MICIP Portfolio Report

Vanderbilt Area Schools

Goals Included

Active
- Improve student growth and achievement

Buildings Included

Open-Active
- Vanderbilt Area School

Plan Components Included

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MICIP Portfolio Report

Vanderbilt Area Schools

Improve student growth and achievement

Status: ACTIVE

Statement: Our goal is to improve student learning outcomes as measured NWEA profiency that is measured three times a year so that there is 20 percent increase in student in studetns that make their annual growth goal by 2027.

Created Date: 10/26/2023   *Target Completion Date:* 06/30/2027

Data Set Name: Data related to student learning

Name	Data Source
NWEA growth	District Determined
Student Assessment: Student Growth	MI School Data

Data Story Name: Data related to student learning

Initial Data Analysis: The NWEA Fall 2023 Math and Language Arts data for Vanderbilt Area School indicates that some students are facing challenges in both subjects. Here are specific data points that highlight areas of struggle:
Math Struggles:
In Math, Grade 2 shows 12% of students in the 1st - 20th percentile (Lowest), indicating that a portion of second graders is struggling with math.
Grade 4 also presents challenges, with 22% of students in the 21st - 40th percentile (Below Average) and 11% in the 1st - 20th percentile (Lowest). This suggests that Grade 4 has a significant number of students who are below the average level in math.
Language Arts Struggles:
In Language Arts, Grade 3 demonstrates 11% of students in the 1st - 20th percentile (Lowest), indicating that some third graders are experiencing difficulties in language arts.
Grade 5 exhibits challenges, with 20% of students in the 21st - 40th percentile (Below Average). This suggests that a notable portion of fifth graders is below the average level in language arts.
Wider Variations in Upper Grades:
In both Math and Language Arts, Grades 9, 10, and 11 show a more diverse range of achievement and growth levels. For example, in Grade 9 for Math, 14% of students are in the 1st - 20th percentile, indicating significant math struggles. In Language Arts for Grade 11, 29% of students are in the 1st - 20th percentile, indicating language arts challenges.
Grade 7 Math Struggles:
Grade 7, particularly in Math, stands out with 20% of students in the 1st - 20th percentile, highlighting that a substantial portion of seventh-graders is facing math difficulties.

Grade 6 and Grade 8 Language Arts Challenges:
In Language Arts, Grade 6 and Grade 8 show balanced distributions, indicating that some students are performing below the 41st percentile, suggesting language arts challenges in these grades.

Grade 2 and Grade 4 Variability:
Grade 2 and Grade 4 exhibit variations in both Math and Language Arts, highlighting the challenges students may face during the transition from foundational skills to more advanced concepts.
Targeted Support Needed:
The data underscores the need for targeted support and interventions to address the struggles observed in specific grades and subjects.
Supporting students in the early years (Grade 1 and 2) is crucial to establish a strong foundation for future academic success.
In summary, the data reveals that while there are strengths in various grades and subjects, specific grades and areas, such as Grade 2, Grade 4, and Grade 7 in Math, and Grade 3 and Grade 5 in Language Arts, demonstrate struggles that require focused attention and support to help students overcome these challenges.

Initial Initiative Inventory and Analysis: Teacher-Led Interventions:
Individualized Instruction: Teachers have been providing individualized instruction to students who are struggling in Math and Language Arts. This involves tailoring lessons to meet the specific needs of each student, including additional practice, remedial work, and targeted support.
Paraprofessional Support:
Small Group Sessions: Paraprofessionals have been working with small groups of students, particularly in the grades and subjects where data indicated challenges. These sessions focus on reinforcing key concepts, providing extra practice, and helping students build confidence in their abilities.
Progress Monitoring:
Regular Assessments: Teachers and paraprofessionals have been conducting regular assessments to track student progress. These assessments are used to identify areas of improvement or areas where students continue to struggle.
Response to Data:
Data-Informed Instruction: Teachers and paraprofessionals have been using assessment data to inform their instruction. By analyzing the data, they can make informed decisions about what areas to target for improvement and tailor their teaching methods accordingly.

