

MICIP Portfolio Report

Byron Center Public Schools

Goals Included

Active

- Improve state assessment proficiency in math and E...
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Buildings Included

Open-Active

- Brown Elementary School
 - Byron Center High School
 - Byron Center West Middle School
 - Countryside Elementary School
 - Marshall Elementary School
 - Robert L Nickels Intermediate School
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Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Byron Center Public Schools

Improve state assessment proficiency in math and E...

Status: ACTIVE

Statement: All students in grades K-12 will be proficient in ELA and math according to benchmark and state assessments.

Created Date: 10/24/2023

Target Completion Date: 06/28/2026

Data Set Name: Academic Proficiency for BCPS

Name	Data Source
Secondary Assessment Summary - District	Our School Data
Secondary Assessment Summary - District	Our School Data
M-STEP Passing by Building - District	Our School Data

Data Story Name: Academic Proficiency for BCPS

Initial Data Analysis: Less than 100% of students are reaching proficiency. At BCPS we would like to continue to increase proficiency until 100% of students are proficient.

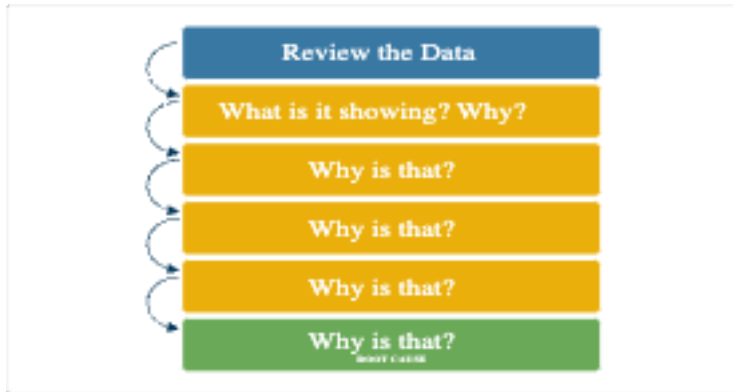
Initial Initiative Inventory and Analysis: For many students, Tier I offers enough exposure to skills and content to reach proficiency. Many students, however, require additional support in a Tiered System including Tier II and Tier III support to reach academic proficiency. Currently, we have a K-12 MTSS model that identifies students who need support and appropriately places them in the level of support needed based on a preponderance of evidence. We use state level data, district assessment, benchmark assessment data, common summative data, and formative data to help support all students.

Gap Analysis: Currently, we are continuing to increase our percentage of students who are proficient, but see gaps in our Special Education, ESL, and At-Risk populations.

District Data Story Summary: Based on the data and our end goal of all students reaching proficiency, our plan is to add additional supports to our highest need populations which are At-Risk, ESL, and Special Education students.

Analysis:

Root Cause



Five Whys

- Why: After reviewing the data, we see that our students who are At-risk, Special Education, or ELL need additional support to reach proficiency.

Challenge Statement: BCPS needs to allocate resources to develop and implement a K-12 MTSS system for academic support to reach our goal of 100% of students proficient in state assessments for math and ELA.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Scott Joseph

Start Date: 10/24/2023

Due Date: 09/30/2025

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

Total Budget: \$350,000.00

- Other State Funds (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
<p>HQ paraprofessionals will be hired in grades K-12 to support pull-out and push-in academic support in ELA and/or math. Students in K-4 will receive support up to 30 minutes per day each day of the week from August to the end of June. For students in grades 5-6 students will receive additional support for up to 30 minutes a day, three days per week from August to the end of June. Finally, students in grade 9-12 will be pulled as need according to formative data that is collected weekly for up to 80 minutes per week from August to June. Students will be identified using formative, summative, benchmark, and state assessment data. Teachers will evaluate student progress and review data at monthly PLC meetings and/or Superswitch meetings. The Director of Teaching & Learning will monitor fidelity & implementation.</p>	Scott Joseph	08/02/2024	09/30/2025	UPCOMING
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				