

MICIP Portfolio Report

Milan Area Schools

Goals Included

Active

- Improve NWEA/PSAT/SAT Literacy Subgroup Scores
- Improve NWEA/PSAT/SAT Mathematics Subgroup Scores

Buildings Included

Open-Active

- Milan Middle School
- Paddock Elementary School
- Symons Elementary School

Plan Components Included

Goal Summary

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Activity Buildings

MICIP Portfolio Report

Milan Area Schools

Improve NWEA/PSAT/SAT Literacy Subgroup Scores

Status: ACTIVE

Statement: Our goal is to reduce the gap in NWEA Reading RIT and SAT/PSAT ERW scores by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.

Created Date: 03/01/2021

Target Completion Date: 06/30/2025

Data Set Name: NWEA & SAT Goal Reports

Name	Data Source
2022-2023 Benchmark Goal Report June Update	MiSchoolData
2021-2022 Benchmark Goal Report June Update	MiSchoolData
2021-2022 Initial Benchmark Goal Report	NWEA
2021-2022 Benchmark Goal Report February Update	NWEA
2022-2023 Initial Benchmark Goal Report	NWEA
2022-2023 Benchmark Achievement Goal February Update	NWEA
Symons NWEA Cohort Data 21-22	Eidex
Symons NWEA Cohort Data 22-23	Eidex
MMS NWEA Cohort Data 21-22	Eidex
MMS NWEA Cohort Data	Eidex
Paddock NWEA Cohort Data 21-22	Eidex
Paddock NWEA Cohort Data 22-23	Eidex
Paddock NWEA Cohort Data 23-24 Initial Goals	Eidex

Name	Data Source
Symons NWEA Cohort Data 23-24 Initial Goals	Eidex
MMS NWEA Cohort Data 23-24 Initial Goals	Eidex

Data Story Name: Literacy Benchmark Goal Report

Initial Data Analysis: Benchmark Report using NWEA for grades K-8 along with PSAT/SAT for secondary. The report will be initiated with assessment goals at the start of each school year and then updated to reflect the results from the three test administrations.

Initial Initiative Inventory and Analysis: The leadership teams from each building analyze assessment results to discover gaps, deficits, and growth for grade-level and cohort comparisons. As a matter of focus on literacy and mathematics, initiatives include the use of interventionists in both areas to provide pull out services for students identified as most in-need. In grades Y5-8, students are provided a WIN (What I Need) Time where all students receive differentiated support to meet their needs.

Gap Analysis: Across the grade-levels, students identified as Economically Disadvantaged and Students with Disabilities underperform compared to the grade-level averages. Additional support for students provided through interventionists, paraprofessionals, teacher consultants, and instructional coaching has been provided at an increasing rate.

District Data Story Summary: Milan Area Schools has a long history of using student achievement data to drive an individualized approach to instruction and support. Each building within the district annually processes both achievement data and stakeholder perception data to generate the goal setting process. The buildings are regularly focused on improving the intervention screening and delivery processes, particularly for the students identified as Economically Disadvantaged and Students with Disabilities.

Strategies:

(1/3): Leveled Literacy Intervention

Owner: Ryan McMahon

Start Date: 10/24/2023

Due Date: 06/30/2024

Summary: Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Buildings

- Paddock Elementary School
- Symons Elementary School

Total Budget: \$250,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Interventionists will utilize the Leveled Literacy Intervention Program (LLI) to provide ongoing and consistent intervention to students who qualify as at-risk according to the criteria established by the state of Michigan. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	Ryan McMahon	10/24/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Ryan McMahon

Start Date: 10/24/2023

Due Date: 06/30/2024

Summary: The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings

- Milan Middle School

Total Budget: \$125,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Interventionists will utilize the Adolescent Accelerated Reading Initiatives Program (AARI) to provide ongoing and consistent intervention to students who qualify as at-risk according to the criteria established by the state of Michigan. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	Ryan McMahon	10/24/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Ryan McMahon

Start Date: 11/01/2023

Due Date: 06/30/2025

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

- Milan Middle School
- Paddock Elementary School
- Symons Elementary School

Total Budget: \$425,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- 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
Leveled Literacy Intervention - Reading Interventionists will utilize the Leveled Literacy Intervention Program (LLI) to provide ongoing and consistent intervention to students who qualify as at-risk according to the criteria established by the state of Michigan. Grant funds will cover the costs of the interventionist as well as necessary training, materials, and supplies.	Ryan McMahon	11/01/2023	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Paddock Elementary School Symons Elementary School 				
AARI - Reading Interventionists will utilize the Adolescent Accelerated Reading Initiatives Program (AARI) to provide ongoing and consistent intervention to students who qualify as at-risk according to the criteria established by the state of Michigan. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	Ryan McMahon	11/01/2023	06/30/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Milan Middle School 				

Improve NWEA/PSAT/SAT Mathematics Subgroup Scores

Status: ACTIVE

Statement: Our goal is to reduce the gap in NWEA Mathematics RIT scores and PSAT/SAT Math by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.