Student Support Teams:
Collaboration: Teachers, paraprofessionals, and other support staff collaborate within student support teams to discuss individual student needs and plan interventions.
As for the effectiveness of these efforts, there have been signs of progress:
Evidence of Growth:
Improved Assessment Results: Students who have received targeted support,

individualized instruction, and small group sessions have shown growth in their assessment results. This indicates that the interventions have been effective in addressing some of the challenges identified in the data.

Data-Informed Decision-Making:

Data-Driven Approach: The use of assessment data to inform instruction has allowed teachers and support staff to make more informed decisions. This data-driven approach has contributed to the positive outcomes observed in student growth.

While progress has been made, it's important to acknowledge that addressing student challenges is an ongoing process. The school will continue to monitor data, refine interventions, and provide support to ensure that all students receive the help they need to succeed in both Math and Language Arts.

Gap Analysis: Current State:

The current data indicates that while there have been efforts to address the struggles identified, there are still students who are performing below the desired achievement levels, especially in specific grades and subjects.

Although progress has been made in improving student performance through interventions led by teachers and paraprofessionals, there is room for further improvement.

Desired State:

The desired state would be for all students to meet or exceed proficiency levels in Math and Language Arts, ensuring that they are well-prepared for academic success and future challenges.

Ideally, the gap between different grade levels and subjects should be minimized, and all students should consistently perform at or above the average level in both Math and Language Arts.

District Data Story Summary: Data Story Summary:

In this area of inquiry, which pertains to student performance in Math and Language Arts at Vanderbilt Area School based on NWEA Fall 2023 data, several key findings and insights have emerged:

Strengths Uncovered:

Vanderbilt Area School has identified strengths in student performance, particularly in higher-grade levels. Grades 8 and 9, as well as Grade 11, have demonstrated consistent achievement levels in both Math and Language Arts. These strengths are indicative of effective instruction and support.

Growth Edges Identified:

The data highlights areas where student performance can be further improved. Specifically, the data reveals growth edges, particularly in Grade 2 and Grade 4 in Math, and Grade 3 and Grade 5 in Language Arts. These grades exhibit below-average achievement, indicating a need for focused interventions to help students reach proficiency levels.

Unmet Learner Needs:

Learner needs that are not being met adequately include specific struggles in certain grades and subjects, such as Grade 7 in Math, and Grade 2, Grade 4, and Grade 6 in Language Arts. The data indicates that some students require additional support to overcome challenges in these areas.

District Programs and Supports:

The school has implemented targeted programs and supports to address student needs. Teachers and paraprofessionals have been providing individualized instruction, small group sessions, and regular assessments to monitor progress and tailor interventions accordingly.

Major Challenges Not Addressed:

While the school has made progress in addressing student challenges, there are still some major challenges not fully addressed. These challenges include the need for a more comprehensive approach to closing the gap between below-average and above-average performers. Further, additional resources and support may be required to help struggling students in specific grades.

In conclusion, the data story reveals a nuanced picture of student performance in Math and Language Arts at Vanderbilt Area School. While there are strengths and successes, there are also notable growth edges and unmet learner needs, especially in certain grades and subjects. The school's current programs and supports are beneficial but may require refinement and additional resources to address major challenges effectively. A data-driven, targeted approach is essential to meet the diverse needs of all students and strive for consistently high performance.

Analysis:

Root Cause

Summary of Root Cause Analysis:

Root Cause Analysis:

Inadequate Targeted Support: The data indicates that some students, particularly in specific grades and subjects, are struggling to reach proficiency levels. This may be due to inadequate targeted support, as not all students are receiving the necessary interventions tailored to their specific learning needs.

Resource Allocation: Resource allocation, including staffing and time, might not be optimized to address the diverse needs of students across different grade levels and subjects. Some grades may require more attention and support than others.

Data-Driven Decision-Making: There might be room for improvement in using data for decision-making. The school may not have been fully leveraging assessment data to inform instruction, interventions, and resource allocation.

