

MICIP Portfolio Report

Whitmore Lake Public School District

Goals Included

Active

- Increase Percent of Students Proficient on NWEA Ma...
 - Postsecondary Opportunities
-

Buildings Included

Open-Active

- Whitmore Lake Elementary
 - Whitmore Lake High School
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Whitmore Lake Public School District

Increase Percent of Students Proficient on NWEA Ma...

Status: ACTIVE

Statement: Our goal is to provide Math intervention using RtI with fidelity across grade levels, K-8, in order to increase the percent of students meeting proficiency levels (above 60th percentile) in math by 5% in all grade levels as measured by NWEA Spring, 2024 data.

Created Date: 06/28/2022

Target Completion Date: 06/28/2024

Data Set Name: Mathematics 2023

Name	Data Source
Frequency of Students with Learning Disabilities 2022	Other
Spring, 2022 NWEA data: Mathematics	NWEA

Data Story Name: Mathematics 2023

Initial Data Analysis: The percent of students at or above the cutoff for proficiency (at or above 40th percentile) on the Spring, 2022 NWEA benchmark test was:

Kindergarten 65%

First grade 70%

Second grade 79%

Third grade 76%

Fourth grade 45%

Fifth grade 36%

Sixth grade 65%

Seventh grade 47%

Eighth grade 49%

Initial Initiative Inventory and Analysis: Middle School Math Mastery course
Professional development for Math teachers

Gap Analysis: There is a large gap between students in 4, 5, 7, and 8th grades and desired proficiency rates on the NWEA benchmark assessments.

District Data Story Summary: Stronger intervention, and the need for additional professional development, are needed to reach all students at all grade levels in mathematics. Students with learning disabilities struggle in both math and reading, as common gap discrepancies exist for both subjects.

Analysis:

Root Cause



Five Whys

- Why: Students with previous math mastery gaps continue to fall short of proficiency each year, widening the achievement gaps. They did not achieve mastery in elementary school, but were promoted to the secondary school regardless. Students in special education are not receiving the intervention needed to lessen the achievement gap. Instead, they are only receiving accommodations.

Challenge Statement: The district needs to allocate time and resources to provide professional development to math teachers (including special education teachers) to provide tiered intervention supports for all students.

Strategies:

(1/3): Illustrative Mathematics Curricula

Owner: Melissa Heuker

Start Date: 06/30/2022

Due Date: 06/28/2024

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings

- Whitmore Lake High School

Total Budget: \$100,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development for math strategies provided by Math Coach	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At-Risk coaching	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data analysis with Math Coach	Melissa Heuker	06/30/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): MTSS Framework (General)

Owner: Melissa Heuker

Start Date: 06/30/2022

Due Date: 06/28/2024

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$100,000.00

- IDEA Part B (Section 611) (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method	Audience
<ul style="list-style-type: none"> • School Board Meeting 	<ul style="list-style-type: none"> • Educators • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At-Risk coach	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School/ After School tutoring	Melissa Heuker	06/30/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Math Mastery class options	Melissa Heuker	06/30/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Whitmore Lake High School 				
Class Size Reduction	Melissa Heuker	06/30/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Whitmore Lake Elementary 				
Academic vocabulary instruction for EL students	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Imagine Learning implementation	Melissa Heuker	11/27/2023	06/26/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): Curriculum Planning

Owner: Melissa Heuker

Start Date: 06/30/2022

Due Date: 06/28/2024

Summary: Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

Buildings: All Active Buildings

Total Budget: \$40,000.00

- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

- | | |
|------------------------|-------------|
| Method | Audience |
| • School Board Meeting | • Educators |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math coaching	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At-Risk coaching	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Co-Teaching with Special Education	Melissa Heuker	06/30/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Mastery class options	Melissa Heuker	06/30/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reveal implementation-	Melissa	06/30/2022	06/28/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
scope and sequence	Heuker			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Melissa Heuker	06/30/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Postsecondary Opportunities

Status: ACTIVE

Statement: Students will have opportunities to prepare for postsecondary education.

Created Date: 10/30/2023

Target Completion Date: 06/28/2024

Data Set Name: Post Secondary Education

Name	Data Source
Senior Exit Survey	Google Survey Form
24 Credits	MiSchoolData
College Readiness Benchmarks	MiSchoolData

Data Story Name: Post Secondary Education

Initial Data Analysis: Based on the data above and the trend data over the last few years, we feel our area of focus of giving students more opportunities to prepare for postsecondary options is appropriate and supported by data. The efforts we have made so far need to be expanded, and this grant will support our goals and vision for preparing students for the future.

Initial Initiative Inventory and Analysis: Every effort is made to ensure students are exposed to the varied opportunities that exist beyond high school. To that end, we take students on a variety of field trips during their time at Whitmore Lake MSJHS. These opportunities include the following:

Just Build It Career Expo MI Career Quest Manufacturing Day College visit to University of Michigan College visit to Washtenaw Community College to explore certificate programs, skilled trades, and Associate degree programs College visit to a big public university and a small, private, liberal arts school

Additionally, students take numerous assessments to help them have a better understanding of their likes and interests, strengths and challenges, and personality traits and how those things can translate to career paths. Assessments include the following: PSAT 8/9, PSAT 10, PSAT/NMSQT, SATASVABCareer Cluster Finder AchieveWorks Learning and Productivity AchieveWorks Personality AchieveWorks Skills Career Interest Profiler Strengths Explorer

In spite of all these activities and assessments, students still leave our building unprepared for their next step. It's unacceptable to us that only 34% of students meet college readiness benchmarks when 70-80% of students each year identify that college is their next step.

