MTSS Academic Goal is to implement a guaranteed and viable curriculum in order to teach content with fidelity in Tier One instruction in all areas.

Created Date: 04/05/2022

Target Completion Date: 06/30/2027

Data Set Name: Elementary Mathematics Benchmark Copy

Name	Data Source
North Central Link to MICIP Data Folder	Other

Data Story Name: MTSS Academic Focus

Initial Data Analysis: 23g: By analyzing the data we see a slide in performance of students from spring to fall testing in standardized testing.

Past Data Story: We noticed that there was inconsistency across results. In NWEA, 2nd, 3rd, and 4th- ELA growth was higher than Math, whereas other grades showed more growth in math. We noted that there is often a shift in NWEA scores for 2nd grade due to it being the first year they take the 2-5 test where they have to read math and ELA questions independently. In addition, the MTSS practice profile shows that across the district there is inconsistency in systems and alignment of curriculum.

The data above illustrates the change from our Jump Math Curriculum in 2020-21 to our new math curriculum Bridges in 2021-22. The report reflects consistent growth in math throughout most grade levels. We did notice that the number of students who met their growth projection was lower than we had anticipated. We will continue to monitor this data as staff and students become more familiar with the new math program.

Initial Initiative Inventory and Analysis: 23g:

We provide tutoring in both Math and English for grades 3-12 to help students maintain or increase their academic performance.

We are still in the process of monitoring the results of the tutoring.

Past Data Story: We are continuing to organize professional development including measures to increase fidelity in all subject areas and across grade levels. Math will be an area of focus, and we are looking at starting a new curriculum and having PD. We are using a literacy coach, as well as hosting ISD training to support further curriculum review and revision. We currently do Data days at least 2 times yearly with title staff and teachers to help form and analyze MTSS groupings.

All teaching staff has been trained in the use of the new math curriculum and has currently begun implementation in all classrooms. Title I continues to monitor student's progress

and works with students in the lower 30% of each classroom. Classroom teachers also work with small groups for individualized instruction. We expect as students and teachers become accustomed to the new program, our growth index will continue to improve. Administration monitors the fidelity of instruction in the classroom. There are plans for further math intervention training in the summer.

Gap Analysis: 23g: Increase the cohort's test scores from Spring to Fall so there won't be a summer slide. Track the students that attend summer school to watch their standardized test scores in the fall.

Past Data Story: The goal is to utilize MTSS to ensure that 80% or more of our students make projected growth on NWEA assessments. Our gap is that not all grade levels are meeting this growth in Reading and Math, and MTSS is not consistently in place for grades K-12.

District Data Story Summary: 23g:

Our data shows us that there is a summer slide and we are reteaching so much at the start of the school year. Due to this, we are having difficulty exposing students to grade level expectations. We need to identify the students who need additional summer supports in learning and provide research-based interventions to avoid the summer slide.

Our staff does focus on Social Emotional Learning

Exposing student to grade level expectations

Bookworms, Happy numbers, Reading Eggs

Summer slide, summer school attendance, eating during summer school

Past Data Story: For strengths, in math 3rd grade and 5th grade made above expected growth from Fall to Winter. It is important to note that these grades are using a different math curriculum than other grades. All grades K-5 met their expected growth, aside from 2nd grade who did not meet growth in the area of math. We noted that our current second grade curriculum does not cover many of the standards in the first half of the year, as well as the fact that this is the first year students are required to read the test on their own. From Fall to Winter in ELA, 2nd, 3rd and 4th scored above average growth, and K, 1, and 5 were right below meeting their growth.

Due to the growth factors the school district decided to review the current curriculum. It was decided to choose a program that better met our student's needs and was also research based. After much discussion with staff, the bridges program was chosen and trained the teachers to begin its use in the fall of 2021.

Analysis:

Root Cause



Summary of Root Cause Analysis:

23g Root Cause:

Socio-economics

Attendance

Knowledge base of students

Knowledge base of teachers

Past Root Cause: The greatest concern was that students with the highest achievement plateaued or did not reach projected growth. The factors would be considered and discussion needs to be had at holding WIN groups for higher performing students. The second factor that was identified were students who had poor test taking skills and became overly anxious during testing. Discussions should ensue to address possible teaching of test taking skills. The third factor would be students recommended for retention and parents moving students to the next grade level without being fully prepared or refusing services. The fourth factor was a student who is currently receiving special education services and was virtual all of last school year. Although this was one student, the scores for this class may have skewed, because there are only 29 students total in the class. Therefore overall growth index was greatly effected.

We noticed that there was inconsistency across results. In NWEA, 2nd, 3rd, and 4th- ELA growth was higher than Math, whereas other grades showed more growth in math. We noted that there is often a shift in NWEA scores for 2nd grade due to it being the first year they take the 2-5 test where they have to read math and ELA questions independently. The Practice Profile shows that across the district there is inconsistency in systems and alignment of curriculum. There are also gaps that are out of our control.

Student SEL needs are much higher this year, and many require additional SEL support before curriculum instruction is as effective.

Students missed the last 2.5 months of school last year, so there are some gaps in math concept understanding.

Students switching back and forth from online/in person learning. Many students have done little online work. Some students took the first test at home due to being quarantined, and then took the middle test at school which resulted in large individual drop. Many students have been absent for a larger amount of time due to exposures or parent precaution.

We do not necessarily have a consistent math curriculum so that can cause inconsistent results. Some curriculum also doesn't address many concepts until the middle half of the year. For example, many of the 2nd grade concepts have not been taught by the middle of

the year, which could cause a lower growth.

Some teachers have found that our current math curriculum does not adequately meet the students current needs.

Supporting Documents

No Documents Included

Challenge Statement: If we work to implement a guaranteed and viable curriculum, then we will teach content with fidelity in Tier One instruction in all areas.

Strategies:

(1/2): **Guaranteed and Viable Curriculum**

Owner: David Florenski

Start Date: 11/14/2022

Due Date: 06/30/2027

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

Total Budget: \$4,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement Bridges Math K-5	David Florenski	11/14/2022	06/30/2027	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • North Central Elementary School 				
Implement Bookworms Tier One Reading Program K-8	David Florenski	11/14/2022	06/30/2027	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • North Central Elementary School • North Central Middle School 				
Implement Illustrative Math 6-10	David Florenski	11/14/2022	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> North Central Area Senior High School North Central Middle School 				
Implement Math Intervention Programming 6-8	David Florenski	11/14/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> North Central Middle School 				
Define data meeting processes for K-5 to determine additional academic support.	David Florenski	11/14/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> North Central Elementary School 				
Determine processes for 6-8 data meetings and provide additional academic support.	David Florenski	11/14/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> North Central Middle School 				
Explore 9-12 curricular resource for history	David Florenski	11/14/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> North Central Area Senior High School 				

(2/2): 23g Expanded Learning Time

Owner: David Florenski

Start Date: 10/30/2023

Due Date: 06/30/2027

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: \$40,000.00

- Other State Funds (State Funds)

Communication:

Method

- Email Campaign
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Provide transportation to and from summer school.	David Florenski	10/30/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Pay for costs related to local social experiences during the summer school programming.	David Florenski	10/30/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Dave Florinski will be the program manager. He has expertise in this strategy.	David Florenski	10/30/2023	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Pay staff to provide summer school programming.	David Florenski	10/30/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23g Purchase resources and materials to provide summer school programing.	David Florenski	10/30/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				