MICIP Portfolio Report

Carney-Nadeau Public Schools

Goals Included

Active

- MTSS - Academic Focus

Buildings Included

Open-Active

- Carney-Nadeau Public School

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MICIP Portfolio Report

Carney-Nadeau Public Schools

MTSS - Academic Focus

Status: ACTIVE

Statement: Our MTSS Academic Goal is to implement a guaranteed and viable curriculum in order to teach content with fidelity in Tier One instruction in all areas.

Created Date: 06/17/2022 *Target Completion Date:* 06/29/2027

Data Set Name: Improving CNPS ELA Scores

Name	Data Source
Carney-Nadeau Link to MICIP Data Folder	Other

Data Story Name: MTSS - Academic Focus

Initial Data Analysis: 10.20.23 23g Data Story

Initial Data Analysis Summary

What did the data tell you? With regard to our Fall NWEA scores, our growth might best be characterized as "flat" or "stagnant" with regard to student performance the previous spring. At present, in excess of 50% of our elementary students are falling under the rubric of both "low growth," and "low achievement. This would appear to correlate with our most recent M-Step scores, in which a comparable percentage are scoring in the "Not Proficient," or "Partially Proficient". With regard to our fall Accadience data, which covers students in grades K-5, the comparative results are a bit more difficult to quantify, but it is clear that too many of our students are entering their new grade levels unprepared for the academic expectations to come.

What patterns and trends did you see across data objects?

The deficiencies and stagnation we are seeing in our latest batch of NWEA scores correlates rather closely to the lackluster performance on state testing from the Spring of 2023.

Past Story:

We saw rather modest gains in our ELA scores for NWEA realtive to what was acheived last year. The sharpest increases were found in the high school grade levels. It will be intersting to see if these proficiency ratings in NWEA translate into higher scores on the PSAT and SAT tests, the results of which are not yet available to us.

Initial Initiative Inventory and Analysis: 10.20.23 23g Data Story

Initial Initiative Inventory (specific to this area)

What have you already done to address the data? At the conclusion of our Fall Accadience and NWEA testing, we conducted a "Data Review Day" with all members of our elementary teaching staff. We are continuing this work today with one-on-one conversations with all

members of our junior high and high school staff in which we analyze their students' most recent test data, identify the students most in need of intensive interventions, and hone in upon the interventions to be used.

How well did that work? From these meetings, we were able to formulate appropriate IRIPs for students in need, establish Tier I intervention groups (based upon each student's individual performance and utilizing a cross-classroom approach as necessary), and determine the students in each grade level who require progress monitoring. As indicated above, this work continues during a full day of professional development today.

Past Story:
We were hoping to see greater gains on our M-Step ELA scores than those that were posted last year. While we don't yet have performance data on a classwide basis for each grade level (at least not in easy readable report form) we do have access to individual student scores. While the 7th grade seems to have made solid progress relative to proficiency levels, the results in other grade levels seems to have fallen short of our goals. The challenges and distractions caused by COVID–which at one point this fall caused us to close our doors for four days as a means to curb steeply escalating positivty rates and close-contact quarantines--continue to interfere with student learning. This, coupled with the significant rise in student stress and anxiety and all the attendant issues raised therein--has clearly affected our schoolwide performance. These issues were exacerbated by a shortage of personnel within our main office.
That said, efforts are now being made to hire additional personnel to assist with our improvement efforts and, thus far, it appears as those these efforts will come to pass. With the hiring of both a Dean of Students, and a Special Populations Coordinator, we foresee our capacity to help struggling readers and writers at both the elementary, junior high, and high school levels increasing significantly.
We are pleased by the gains we've made on the NWEA tests this year relative to scores posted last year. This is only the second year in which we used NWEA, so while we are by now very comfortable with the administration of the tests, we need a greater degree of guidance and practice in analyzing the data the tests produce and implementing strategies that will guide improvements. We see the forthcoming hire of our special populations coordinator as greatly helping us acheive these ends as she has extensive experience in not only identifying the areas in which students are struggling but also implementing evidence-based strategies to bring them up to benchmark. This is in fact much of the work we will be having her do this year, and the hire of a Dean of Students will then free the Superintendent up to attend to these same ends in the junior high and high school levels. Next week, we are exploring the manner in which these hires could be funded and sustained, and again, thus far, it looks as though they are both going to be in place prior to July 1.