Gap Analysis: Only 34.2% of juniors met both benchmarks on SAT in April of 2023. This is a significant drop in our scores from the past. The trend data shows a decrease in scores for the past two years. We believe this is due to a lasting impact of learning loss from the pandemic. Students need opportunities to catch up on credits and classes, which will lead

to increased SAT scores. Our future goal is to see an increased percentage of students meeting the benchmark scores for both EBRW and Math. The benchmark scores need to increase to pre-pandemic levels.

District Data Story Summary: Based on the data above and the trend data over the last few years, we feel our area of focus of giving students more opportunities to prepare for postsecondary options is appropriate and supported by data. The efforts we have made so far need to be expanded, and this grant will support our goals and vision for preparing students for the future.

Analysis:

Root Cause



Five Whys

- Why: The needs addressed by this grant would be used to expand the postsecondary opportunities for our students. The data that 8% of students who are leaving our district feel their coursework is not worthwhile and relative to their life.
- Why: During the pandemic, students were more focused on the health and safety of their families than their coursework. Classes such as algebra took a back seat to their every day life stressors.
- Why: Only 12% of students spent 4 hours or more per week on assignments. This directly relates to the inability to finish college credits after high school. Students lacked a foundation and were not prepared for college classes.
- Why: In person learning was limited and students had to become self-sufficient learners during the pandemic. Learning loss occurred across subject areas which is evident in the drop of SAT benchmark success.
- Why: Students are not independent learners and they thrive when learning among their peers and with teacher-directed instruction. Students need adult mentorship to be successful.

Challenge Statement: The district needs to allocate resources to support credit recovery for students impacted by learning loss from the pandemic. Additionally, the district needs expanded resources available for students to explore post-secondary pathways.

Strategies:

(1/1): 23g Career Pathways

Owner: Jennifer Petzke

Start Date: 10/30/2023

Due Date: 06/28/2024

Summary: Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Buildings

- Whitmore Lake High School

Total Budget: \$78,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method

- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Career Pathways. The high school counselor, Kathy DeKeyser, already offers many opportunities for high school students to explore career and college pathways. However, we need additional opportunities to meet the varied postsecondary plans of our student population. Under the supervision of Melissa Heuker, Director of Student Services, the counselor plans to work with one of our retired high school teachers to create a meaningful career event (23g - Hosting College Panel Event with 15 presenters for 160 students to help them prepare for postsecondary education, \$1,000) that will address the needs of all grade levels in the building (7-12). This event will include career panels, which will focus on individual pathways. Within each pathway, students will be exposed to multiple job opportunities that require different levels of education. Additionally, there will be targeted sessions on college-specific topics, including financial aid and student support resources. With additional funding to support transportation costs (23g - Provide transportation services for</p>	<p>Melissa Heuker</p>	<p>10/30/2023</p>	<p>06/28/2024</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>college visits, after-school tutoring, and the Summer Intervention Program, \$5,000) the counselor will provide more field trip opportunities (23g - Miscellaneous expenditures associated with college visits to help students prepare for postsecondary education, \$3,600) that target the needs of all students, not just our four-year college-bound students. These trips give students valuable insight into the programs and opportunities available to them in order to be successful after graduation.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Activity Buildings: All Buildings in Implementation Plan

<p>Expanded Learning Time and Tutoring. The Director of Student Services, Melissa Heuker, will oversee the high school counselor (Kathy DeKeyser) and learning enrichment coordinator (Jennifer Petzke), who will facilitate the implementation of expanded learning time consisting of high dosage after-school tutoring and summer tutoring. This will consist of virtual options and in-person tutoring for students (23 g - stipends for two to three teachers tutoring students before and after school to address unfinished learning, \$7,183) who are struggling to graduate on time or not meeting grade level benchmarks. Targeted math interventions during Trojan Time, after school and during the summer (23g - Summer Intervention Program with two certified teachers to provide additional academic assistance to students at risk of falling behind their peers in grades 6-9, \$9,100) will be a focus in middle school. Tutors and interventionists will be certified teachers and other staff who are qualified to help students close academic gaps (23g - To pay 10 staff members to participate in the Khan Academy Program Planning for Digital SAT for teachers so they can better help middle and high school students prepare for</p>	<p>Melissa Heuker</p>	<p>10/30/2023</p>	<p>06/28/2024</p>	<p>ONTARGET</p>
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<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>postsecondary education (\$12,500). Additionally, students will have the opportunity to take virtual classes at a reduced rate (23g - Virtual class fees of \$40/hr for 20 hours for the Summer Intervention Program for 3 to 4 students at risk of falling behind their peers in grades 6-9, \$800), which will allow more students who are economically disadvantaged to afford classes for credit and to close learning gaps. Students will also have access to the Varsity Tutoring platform (23g - Utilizing Varsity Tutors High Dosage Tutoring program for to get students to grade-level academic standards. Estimate 108 sessions with 2-4 students per session \$4,320) during summer and the school year to bridge the gap in subject areas. Incentives for both growth and participation will be provided as appropriate (23g - Supplies for Summer Intervention Program for students at risk of falling behind their peers in grades 6-9, \$452). Transportation services may be offered for after school and summer programs (23g - Provide transportation services for college visits, after-school</p>	<p>Melissa Heuker</p>	<p>10/30/2023</p>	<p>06/28/2024</p>	<p>ONTARGET</p>

<i>Activity Buildings:</i> All Buildings in Implementation Plan				
tutoring, and the Summer Intervention Program, (\$17,752)	Melissa Heuker	10/30/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				