Created Date: 10/24/2023

Target Completion Date: 06/30/2025

Data Set Name: NWEA & SAT Goal Reports

Name	Data Source
2021-2022 Initial Benchmark Goal Report	NWEA
2021-2022 Benchmark Goal Report February Update	NWEA
2021-2022 Benchmark Goal Report June Update	NWEA
2022-2023 Initial Benchmark Goal Report	NWEA
2022-2023 Benchmark Goal Report February Update	NWEA
2022-2023 Benchmark Goal Report June Update	MiSchoolData
Paddock NWEA Cohort Data 21-22	Eidex
Paddock NWEA Cohort Data 22-23	Eidex
Symons NWEA Cohort Data 21-22	Eidex
Symons NWEA Cohort Data 22-23	Eidex
MMS NWEA Cohort Data 21-22	Eidex
MMS NWEA Cohort Data 22-23	Eidex
Paddock NWEA Cohort Data 23-24 Initial Goals	Eidex
Symons NWEA Cohort Data 23-24 Initial Goals	Eidex

Name	Data Source
MMS NWEA Cohort Data 23-24 Initial Goals	Eidex

Data Story Name: Mathematics Benchmark Goal Report

Initial Data Analysis: Benchmark Report using NWEA for grades K-8 along with PSAT/SAT for secondary. The report will be initiated with assessment goals at the start of each school year and then updated to reflect the results from the three test administrations.

Initial Initiative Inventory and Analysis: The leadership teams from each building analyze assessment results to discover gaps, deficits, and growth for grade-level and cohort comparisons. As a matter of focus on literacy and mathematics, initiatives include the use of interventionists in both areas to provide pull out services for students identified as most in-need. In grades Y5-8, students are provided a WIN (What I Need) Time where all students receive differentiated support to meet their needs.

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Strategies:

(1/3): Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

Owner: Ryan McMahon

Start Date: 10/23/2023

Due Date: 06/30/2024

Summary: Bridges in Mathematics is a comprehensive PK–5 curriculum that equips teachers to fully implement the Michigan K-12 Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Buildings

- Paddock Elementary School
- Symons Elementary School

Total Budget: \$250,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Community-at-Large
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mathematics Interventionists will conduct individualized and small group intervention using the Bridges program as a foundation. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	Ryan McMahon	10/23/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Essential School-Wide and Center-Wide Practices in Literacy and Mathematics #6

Owner: Ryan McMahon

Start Date: 10/24/2023

Due Date: 06/30/2024

Summary: Organizational systems assess and respond to individual needs that may impact learning and development.

School, center, or program systems and leaders ensure that:

- any potential learning, physical, visual, regulatory, mental health, and social-emotional needs that require specific conditions and supports are identified;

- assessments, interventions, and initiatives align with family and community values, culture, and history and attend to student strengths, assets, and funds of knowledge;⁴³
- every adult has access to research-supported strategies and tools to support culturally responsive, whole-child development for each child, including, for example, strategies for improving socio-emotional skills such as emotional understanding and techniques for helping children develop executive function skills such as planning;⁴⁴
- children receive coordinated, intensive supports and services that include continued collaboration among teachers, interventionists, family, and others whose expertise is relevant (e.g., special education teacher, school psychologist, school nurse, social worker); and
- all adults intentionally work to:

- ☒ identify systems and conditions that may hinder or support learning for each child;
- ☒ modify learning environments to recognize and respond to children's individual, developmental, and cultural needs;
- ☒ foster collaborative relationships with professional colleagues and children's families; and
- ☒ assess whether school-wide patterns in learning and/ or behavior warrant adopting strategies or programs and, if so, implement ones that are caring, studentcentered, and equity-oriented and that have been shown to positively impact both academic and socio-emotional learning.

Buildings

- Milan Middle School

Total Budget: \$125,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mathematics	Ryan	10/24/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Interventionists will provide Individualized and small group intervention using the Essential School Wide Practices as a framework and foundation for intervention. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	McMahon			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Ryan McMahon

Start Date: 11/01/2023

Due Date: 06/30/2025

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

- Milan Middle School
- Paddock Elementary School
- Symons Elementary School

Total Budget: \$300,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- 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
Bridges Intervention Program - Mathematics Interventionists will conduct individualized and small group intervention using the Bridges program as a foundation. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	Ryan McMahon	11/01/2023	06/30/2025	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Paddock Elementary School • Symons Elementary School 				

Activity	Owner	Start Date	Due Date	Status
Maneuvering the Middle Intervention- Mathematics Interventionists will provide Individualized and small group intervention using the Maneuvering the Middle as a foundation for intervention. Grant funds will cover the costs of the interventionist(s) as well as necessary training, materials, and supplies.	Ryan McMahon	11/01/2023	06/30/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Milan Middle School 				