Addressing Root Causes: To address these root causes effectively and within the school's control:

Targeted Support Programs: Implement targeted support programs like the 23G tutoring

strategy for students in grades and subjects showing growth edges or unmet learner needs. Ensure that struggling students receive individualized or small-group instruction. Resource Reallocation: Reallocate resources, such as staffing and time, to meet the specific needs of students in different grades and subjects. Consider allocating more resources to grades and subjects where the data indicates challenges.

Data-Informed Decision-Making: Foster a data-driven culture within the school. Ensure that assessment data is regularly analyzed, and the insights are used to make informed decisions about interventions, resource allocation, and instructional strategies.

By addressing these root causes, Vanderbilt Area School can provide more effective support to its students and work toward closing the achievement gaps that were identified in the data story summary. This approach will help ensure that all students receive the assistance they need to reach proficiency levels in Math and Language Arts.

Supporting Documents

No Documents Included

Challenge Statement: The challenge is that the District needs to improve Tier 1 instucrtional practices focused on the Essentials and proved oppurtunities for interventions such as tutoring and extended learning time.

Strategies:

(1/2): 23g Expanded Learning Time

Owner: David Harwood

Start Date: 10/26/2023   *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: $6,000.00
- Other State Funds (State Funds)

Communication:

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

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Subject-Specific Workshops: Organize subject-specific workshops during the expanded learning time. These workshops will be designed to provide in-depth exploration of key concepts and skills in Math and Language Arts. Each workshop will target specific areas of improvement identified in the data. Engage experienced teachers or specialists will lead these workshops, focusing on	David Harwood	01/04/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
interactive and hands-on activities that make learning enjoyable. Regularly assess and track the progress of students who attend these workshops to measure their growth in the targeted subjects Dr. Harwood's Role: Dr. Harwood will collaborate with the curriculum coordinators and teachers to identify specific areas of improvement in Math and Language Arts that need to be addressed. He will work on designing and planning the subject-specific workshops, ensuring they align with the identified data-driven needs. Oversight: Dr. Harwood will closely oversee the workshops' implementation, ensuring that they run smoothly, are engaging, and effectively address the growth edges. He will regularly assess student progress in these workshops and make adjustments as necessary to meet the objectives.				
Activity Buildings: All Buildings in Implementation Plan				
Reading and Math Clubs: Establish Reading and Math Clubs as part of the expanded learning time activities. These clubs will meet regularly and offer students a chance to delve into literature, practice	David Harwood	09/04/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
problem-solving, and engage in discussions. Encourage students to choose books or math-related challenges based on their interests and levels, fostering a love for reading and math. Organize book discussions and math competitions to keep students engaged and motivated. These clubs can help address Language Arts and Math needs simultaneously. Reading and Math Clubs: Dr. Harwood's Role: Dr. Harwood will work with the Language Arts and Math departments to establish and organize the Reading and Math Clubs. He will collaborate with teachers and paraprofessionals to create an engaging and stimulating environment for students to explore literature and math challenges. Oversight: Dr. Harwood will oversee the club activities, ensuring that they align with the school's goals and objectives. He will monitor club attendance, participation, and progress to assess their effectiveness in addressing the identified learner needs.				
Activity Buildings: All Buildings in Implementation Plan				
Homework Support and Enrichment Sessions: Offer	David Harwood	09/04/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
homework support and enrichment sessions during the expanded learning time. These sessions can be a valuable resource for students who need additional help with their assignments or seek opportunities to excel. Provide a quiet and structured environment where students can work on their homework with guidance from teachers or paraprofessionals. Enrichment activities such as project-based learning, hands-on experiments, or creative writing projects to enhance learning beyond the regular classroom setting will be included. Dr. Harwood's Role: Dr. Harwood will coordinate with the school's support staff and teachers to design and implement homework support and enrichment sessions during the expanded learning time. He will ensure that these sessions are tailored to meet the needs of students struggling with homework or seeking additional challenges. Oversight: Dr. Harwood will provide oversight for these sessions, making sure that they provide a structured and supportive environment for students. He will assess the impact of these				

