

MICIP Portfolio Report

Caledonia Community Schools

Goals Included

Active

- Effective Tiered Interventions
 - MTSS System
-

Buildings Included

Open-Active

- Caledonia Elementary School
 - Caledonia High School
 - Duncan Lake Early Childhood Center
 - Duncan Lake Middle School
 - Duncan Lake Transitions Program
 - Dutton Elementary School
 - Emmons Lake Elementary School
 - Kettle Lake Elementary School
 - Kraft Meadows Middle School
 - Paris Ridge Elementary
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Caledonia Community Schools

MTSS System

Status: ACTIVE

Statement: To build an MTSS system that meets the needs of all learners within each tier of support while implementing evidence-based strategies with fidelity, supported by district capacity in order to achieve high student outcomes. This MTSS system will be in place by Spring 2028.

Created Date: 06/06/2023

Target Completion Date: 06/13/2028

Data Story Name: Foundations for MTSS

Initial Data Analysis: Attendance: Student attendance has increased from the prior year, but we still see high levels of chronic absenteeism in spite of daily attendance rates remaining above 90%.

Behavior: While behavior rates remain below national norms, our data indicates disproportionality for students with IEPs, male students and students of color.

Course Performance: The majority of our students show high academic achievement, but data from 5th-12th grade indicate that male students, students with IEPs and economically disadvantaged students fail courses at a disproportionate rate.

Benchmark Assessments: Caledonia benchmark data remains above national norms, but students with IEPs and students below benchmark are not achieving necessary growth.

M-STEP 3-7, PSAT 8 and SAT 11: MSTEP, PSAT and SAT results are consistently above the national average, but cohort trends indicate that students in higher grade levels experience less growth. Students with IEPs and economically disadvantaged students lag behind their grade level peers.

R-TFI and SWPBIS-TFI: TFI data from the past few years indicate that our elementary buildings maintain a strong focus on the fundamentals of PBIS and MTSS, and the scores decline in the upper grades.

DCA: DCA results are below 80%.

Index Data: Caledonia High School was identified as a TSI school from 2021-2022 school year data due to an underperforming subgroup. We did not meet expectations for our students with disabilities in the following areas: growth, proficiency, graduation, school quality and student success, and assessment participation.

Data Analysis Summary: Overall, CCS students demonstrate high academic achievement, strong positive attendance, below-average disciplinary concerns, and a consistent effort toward developing PBIS and MTSS systems across the grades. However, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk in academic achievement, behavior referrals, and chronic absenteeism. We recognize that while we do excellent work with a majority of students, we also need to more intentionally focus on those students who are not in the majority.

Initial Initiative Inventory and Analysis: Caledonia has implemented tiered reading and math support for grades K-12. Tiered support is much more robust in grades K-8 with a focus on both lagging foundational skills and support for current content. Support in grades 9-12 is focused on the current content, with minimal evidence-based resources for lagging foundational skills. Grades K-8 have implemented iReady Mathematics, which provides personalized learning for all students based on diagnostic placement.

Gap Analysis: As of spring 2023, all 9 of our schools have implemented tiers of support for academics and social/emotional wellbeing. However, there is inconsistent data representing our school-level implementation. While all schools have implemented three tiers of support for academics and social/emotional well-being, there is less than 80% fidelity with them. According to the R-TFI, the elementary population is above 80%; all secondary schools are below that figure. With the SWPBIS-TFI, all 9 schools fall below 80% tiered implementation. Next year, our aim is to have 8 of 9 schools implementing the R and SWPBIS TFIs at an 80% threshold.

District Data Story Summary: Overall, CCS students demonstrate high academic achievement, strong positive attendance, below-average disciplinary concerns, and a consistent effort toward developing PBIS and MTSS systems across the grades. However, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk in academic achievement, behavior referrals, and chronic absenteeism. We recognize that while we do excellent work with a majority of students, we also need to more intentionally focus on those students who are not in the majority.

Strategies:

(1/2): Professional Learning Communities

Owner: Joshua Traugber

Start Date: 06/08/2023

Due Date: 06/13/2028

Summary: A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. – adapted from Learning by Doing

3 Big ideas of a PLC Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? are we monitoring each student’s learning on a timely basis?
- 3) What will we do if they don’t learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Build a CollaBorative Culture

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PLC Professional Development	Joshua Traugber	06/08/2023	06/13/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
PLC Meetings by Grade	Joshua	06/08/2023	06/13/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Level or Subject Area	Traugber			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data Meetings	Katie Dorband	06/08/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): High Quality Balanced Assessment System

