

MICIP Portfolio Report

Clawson Public Schools

Goals Included

Active

- Academic Excellence: Improve Proficiency on Distr...
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Buildings Included

Open-Active

- Baker School
 - Clawson High School
 - Clawson Middle School
 - Kenwood Elementary School
 - Paul A. Schalm School
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Plan Components Included

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MICIP Portfolio Report

Clawson Public Schools

Academic Excellence: Improve Proficiency on Distr...

Status: ACTIVE

Statement: All students and staff will strive to reach their highest potential in order to achieve excellence by increasing student growth in all core content areas (ELA, Math, Science, and Social Studies) as measured by increasing state/district iReady and MSTEP assessments.

Created Date: 04/29/2021

Target Completion Date: 06/01/2025

Data Story Name: Academic Excellence

Initial Data Analysis: Our district data tells us that 50% of our students are proficient in ELA on MSTEP/PSAT. Local assessment data is telling a similar story at most levels. The high school data is not valid since not all students have been assessed until this year. The middle school and elementary school data is showing an overall upward trend. We would like to continue to see this trend in proficiency levels continue to increase (roughly by 0.5%-1.5%).

Initial Initiative Inventory and Analysis: 2018-2019: Curriculum review-ELA, Science (all areas need attention)

2019-2020: DK-3 materials update for ELA

2020-2022: 3-12 materials update for ELA

2021-2022: 6-12 materials update for Science (STEMScopes)

2020-2021: Bond Planning (August 2021 vote)

2020-2021: Early literacy-LEO, coaching, Literacy Essentials

2023-2024: TK-5 materials update for ELA (CKLA)

Gap Analysis: Overall, we are seeing our kids moving in a positive trend. Proficiency levels are increasing, however, we are noticing gaps in proficiency in specific domains. For example, we are seeing comprehension as a weaker area, specifically in the area of informational text. We would like to see proficiency in this area increase with specific instruction in reading and comprehending informational text within a variety of subject areas. In addition, we are noticing that computation skills in the domain of numbers and operations are essential for performing more higher level mathematical tasks across grade levels. We would like to increase proficiency in computation across all mathematical domains.

District Data Story Summary: Strengths and Opportunities:

Since the pandemic shutdown and coming back to in person learning slowly in the 2020-21 school year, we have noticed many students with learning deficits. We find that there are gaps in their learning from the time back and forth between virtual, in person, and homeschool learning.

We are noticing a general upward trend in proficiency across the district. We see an opportunity for growth in the area of comprehension and computation across all content

areas. Both of these areas could also have the greatest impact across all grade levels and content areas. These focus areas will meet the needs of a diverse group of learners that will be addressed through our identified strategies.

Duplicative Services, Programs, and Supports/Braiding and Blending of Funding
Identified at-risk students are receiving intervention and support services during the school day. We plan on offering summer school and after school tutoring opportunities funded through Title I, 23g, and ESSER III 11t funds as well. All of these programs will work cohesively together in supporting students' individual needs.

Data Collection

The district analyzes state and local data regularly. We look at what our deficit areas are on our district iReady assessments three times a year and plan for how instruction should be adjusted to support learning needs based on the data. Based on the data included above, we notice a specific need in two areas that might have the most impact on our students: mathematical computation and comprehension of informational text. Our goals and strategies will work to support these areas specifically, but also will work to catch them up from gaps that have occurred due to the COVID shut down and return to learning.

Strategies:

(1/6): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Jennifer Pintek

Start Date: 08/24/2021

Due Date: 06/01/2025

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Clawson High School
- Clawson Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will incorporate the Essential Instructional Practices for Literacy into their classroom.	Jennifer Pintek	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All teachers will provide scaffolded instruction and intervention as needed to develop all students' proficiency, this includes providing support and/or supplemental instruction to students.	Jennifer Pintek	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers and administrators will participate in the MTSS process to support all at risk students (struggling to meet proficiency, homeless, English learners, etc.) two or three times a year or as needed to support student needs.	Jennifer Pintek	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Teachers will continue to engage in learning about specific habits of thinking within each discipline.	Jennifer Pintek	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/6): Essential Instructional Practices Grades K-3

Owner: Bianca Sines

Start Date: 08/24/2021

Due Date: 06/01/2025

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Kenwood Elementary School
- Paul A. Schalm School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will incorporate the Essential Instructional Practices for Literacy into their classroom.	Bianca Sines	08/24/2021	06/01/2025	ON TARGET
Activity Buildings: All Buildings in Implementation Plan				
All teachers will provide scaffolded instruction and intervention as needed to develop all students' proficiency, this includes providing support and/or supplemental instruction to students.	Bianca Sines	08/24/2021	06/01/2025	ON TARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers and administrators will participate in the MTSS process to support all at risk students (struggling to meet proficiency, homeless,	Bianca Sines	08/24/2021	06/01/2025	ON TARGET