Activity	Owner	Start Date	Due Date	Status
sessions on student achievement, both in terms of homework completion and academic growth.				
Activity Buildings: All Buildings in Implementation Plan				
Summer School Enrichment Program Description: Implement a Summer School Enrichment Program for students who require additional support and enrichment in Math and Language Arts. This program will offer a structured and academically stimulating environment during the summer break, focusing on targeted areas of improvement. How it Addresses the Goals: The Summer School Enrichment Program will specifically target the growth edges identified in Math and Language Arts. Students will receive intensive instruction, practice, and support in these subjects. The program will address learner needs by providing additional academic opportunities during the summer, ensuring that students can catch up, keep up, or get ahead. It aligns with the overall strategy of improving student achievement in Math and Language Arts by providing extended learning time in a focused and supportive	David Harwood	06/18/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
setting. Dr. David Harwood's Oversight: Program Design: Dr. Harwood will work with the teaching staff to design the Summer School Enrichment Program curriculum, ensuring it aligns with the identified data-driven needs. Resource Allocation: He will coordinate with the school's administration to allocate resources, such as teachers, instructional materials, and facilities, for the summer program. Student Enrollment: Dr. Harwood will oversee the enrollment process, ensuring that students in need of additional support are given the opportunity to participate. Progress Monitoring: He will closely monitor the academic progress of students during the Summer School Enrichment Program, tracking their performance in Math and Language Arts. Assessment: Dr. Harwood will assess the impact of the summer program on student achievement, comparing pre- and post-program data to measure growth and success.				
Activity Buildings: All Buildings in Implementation Plan				

(2/2): 23g Tutoring

Owner: David Harwood

Start Date: 10/26/2023   *Due Date:* 06/30/2027

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: $3,000.00
  • Other State Funds (State Funds)

Communication:

Method
  • School Board Meeting
  • Email Campaign
  • District Website Update
  • Parent Newsletter
  • Local Newspaper
  • Social Media

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High dosage tutoring	David Harwood	09/04/2024	06/12/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Peer Tutoring Program: Description: Establish a peer tutoring program where academically strong students in higher grades tutor their peers who need assistance in Math and Language Arts. Pair students based on subject needs and compatibility. Dr. Harwood's Role: Dr. Harwood will collaborate with teachers to identify academically strong	David Harwood	01/16/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
students who can serve as peer tutors. He will work with the school's counseling department to pair students based on subject needs and compatibility. Dr. Harwood will also ensure that the peer tutoring program is well-structured, providing training for peer tutors to help them effectively assist their peers. Oversight: Dr. Harwood will regularly monitor the progress of the peer tutoring program. He will review the performance of peer tutors and assess the academic growth of students receiving peer tutoring. Any necessary adjustments to the program will be made under his guidance				
Activity Buildings: All Buildings in Implementation Plan				
Teacher-Led Small Group Tutoring: Description: Implement teacher-led small group tutoring sessions during the expanded learning time. These sessions will provide students with additional instruction and practice on specific topics or skills identified as challenging. Dr. David Harwood's Oversight: Dr. Harwood will work closely with teachers to identify the topics or skills that need additional focus. He will oversee the scheduling of these small	David Harwood	09/04/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
group tutoring sessions and ensure that they align with the school's curriculum. Measurable Objective: The objective is to track the improvement of students who attend these small group tutoring sessions and ensure that at least 70% of them show measurable growth in the targeted areas.: Dr. Harwood's Role: Dr. Harwood will work closely with the teaching staff to identify the topics or skills that need additional focus in Math and Language Arts. He will collaborate with teachers to design and schedule small group tutoring sessions during the expanded learning time. Dr. Harwood will also ensure that these sessions align with the school's curriculum. Oversight: Dr. Harwood will oversee the implementation of teacher-led small group tutoring. He will regularly assess the progress of students who attend these sessions and ensure that they align with the measurable objectives. Adjustments to the small group tutoring strategy will be made under his guidance as needed.				
Activity Buildings: All Buildings in Implementation Plan				
Virtual Tutoring Network: Description: Establish a	David Harwood	09/05/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
virtual tutoring network in collaboration with online tutoring platforms and educators. This network will provide students with access to remote, on-demand tutoring support in Math and Language Arts. Students can connect with tutors for real-time assistance via video conferencing or chat. Dr. Harwood's Role: Dr. Harwood will coordinate with the school's technology department to identify suitable online tutoring platforms. He will ensure that the virtual tutoring network aligns with the specific growth edges identified in Math and Language Arts. Dr. Harwood will oversee the implementation of this network, manage access for students, and track its effectiveness. Oversight: Dr. Harwood will closely monitor the performance of the virtual tutoring network. He will assess the impact on student achievement, track usage, and ensure that students are effectively utilizing this resource to address their academic needs. Adjustments to the virtual tutoring network strategy will be made under his guidance as necessary.				
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 10% for NWEA growth		06/30/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Subject-Specific Workshops: Organize subject-specific workshops during the expanded learning time. These workshops will be designed to provide in-depth exploration of key concepts and skills in Math and Language Arts. Each workshop will target specific areas of improvement identified in the data. Engage experienced teachers or specialists will lead these workshops, focusing on interactive and hands-on activities that make learning enjoyable. Regularly assess and track the progress of students who attend these workshops to measure their growth in the targeted subjects Dr. Harwood's Role: Dr. Harwood will collaborate with the curriculum coordinators and teachers to identify specific areas of	David Harwood	01/04/2024	06/30/2027	UPCOMING

