

# MICIP Portfolio Report

## Chippewa Valley Schools

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### Goals Included

#### Active

- Improve Literacy Achievement K-12
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### Buildings Included

#### Open-Active

- Cherokee Elementary School
  - Cheyenne Elementary School
  - Clinton Valley Elementary School
  - Erie Elementary School
  - Fox Elementary School
  - Huron Elementary School
  - Miami Elementary School
  - Mohawk Elementary School
  - Ojibwa Elementary School
  - Ottawa Elementary School
  - Sequoyah Elementary School
  - Shawnee Elementary School
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### Plan Components Included

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Data Set

Data Story

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Root Cause

Challenge Statement

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Summary

Implementation Plan

Buildings

Funding

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Activity Buildings

# MICIP Portfolio Report

## Chippewa Valley Schools

### Improve Literacy Achievement K-12

*Status:* ACTIVE

*Statement:* 90% of students will be at grade level in Reading as measured by Lexile, Local, and State Assessments. This will be achieved by the spring of 2026.

*Created Date:* 03/08/2022

*Target Completion Date:* 06/30/2026

*Data Set Name:* Reading

| Name   | Data Source         |
|--|---------------------|
| ELA-Midyear Reports 2021-2022 (98a)                                | District Determined |
| ELA-EOY Goal Progress Report 2021-2022 (98a)                       | District Determined |
| ELA-Midyear Report 2022-2023 (98a)                                 | District Determined |
| ELA-Math EOY Goal Progress Report 2022-2023 (98a)                  | District Determined |
| Mohegan High School MiSchoolData Report                            | MiSchoolData        |
| 23g Data - RI Building & District K-5.pdf                          | District Determined |
| 23g Data - Summary of Growth K-5 All Building & District.pdf       | District Determined |
| 23g Data LET Tool Schools Cubed.pdf                                | District Determined |
| Early Reading & CBMR - 23g - Tiered Information (Grades K - 5).pdf | District Determined |

*Data Story Name:* Reading

*Initial Data Analysis:* Reading scores referenced above, over the past 3 years, support the need to focus on growth in reading for all of our students. A high percentage of 2nd and 3rd grade students were qualifying for IRIPS. Reading is the bridge to all learning. A strong reading foundation will increase the success of all students in all subjects.

23g Data Information:

Last year, we implemented the science of reading into our Tier I, Tier II, and Tier III instruction for elementary students. Utilizing the Sec 98c Learning Loss grant, we hired four reading interventionists, consulted with Schools Cubed Leadership Coaching, and implemented new science of reading materials into our MTSS and Small Group Instruction for targeted reading support.

From the strategies implemented with 98c funds, we saw growth in our student's reading achievement data at the elementary buildings who had reading interventionists, Schools Cubed Leadership Coaching, and new targeted reading materials for MTSS.

As part of the Section 23g MI Kids Back on Track grant, we would like to expand learning time for students (evidence based strategy) to focus on getting students on track. Utilizing 23g, we would like to continue this work in our four original reading interventionist schools (Fox, Miami, Ottawa, & Clinton Valley) and expand the work to our other 8 elementary buildings. Our 23g funds would again help us implement a total of 12 reading interventionists, Schools Cubed Leadership Coaching for all 12 buildings, and additional targeted reading materials for MTSS and small group instruction for all 12 of our elementary buildings.

Our four Reading Interventionists (RI) Schools included Clinton Valley, Fox, Miami, & Ottawa Elementary buildings. Together the four reading interventionists supported 1763 students and the entire K-5 in each of their buildings with implementing the science of reading. After reviewing our Fastbridge benchmark data, we are proud to say that students from all four of our RI schools made growth from the fall to the spring in the K-1 composite scores, K-1 percentile scores, Grades 2 -5 CBM scores, and Grades 2 – 5 percentile scores.

For K-1, at the district and each RI school the average growth on the composite was at least 28 from fall to spring. Further, although the district percentile only increased by 2 percentiles overall for K-1, each of the 4 RI schools showed at least 4 percentile growth from fall to spring, with Miami Elementary most notable at 17 percentiles higher by the end of the year. For Grades 2 – 5, the median CBM score increased at the district and each RI school by at least 36 from fall to spring. Although the district percentile only increased by one, each of the 4 RI schools increased by at least 2 percentiles overall for Grades 2 – 5, with Fox Elementary most notable at 8 percentiles higher by the end of the year. We are pleased that the students in our 4 RI schools demonstrated reading growth and that our focus on the science of reading with the support of our 4 reading interventionists was a success.