Owner: Camela Diaz

Start Date: 06/15/2023

Due Date: 06/13/2028

Summary: The Michigan Assessment Consortium (MAC) provides leadership and services to advance assessment literacy and the implementation of a high-quality balanced assessment system. In order to achieve this, the MAC has developed tools and resources to support the development of assessment literacy and the implementation of a balanced assessment system. The critical components of a high quality balanced assessment system have been delineated and described with supporting professional learning in the attached Strategy Implementation Guide for a High Quality Balanced Assessment System. This document explains the levels of a balanced system, including the use of the formative assessment process, interim/benchmark assessments, and summative assessments. In addition, it provides information to deepen understanding of assessment of learning and assessment for learning. A planning tool and links to professional learning for deeper study are also provided within the resources. Explore our website for resources, and contact us for information about current professional learning opportunities at 517.816.4520 or klafave@michiganassessmentconsortium.org. <https://www.michiganassessmentconsortium.org/>

Buildings

- Caledonia High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Identify Learning Targets	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Collaborative teams evaluate progress on the Learning Targets and adjust instruction accordingly	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Draft assessments aligned to learning targets	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District develops alternative assessment for Social Studies to ensure that student	Camela Diaz	06/15/2023	06/13/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
achievement is evaluated				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Diagnostic, formative (ex: Horizons), and summative assessments for each content area are implemented to gather data.	Camela Diaz	06/15/2023	06/13/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Effective Tiered Interventions

Status: ACTIVE

Statement: Our goal is to implement or enhance clear, well defined, systems of tiered interventions for students not yet meeting proficiency or college and career readiness benchmarks across our K-12 school campuses in an effort to have 80% of our students demonstrating proficiency or college and career readiness on local and/or State assessments by spring 2026.

Created Date: 10/27/2023

Target Completion Date: 09/30/2025

Data Story Name: 23g MI Kids Back on Track

Initial Data Analysis: Overall, CCS students demonstrate high academic achievement across grade levels, however, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk. Benchmark tests, M-STEP, PSAT and SAT results are consistently above the national average, but cohort trends indicate that students in higher grade levels experience less growth. Additionally, economically disadvantaged students, multi-language learners, and special education students lag behind their grade-level peers in both growth and achievement. In the higher grades, there has been a steady decline in the percentage of students meeting college readiness benchmarks on the SAT with a more pronounced decline in math. For the class of 2024, 63.8% of students met college readiness benchmarks in math on the PSAT in 8th grade. When the same group tested on the SAT in the Spring of 2023, 39.6% of students met college readiness benchmarks. In Evidence-Based Reading and Writing, 82% of the class of 2024 met college readiness benchmarks on the PSAT in 8th grade and 70% were still meeting the benchmark in the Spring of 2024. Furthermore, data indicates that over 80% of students who are not meeting college readiness benchmarks in 9th grade, will not meet them in 11th grade. Data from the 22/23 school year demonstrates that students involved in our systems of intervention make progress, but not at the accelerated pace that is necessary.

Initial Initiative Inventory and Analysis: Currently, we have intervention systems in place beginning at kindergarten through high school. Each level has a different system in place for providing these interventions to our students. Most of our elementary schools have a .5 FTE interventionist, with one having 1.5 FTE. Our intermediate and middle schools each have a 1.0 FTE interventionist, and the high school currently has 2.0 FTE. These positions are in addition to our special education support. Historically, supplemental resources for intervention have not been prioritized and teacher professional development in the implementation of differentiated supports for students struggling to learn grade-level content has also been limited. Essential standards across content areas, defined common assessments, and aligned expectations for demonstrating proficiency continue to be an area that lacks clarity making it challenging to provide effective intervention support. Some grade-level systems have shown greater impact than others in increasing student learning. Our elementary schools show varied results on benchmark assessments and at the high school level specifically, we have not seen the growth in our student data that we expect to see as a result of the interventions currently in place. In fact, students currently

participating in our intervention program at the high school continue to fail courses at three times the rate of the general student population and reflect disproportionate outcomes for our economically disadvantaged students, multi-language learners, and special education students.

Gap Analysis: As we look at our students who are not yet meeting benchmark and/or college and career readiness standards, we see that their data is reflecting limited or no growth. Students in our economically disadvantaged, multi-language learners, special education, and students of color subgroups are disproportionately represented in the bottom performing tier. A significant portion of the students who come to us unprepared for the future, leave us equally unprepared. We will not accept this as a viable outcome for the students we serve. Our expectation is that during their time with us, all students will demonstrate growth in their skills toward meeting academic standards as well as college and career readiness benchmarks so that regardless of the path taken after high school, students will be well prepared for success.