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Reading and Math Clubs: Establish Reading and Math Clubs as part of the expanded learning time activities. These clubs will meet regularly and offer students a chance to delve into literature, practice problem-solving, and engage in discussions. Encourage students to choose books or math-related challenges based on their interests and levels, fostering a love for reading and math. Organize book discussions and math competitions to keep students engaged and motivated. These clubs can help address Language Arts and Math needs simultaneously. Reading	David Harwood	09/04/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
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Homework Support and Enrichment Sessions: Offer homework support and enrichment sessions during the expanded learning time. These sessions can be a valuable resource for students who need additional help with their assignments or seek opportunities to excel. Provide a quiet and structured environment where students can work on their homework with guidance from teachers or paraprofessionals. Enrichment activities such as project-based learning,	David Harwood	09/04/2024	06/30/2027	UPCOMING

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23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
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Activity	Owner	Start Date	Due Date	Status
compatibility. Dr. Harwood will also ensure that the peer tutoring program is well-structured, providing training for peer tutors to help them effectively assist their peers. Oversight: Dr. Harwood will regularly monitor the progress of the peer tutoring program. He will review the performance of peer tutors and assess the academic growth of students receiving peer tutoring. Any necessary adjustments to the program will be made under his guidance				
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Activity	Owner	Start Date	Due Date	Status
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Virtual Tutoring Network: Description: Establish a virtual tutoring network in collaboration with online tutoring platforms and educators. This network will provide students with access to remote, on-demand tutoring support in Math and Language Arts. Students can connect with	David Harwood	09/05/2024	06/30/2027	UPCOMING

Activity	Owner	Start Date	Due Date	Status
tutors for real-time assistance via video conferencing or chat. Dr. Harwood's Role: Dr. Harwood will coordinate with the school's technology department to identify suitable online tutoring platforms. He will ensure that the virtual tutoring network aligns with the specific growth edges identified in Math and Language Arts. Dr. Harwood will oversee the implementation of this network, manage access for students, and track its effectiveness. Oversight: Dr. Harwood will closely monitor the performance of the virtual tutoring network. He will assess the impact on student achievement, track usage, and ensure that students are effectively utilizing this resource to address their academic needs. Adjustments to the virtual tutoring network strategy will be made under his guidance as necessary.				

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available