#### Mohegan High School (CSI)

Based on ELA and Math Data from SAT and MSTEP reports, as well as graduation rates, Chippewa Valley has done a Comprehensive Needs Assessment and Resource Allocation Review specific to Mohegan High School.

Mohegan High School has been identified as a CSI school for having a 4 year graduation rate below the required threshold of 67%.

For Mohegan High School, multiple strategies have been identified that will be implemented in the upcoming school years. Funds will be allocated for programs Read 180, Math 180, and IXL as well as hiring a behavior interventionist and graduation coach.

*Initial Initiative Inventory and Analysis:* District Mission: Inspiring and empowering learners to achieve a lifetime of success. Reading is the foundation to empower our students to

achieve at the highest level possible.

Personnel: Educational Services staff, building administrators, curricular leaders, teachers, paraeducators, reading interventionists, and instructional coaches.

Outcome: Development and implementation of a guaranteed and viable curriculum to support reading.

Evidence: Increased reading achievement in local and state assessments.

Financial Commitment and Funding Source(s): General fund, 31a funds, Early Literacy Grant, ESSER II/III, Title 1-4 grants, and other state and federal grant sources.

Fidelity Measures: Building schedules, with committed time (60-120 minutes) for ELA instruction. Commitment to teaching and implementing best practices to teach reading. Teacher/administrator observations, collaborative teams, and professional development.

Professional Development/Learning: Science of Reading training; Heggerty training; Reading Teachers Top 10 Tools training; Corrective Reading training, CR Success training, Lexia training, Sound Wall, SIPPS, Sound Partners, and Rewards training. Ongoing support from curriculum leaders, Schools Cubed, reading interventionists, and the curriculum refinement process.

### 23g Inventory & Analysis

Personnel: Educational Services staff, building administrators, curricular leaders, teachers, paraeducators, reading interventionists, instructional coaches, and Schools Cubed Leadership Coaches.

Outcome: To expand learning time and keep kids on track.

Evidence: Increased reading achievement in local and state assessments.

Financial Commitment and Funding Source(s): 23g grant funds, and other state and federal grant sources.

Fidelity Measures: Schools Cubed Leadership Coaching, Reading Interventionists, and materials for MTSS and small group instruction. Data will include FastBridge Assessment scores, MTSS tier placements, changes in Literacy Evaluation Tool (LET), and review by Program Managers: Dr. Karen Langlands and Dr. Nicole Faehner.

Professional Development/Learning: Science of Reading training; SIPPS, and Sound Partners training. Ongoing support from curriculum leaders, Schools Cubed Leadership Coaching, Reading Interventionists, and the curriculum refinement process.

### Mohegan High School (CSI)

Mohegan High School has been identified as a CSI school for the upcoming school year and the strategies implemented are designed to improve scores, graduation rate, and support students in the identified areas.

**Gap Analysis:** We have identified our goal of reaching 90% proficiency for all of our students, in each building, in reading, through Tier 1 and Tier 2 instruction. Currently, 38-58% of our students have Lexile scores at or above grade level, as determined by NWEA, Local Assessments, and State Assessments.

### 23g Gap Analysis

We have identified our goal of reaching 90% proficiency for all of our K-5 students, in each building, in reading, through Tier 1 and Tier 2 instruction. Currently, just 38-58% of our elementary students' Lexile scores are at or above grade level, as determined by FastBridge Local Assessments and State Assessments.

### Mohegan High School (CSI)

Specifically at Mohegan High School, students are not performing at grade level in ELA as determined by SAT and MSTEP scores. Strategies identified and implemented will help us reach our goal of 90% proficiency.

*District Data Story Summary:* We have determined that our students' reading achievement is well below grade level. We are using a variety of approaches to address this, including a specific focus on how we teach and support reading achievement in the elementary grades, and sustain that growth at the secondary level. We are working to refine and establish a guaranteed and viable curriculum that will support language comprehension and decoding in all subject areas for all students.

Our teachers are showing a desire to engage in this learning and development in order to increase our students' achievement.