District Data Story Summary: CCS students demonstrate high academic achievement, strong positive attendance, below-average disciplinary concerns, and there is a consistent effort toward developing PBIS and MTSS systems across the grades. However, these majority outcomes tend to mask underlying data that shows disproportionality with our students at risk in academic achievement, behavior referrals, and chronic absenteeism. Benchmark tests, MSTEP, PSAT and SAT results are consistently above the national average, but cohort trends indicate that students in higher grade levels experience less growth. Additionally, students with IEPs, multi-language learners, and economically disadvantaged students lag behind their grade-level peers in both growth and achievement. In the higher grades, there has been a steady decline in the percentage of students meeting college readiness benchmarks on the SAT with a more pronounced decline in math. Students currently participating in our intervention program at the high school continue to fail courses at three times the rate of the general student population and overall course performance reflects disproportionate outcomes for our economically disadvantaged students, multi-language learners, and special education students. A significant portion of the students who come to us unprepared for the future, leave us equally unprepared. Our goal with 23g funding is to support a realignment and redesign of our intervention system K-12 to provide additional, targeted academic assistance to students currently, or at risk of, falling behind their peers. Our expectation is that during their time with us, all students will demonstrate growth in their skills toward meeting academic standards as well as college and career readiness benchmarks so that regardless of the path taken after high school, students will be well prepared for success.

Strategies:

(1/2): MTSS Framework (General)

Owner: Camela Diaz

Start Date: 01/08/2024

Due Date: 09/30/2025

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

- Caledonia Elementary School
- Caledonia High School
- Duncan Lake Middle School
- Dutton Elementary School
- Emmons Lake Elementary School
- Kettle Lake Elementary School
- Kraft Meadows Middle School
- Paris Ridge Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Design and implement a tiered system of interventions across all buildings.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Per Ruth Ann Hodges, please do not read this strategy. Thank you.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Caledonia High School 				

(2/2): 23g Expanded Learning Time

Owner: Camela Diaz

Start Date: 11/07/2023

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

- Caledonia Elementary School
- Caledonia High School
- Duncan Lake Middle School
- Dutton Elementary School
- Emmons Lake Elementary School
- Kettle Lake Elementary School
- Kraft Meadows Middle School
- Paris Ridge Elementary

Strategy Implementation Plan Activities

<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Align tiered intervention system across grades K-12. This activity will be supported by the Directors of Elementary and Secondary Education. This activity will also be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.	Camela Diaz	01/08/2024	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Intervention Hands On Resources; Hand 2 Mind. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Caledonia Elementary School • Dutton Elementary School • Emmons Lake Elementary School • Kettle Lake Elementary School • Paris Ridge Elementary 				
<p>Early Literacy Phonics and Phonemic Awareness; Heggerty Resources. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Caledonia Elementary School • Dutton Elementary School • Emmons Lake Elementary School • Kettle Lake Elementary School • Paris Ridge Elementary 				
<p>Secondary Literacy Intervention; Rewards. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include collection and analysis of early warning indicators as well as progress monitoring,</p>	Camela Diaz	11/07/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
State, and benchmark data, reviewed by the MTSS Coordinator.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Caledonia High School • Duncan Lake Middle School • Kraft Meadows Middle School 				
Organize Intervention Resources by Standard, including the purchase of materials to develop and organize intervention resources for efficient access to targeted support based on essential standards. Purchases to include file boxes, file folders, copy costs, labels, etc.. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting.	Camela Diaz	11/07/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Duncan Lake Middle School • Kraft Meadows Middle School 				
High-Quality Professional Learning; iReady, Orton-Gillingham. Each building, K-12, has developed a master schedule that allows classroom teachers, special education providers, and trained paraprofessionals the necessary time daily to provide Tier II and Tier	Camela Diaz	11/07/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Ill interventions to students. The Orton-Gillingham approach will empower our educators providing the interventions with the knowledge and skills they need to develop an individualized, structured, multisensory plan to teach reading and vocabulary skills. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting. Fidelity measures will include the collection and analysis of early warning indicators as well as progress monitoring, State, and benchmark data, reviewed by the MTSS Coordinator.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Caledonia Elementary School • Duncan Lake Middle School • Dutton Elementary School • Emmons Lake Elementary School • Kettle Lake Elementary School • Kraft Meadows Middle School • Paris Ridge Elementary 				
<p>High Quality PD to support the creation of a master schedule that maximizes opportunities for intervention. Each building will have a master schedule with scheduled opportunities</p>	<p>Camela Diaz</p>	<p>11/07/2023</p>	<p>09/30/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>for Tier II and Tier III intervention centered around student needs. This activity will be supported by the MTSS Coordinator whose responsibilities include strategy implementation oversight and data collection and reporting.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Duncan Lake Middle School 				