Gap Analysis: 10.20.23 23g Data Story:
Create a Gap Statement -
How far are you from where you want to be? Our planning of remedial measures is now complete, and we are in the process of implementation, the results of which will be made apparent by student performance (and the analysis thereof) in the weeks to come. We feel

we now have a solid foundation to achieve the growth we're looking for and thus narrow the current gap.

Identify the gap between your current reality and your desired state. As indicated above, far too many of our students are, as of today, performing below grade-level standards. Our goal is of course to shrink this number down to zero. The instructional activities to do so are just beginning, but we do feel our planning and staff-wide conversations have fully prepared us for the challenges to come.

Past Story:
We're simply not at the proficiency levels we need to see. Our students in third grade in particular–a grade level which in years past tends to post our highest scores–really seemed to struggle this year and we fell well short of where we want to be.

District Data Story Summary: 10.20.23 23g Data Story:
Write a Data Story Summary
What do you know regarding this area of inquiry?

In terms of uncovered strengths—and this is especially true relative to where we were at last year—we have an improved and updated reading curriculum; we have increased our professional development in regards to literacy (as evidenced in no small part by staff-wide participation in Orton-Gillingham training this past summer), and we have an organized plan of implementation. In short, while we have yet to realize the progress we're seeking, we now feel fully prepared to launch the instructional efforts, coaching support, and monitoring practices that are going to get our staff and students to exactly where we want to go. To give one specific example of our current end goals, it is our belief that these efforts will translate to all our first-grade students reading at grade level by the end of the year.

From our data analysis, it is clear that too many students are starting the fall lacking the foundational skills necessary to succeed in the school year to come. As such, we are taking greater pains to provide specific targeted interventions to build and/or support these very skills through coaching, PD, and a specific focus on essential literacy practices occurring in our classrooms. The programs we're currently utilizing to achieve these ends include literacy coaching, a greater degree of oversight on our intervention strategies, designated personal who work to track the performance data that stems from these interventions, and, on the administrative end, there is a greater emphasis on professional development relating to literacy.

As for challenges that remain, we see staff buy-in of these efforts as something of a hurdle that still needs to be overcome. We are making strides and seeing progress, but it must be said that there remains some resistance to consistently allow these supports and strategies into all classrooms.

Past Data Story:
We are not at the proficiency levels we would like to see. We need to make an intentional effort in provideing core instruction to all students.

Strategies:

(1/3): MTSS - Literacy (Reading)

Owner: Adam Cocco

Start Date: 08/08/2022 *Due Date:* 06/30/2027

Summary: The reading components of a Multi-Tiered System of Supports includes systems to adress the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcoms for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings

- Carney-Nadeau Public School

Total Budget: $40,895.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Push-in Aide Support	Adam Cocco	08/08/2022	06/01/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Implement Bookworms reading program K-5	Adam Cocco	08/08/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Guaranteed and Viable Curriculum

Owner: Adam Cocco

Start Date: 11/11/2022 *Due Date:* 06/30/2027

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings

- Carney-Nadeau Public School

Total Budget: $10,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- Presentations
- District Website Update

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire an elementary Special Education Teacher/ Supervisor that will support instructional programming	Adam Cocco	11/11/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Adam Cocco

Start Date: 02/05/2024 *Due Date:* 06/28/2027

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

- Carney-Nadeau Public School

Total Budget: $30,000.00

- Other State Funds (State Funds)

Communication:

Method

- Email Campaign

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
23g Depending on funding allocation: Hire additional qualified instructional aides who are able to provide direct explicit systematic instruction.	Adam Cocco	02/05/2024	06/28/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Depending on funding allocation: Hire a dedicated Title 1 teacher.	Adam Cocco	02/05/2024	06/28/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g Depending on funding allocation: Provide increased professional development and a wider range of interventions to capture a wider range of	Adam Cocco	02/05/2024	06/28/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
grade levels.				
Activity Buildings: All Buildings in Implementation Plan				
23g Jenny Corrigan will be the program manager. She has extensive knowledge and experience in implementation of our strategy.	Adam Cocco	02/05/2024	06/28/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase our cohort scores on all state assessments for Carney-Nadeau Link to MICIP Data Folder	06/30/2027	ONTARGET