Activity	Owner	Start Date	Due Date	Status
English learners, etc.) two or three times a year or as needed to support student needs.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will continue to engage in learning about specific habits of thinking within each discipline.	Bianca Sines	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/6): Essential Instructional Practices Grades 4-5

Owner: Bianca Sines

Start Date: 08/24/2021

Due Date: 06/01/2025

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Kenwood Elementary School
- Paul A. Schalm School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers and administrators will participate in the MTSS process to support all at risk students (struggling to meet proficiency, homeless, English learners, etc.) two or three times a year or as needed to support student needs.	Bianca Sines	08/24/2021	06/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers will continue to	Bianca Sines	08/24/2021	06/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
engage in learning about specific habits of thinking within each discipline.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will incorporate the Essential Instructional Practices for Literacy into their classroom.	Bianca Sines	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All teachers will provide scaffolded instruction and intervention as needed to develop all students' proficiency, this includes providing support and/or supplemental instruction to students.	Bianca Sines	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/6): Essential Instructional Practices-PK

Owner: Claire Prost

Start Date: 08/24/2021

Due Date: 06/01/2025

Summary: Identifies a small set of research-supported literacy instructional practices (10) that could be a focus of PD throughout the state. PK has potential to improve reading by third grade. Ten practices include 1)intentional use of literacy in dramatic play and present in environment2)Read alouds 3)Interactive read aloud with comprehension and vocabulary focus, 4)Play with sounds inside words 5)Brief, clear instruction in letter names, sounds and how letters are shaped and formed 6)Interactions around writing 7)Extended conversations 8)Abundant classroom reading material 9) Ongoing observation and assessment of children's language and literacy development 10) Collaboration with families in promoting literacy.

Buildings

- Baker School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will incorporate the Essential Instructional Practices for Literacy into their classroom.	Claire Prost	08/24/2021	06/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All teachers will provide scaffolded instruction and intervention as needed to develop all students' proficiency, this includes providing support and/or supplemental instruction to students.	Claire Prost	08/24/2021	06/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers and administrators will participate in the MTSS process to support all at risk students (struggling to meet proficiency, homeless, English learners, etc.) two or three times a year or as needed to support student needs.	Claire Prost	08/24/2021	06/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Teachers will continue to engage in learning about specific habits of thinking within each discipline.	Claire Prost	08/24/2021	06/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/6): 23g Tutoring

Owner: Nicole McDonald

Start Date: 10/25/2023

Due Date: 06/01/2025

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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will implement an after school tutoring program which focuses on serving identified at risk students. tutoring will be provided in groups of 4 or fewer students at least 3 times per week for 20-30 minutes per session. Funding will be used for staffing and transportation (as needed). Training and coaching will be provided by instructional coach. Tutors will be provided with curriculum, progress monitoring, and assessment tools which support individual learning needs of students, with data being collected regularly. Tutoring program will be overseen by the After School TK-12 Tutoring and Saturday School Coordinator.	Nicole McDonald	10/25/2023	06/01/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

(6/6): 23g Expanded Learning Time

Owner: Nicole McDonald

Start Date: 10/25/2023

Due Date: 06/01/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will implement a summer school tutoring program which focuses on serving identified at risk students for the purpose of addressing unfinished learning, getting students to achieve grade level academic standards, and providing additional assistance to students at risk of falling behind their peers. Funding will be used for staffing and transportation (as needed). Summer school teachers will be provided with curriculum, progress monitoring, and assessment tools which support students' individual learning needs, with data being collected regularly. Training and coaching will be provided by instructional coach. Summer school program will be overseen by the	Nicole McDonald	10/25/2023	06/01/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Summer School Coordinator.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>The district will implement a summer school tutoring program which focuses on serving identified at risk students for the purpose of addressing unfinished learning, getting students to achieve grade level academic standards, and providing additional assistance to students at risk of falling behind their peers. Tutoring will be provided in groups of 4 or fewer students at least 3 times per week for 20-30 minutes per session. Funding will be used for staffing and transportation (as needed). Training and coaching will be provided by instructional coaches. Tutors will be provided with curriculum, progress monitoring, and assessment tools which supports students' individual learning needs of students, with data being collected regularly. Tutoring program will be overseen by the After School TK-12 Tutoring and Saturday School Coordinator.</p>	Nicole McDonald	10/25/2023	06/01/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				