Our focus on improving Tier 1 instruction and properly aligning our supports will address a majority of our students' needs and address of district goal of reaching 90% reading proficiency goal. It will also serve as a prevention strategy for falling behind.

We are using a combination of general funds and grant monies to support our programs, personnel, and services. Title I and Sec 31a grant funding help support our reading paraeducators and after school reading programs. Title II and Title IV help support our professional development efforts for teachers, paraeducators, and administrators to learn about the science of reading, foundational reading skills, and intervention programs. Title III and ESSER II/III will support our summer school program. Our Early Literacy grant funding will support after school programs, summer school, and our purchase of Lexia which will be a reading comprehension program that individualizes student support that will extend student learning beyond the school day.

### 23g District Data Story

We have determined that our students' reading achievement is well below grade level. We are using a variety of approaches to address this, including a specific focus on how we teach and support reading achievement in the elementary grades. We are working to implement curriculum aligned with the Science of Reading (SOR), intensive MTSS support, instruction coaching with Reading Interventionists, and Leadership Coaching from Schools Cubed to make changes in Core/Tier 1 Reading instruction.

Our teachers are showing a desire to engage in this learning and development in order to increase our students' Reading achievement.

Our focus on improving Tier 1 instruction and properly aligning our supports will address a majority of our students' needs and address of district goal of reaching 90% reading proficiency goal. It will also serve as a prevention strategy for falling behind.

We are using a 23g grant funds and other funding sources to support our programs, personnel, and services.

### Mohegan High School (CSI)

Many of the strategies identified for use with Mohegan High School are also going to be implemented across the district. Based on ELA and Math Data from SAT and MSTEP reports, as well as graduation rates, Chippewa Valley has done a Comprehensive Needs Assessment and Resource Allocation Review specific to Mohegan High School. Multiple strategies have been identified that will be implemented in the upcoming school years. Funds will be allocated for programs Read 180, Math 180, and IXL as well as hiring a behavior interventionist and graduation coach.

## Analysis:

### Root Cause



### Five Whys

- Why: 23g Root Cause

Research (Gough & Tunmer 1986) and our own data analysis helped us determine that our Core/Tier 1 instruction has not been aligned with the Science of Reading. We haven't been teaching decoding in a systematic nor explicit way, which has resulted in too many students requiring MTSS intervention. As a result, more time was spent on remediation which was inefficient. And, by focusing on ineffective reading instruction, at the expense of other subject areas, we have inadvertently neglected the language comprehension component of the reading equation as well (Wexler, 2019).

**Challenge Statement:** If more students become proficient readers, then they will increase their capacity as learners and improve their academic achievement in all subject areas.

**(5/5): 23g Expanded Learning Time**

**Owner:** Don Brosky

**Start Date:** 10/19/2023

**Due Date:** 06/30/2026

**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**

- Cherokee Elementary School
- Cheyenne Elementary School
- Clinton Valley Elementary School
- Erie Elementary School
- Fox Elementary School
- Huron Elementary School
- Miami Elementary School
- Mohawk Elementary School
- Ojibwa Elementary School
- Ottawa Elementary School
- Sequoyah Elementary School
- Shawnee Elementary School

**Total Budget:** \$1,525,015.00

- General Fund (Other)
- Other State Funds (State Funds)

**Strategy Implementation Plan Activities**

| Activity  | Owner      | Start Date | Due Date   | Status   |
|---|------------|------------|------------|----------|
| Reading Interventionists  | Don Brosky | 10/19/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |            |            |            |          |
| School Cubed Leadership Coaching                                | Don Brosky | 10/19/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |            |            |            |          |
| Targeted Reading Materials for MTSS & Small Group Instruction   | Don Brosky | 10/19/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |            |            |            |          |
| Program Manager/Strategy  | Don Brosky | 10/19/2023 | 06/30/2026 | ONTARGET |

| Activity  | Owner      | Start Date | Due Date   | Status   |
|---|------------|------------|------------|----------|
| Expert: Nicole Faehner,<br>Ed.D.                                |            |            |            |          |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |            |            |            |          |
| Program Manager/Strategy<br>Expert: Karen Langlands,<br>Ed.D.   | Don Brosky | 10/19/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan |            |            |            |          |