

MICIP Portfolio Report

North Muskegon Public Schools

Goals Included

Active

- Implement School-wide Tier 1 PBIS, math curriculum...

Archived

- Improve SRSS
-

Buildings Included

Open-Active

- North Muskegon Elementary School
 - North Muskegon High School
 - North Muskegon Middle School
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

North Muskegon Public Schools

Implement School-wide Tier 1 PBIS, math curriculum...

Status: ACTIVE

Statement: Our goal is to improve the structures, procedures, and fidelity of our Tier 1 behavioral supports, math curriculum, and ELA curriculum district-wide.

Created Date: 06/24/2022

Target Completion Date: 06/19/2027

Data Story Name: Behavioral Supports, Math, & ELA 2023-2024+

Initial Data Analysis: Behavioral Outcomes: Gaps continue to exist between genders, races, and ED/non-ED. There is not a noticeable gap between in/out of district students. This continues to be our top priority, although we expect to shift our emphasis toward academics over the coming year or two based on the rate of progress we can make. Also, for Tier 2, the class of 2030 has a disproportionate level of need.

MATH: Scores are still lower all-around than our goal, although we made significant gains! ED, resident district, and race subgroups did have differences between them - especially IEP vs non. The class of 2030 has a disproportionate level of need.

READING: Learning outcome gaps are closing significantly, especially between ED and non-ED students! All gaps have shrunk, though, and overall scores are relatively high for all students.

Initial Initiative Inventory and Analysis: Behavioral outcome supports:

- +All staff participated in 2-day Therapeutic Crisis Intervention for Schools training, with 4 hour-long reviews throughout the school year
- +Added a 1/2 time Behavioral Support person at the elementary. This relationship did not work out and so this will not continue.
- +Added new behavior acknowledgment practices at the Middle/High School
- +Collaborated to create a thoroughly revised PBIS system for at the elementary and will continue this work into next year. In terms of climate, this work has borne fruit.
- +Collaborated to create a revised PBIS system at the middle/high

Gap Analysis: SRSS: We have a ways to go in supporting the students that are at high risk on the SRSS. Similarly, our ED students are at higher risk - and so are our male students. We want the average for all subgroups to be closer to 2.0 and we want there to be 5% or fewer at high risk in all subgroups.

Students who identify as Black also are at increased risk for challenging behaviors and lower math outcomes.

District Data Story Summary: The elementary climate has improved for students, staff, and parents. However, the middle & high schools have stayed approximately the same. Progress on reading goals has been possible - but small. No impact has been observed on math goals district-wide.

Strategies:

(1/9): Positive Behavioral Intervention and Support (PBIS)

Owner: Jon Allen

Start Date: 06/27/2022

Due Date: 06/30/2025

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Administer SRSS 2x per year	Jon Allen	06/27/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Conduct PBIS training for staff	Jon Allen	06/27/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Capturing Kids' Hearts Training	Jon Allen	08/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • North Muskegon High School • North Muskegon Middle School 				

(2/9): MTSS Framework (General)

Owner: Jon Allen

Start Date: 06/29/2022

Due Date: 06/30/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After school tutoring	Jon Allen	06/29/2022	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> North Muskegon Elementary School North Muskegon Middle School 				
Intervention classes for identified students	Jon Allen	06/29/2022	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> North Muskegon Elementary School North Muskegon Middle School 				
Curricular alignment team work: outcome data, fidelity, and other collaboration	Jon Allen	06/29/2022	06/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> North Muskegon High School North Muskegon Middle School 				

(3/9): Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

Owner: Jon Allen

Start Date: 05/09/2023

Due Date: 06/30/2025

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

- North Muskegon Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Bridges Trainings over time	Jon Allen	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/9): Illustrative Mathematics Curricula

Owner: Jon Allen

Start Date: 05/09/2023

Due Date: 06/30/2025

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

- North Muskegon High School
- North Muskegon Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continued use and training on IM curricular materials and practices	Jon Allen	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/9): Leveled Literacy Intervention

Owner: Jon Allen

Start Date: 05/09/2023

Due Date: 06/30/2025

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

- North Muskegon Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionist & staff will use LLI resources for Tier 2 & 3 reading support	Jon Allen	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/9): 23g Expanded Learning Time

Owner: Jon Allen

Start Date: 10/30/2023

Due Date: 06/19/2027

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

- North Muskegon Elementary School
- North Muskegon Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer Programming	Jon Allen	06/01/2024	06/19/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After school tutoring	Jon Allen	10/30/2023	06/19/2027	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/9): 23g Tutoring

Owner: Jon Allen

Start Date: 10/30/2023

Due Date: 06/19/2027

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionist supports	Jon Allen	10/30/2023	06/19/2027	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(8/9): 23g Intensive, Individualized Support

Owner: Jon Allen

Start Date: 10/30/2023

Due Date: 06/19/2027

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionist support (direct)	Jon Allen	10/30/2023	06/19/2027	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(9/9): 23g Personalized Learning Environments

Owner: Jon Allen

Start Date: 10/30/2023

Due Date: 06/19/2027

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionist tutoring	Jon Allen	10/30/2023	06/19/2027	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Improve SRSS

Status: ARCHIVED

Statement: We will reduce the percentage of students district-wide at "high risk" for problem behaviors on the SRSS by 2 percentage points per year for the next three years (to be approximately 5% in 2024).

Created Date: 06/22/2021

Completion Date: 06/29/2022

Data Story Name: Behavioral Supports

Initial Data Analysis: Our student body, DK-12, has about 11% of all students at high risk for problem behavior. That is too many! We need to do better for all our kids, including those at high risk on the SRSS.

Initial Initiative Inventory and Analysis: Currently, we have only one on-campus MS/HS counselor, two social workers, and no deal of students or assistant principals. Our teachers have not, as a group, had any special professional development or training on how to help students with effective behavioral interventions or supports. We need to do better.

Gap Analysis: We need to improve our behavioral supports at all three tiers of our PBIS system. Teachers inadvertently trigger students' problem behaviors regularly, staff are not equipped to help instruct students with effective behavioral interventions, and we are understaffed with those who can effectively intervene with higher-needs students.

District Data Story Summary: We have a staff that is ready to help improve our system. We want to see how Therapeutic Crisis Intervention practices can help our district. There are a number of issues with student cultural differences possibly not being noticed. We can help train our staff to be better and create a more clear system to support student Social-Emotional Learning.

Strategies:

(1/1): MTSS - PBIS (Behavior)

Owner: Jon Allen

Start Date: 06/22/2021

Due Date: 06/23/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings