

MICIP Portfolio Report

Eau Claire Public Schools

Goals Included

Active

- To increase student achievement in literacy and nu...
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Buildings Included

Open-Active

- Eau Claire High School
 - Eau Claire Middle School
 - Lybrook Elementary School
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Plan Components Included

Goal Summary

Data

Data Story

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Summary

Implementation Plan

Buildings

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Eau Claire Public Schools

To increase student achievement in literacy and nu...

Status: ACTIVE

Statement: By the EOY 2023-2024, as measured by student achievement data and the MTSS Implementation Rubric we will increase student achievement in literacy and numeracy. We will demonstrate increased progress in the implementation of a Multi-Tiered System of Support (MTSS) framework by creating systems of care that ensure students get what they need academically, behaviorally, socially, and emotionally. We will create a respectful learning environment by implementing consistent positive behavioral interventions and modification systems (PBIS). We will develop and encourage 2-way communication with families and provide positive, engaging programs to increase student success.

Created Date: 08/04/2021

Target Completion Date: 06/16/2024

Data Story Name: Ensure Educational Excellence for Each and Every Student

Initial Data Analysis: K-12 Eau Claire is in need of a multi-tiered system of support to continue to close gaps and help support all students to be college and/or career ready.

Initial Initiative Inventory and Analysis: In establishing a coherent, coordinated district-wide plan for student success, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.

Gap Analysis: Students who receive core instruction (those in Tier 1), but may have gaps due to unfinished academic learning due to varying experiences caused by disruption of in-person instruction and associated trauma from the pandemic

District Data Story Summary: Students returning to school with a wider range of academic needs compared to “normal” school years, with a larger percentage experiencing unfinished learning.

Strategies:

(1/9): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Sara McLean

Start Date: 09/23/2022

Due Date: 06/16/2024

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Ensure the core curriculum is aligned with state standards (*Prioritized concepts/skills that need to be taught to mastery are identified.) and teaching and learning objectives are well articulated within a grade level and content areas.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Deliver effective differentiated instruction at all tiers.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engage staff in professional development to better serve our students' academic and behavioral needs. Professional learning will be in person and focused on Curriculum and Instruction; K-5th will focus on Early Literacy (LETRS) with a district on PBIS & Restorative and Trauma-informed practices.	Ann Cluff	09/23/2022	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/9): High Quality Balanced Assessment System

Owner: Sara McLean

Start Date: 09/23/2022

Due Date: 06/16/2024

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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
An assessment calendar will be drafted that lays out when all students will be assessed three times a year.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All students K-11th will be screened two times a year in Math and Reading using NWEA Assessment.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All students K-8th will be screened three times a year using DIBELS 8 to identify students who are not meeting readiness standards and who are in need of interventions.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
<p>All students K-12th will be screened three times a year using Delta Math to identify students who are not meeting readiness standards and who are in need of interventions.</p>	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>A comprehensive assessment system is a coordinated system of multiple assessments and measures, each of which is valid and reliable for its specified purpose and for the population with which it will be used. The system is designed to help educators make informed instructional and programmatic decisions and provides information about the needs and assets of each and every learner from a whole child perspective. The data acquired through the system are used to systematically evaluate the quality, equity, and efficiency of instruction, interventions, and supports and create a responsive system that enhances individual learner outcomes. A comprehensive assessment system includes: a. A balanced student assessment system (e.g., universal screening, formative, progress monitoring, diagnostic, benchmark/interim, and</p>	Ann Cluff	08/28/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
summative) b. System assessments (e.g., capacity, fidelity)				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/9): Data-Based, Decision Making

Owner: Sara McLean

Start Date: 09/23/2022

Due Date: 06/16/2024

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Ensure screening data are used in concert with other data sources to verify students' level of risk.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement systems and supports for educators to learn to effectively use data to improve instruction.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional staff are provided time and supports to collaboratively review and analyze a variety of data in both behavior and academics.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress monitoring data is used to ensure students achieve an acceptable level of growth to achieve EOY Growth targets.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Decisions about responsiveness to interventions are based on reliable and valid progress-monitoring data.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Identify appropriate interventions for students in need (WINN Time).	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide additional instructional time to those students who have been identified by using approved screening and diagnostic tools as needing additional supports and interventions.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Plan instruction and provide targeted supports and strategies to students' learning levels by using formative assessment results (NWEA, DIBELS, Delta, and Local assessments).	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making: The utilization of all relevant whole child and system data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of efficient data collection practices for multiple data sets and a formal continuous improvement process. Data used are timely, valid, reliable, accurate, and reviewed in	Ann Cluff	08/28/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/9): MTSS Framework (General)

Owner: Sara McLean

Start Date: 09/23/2022

Due Date: 06/16/2024

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
Hire/pay for intervention teachers (e.g., salary and benefits).	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Purchase supplementary materials needed to address student needs in specific content areas (e.g., reading, math, social-emotional, and behavioral)	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide dedicated time for Professional Learning Communities (PLCs).	Ann Cluff	09/23/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Support extended instructional learning time (i.e. offering before, after, or summer school) opportunities for students.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide new staff and new	Ann Cluff	08/28/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teachers with mentors.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provided instructional coaching/support to any teacher identified as needing support or to those who solicit support/coaching.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Each building will identify a Building Leadership team to provide whole child supports, remove barriers, coordinate, and evaluate activities for the district in alignment with the broader education system.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a Tiered Delivery System: A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum, the instructional practices, interventions, and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports matched to learner need. a. Tier 1 is the universal instruction and differentiation intended to meet the needs of all learners. b. Tier 2 is an intervention platform	Ann Cluff	08/28/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>consisting of supplemental, targeted interventions intended for some learners who require support or extension beyond Tier 1. c. Tier 3 supports provide intense individual interventions, building on Tier 1 instruction and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic and/ or non-academic needs.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Instructional practices, interventions, and supports are chosen because there is evidence that indicates expected success for the identified need. The selection and alignment process considers a whole child approach, the population of learner(s) being served, and alignment with the district’s existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.</p>	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Provide small group intervention services to students who demonstrate a need based on the results of a balanced assessment system beginning with a universal screening tools.</p>	Ann Cluff	08/28/2023	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/9): Positive Behavioral Intervention and Support (PBIS)

Owner: Bryon Scoggin

Start Date: 09/23/2022

Due Date: 06/16/2024

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
Building leadership teams are provided time and supports to collaboratively review and analyze a variety of data.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Identify appropriate interventions for students in need.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Decisions about responsiveness to interventions are based on reliable and valid progress-monitoring data.	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Engage staff in professional development to better serve the needs of our students and to reduce negative student behaviors (i.e. implementing SEL, Restorative and Trauma-informed practices, and PBIS).	Ann Cluff	08/28/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Our K-5th school counselor/	Ann Cluff	09/23/2022	06/16/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
social worker will create a schedule for weekly SEL Lessons and groups.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Lybrook Elementary School 				

(6/9): MTSS - Literacy (Reading)

Owner: Heidi Clark

Start Date: 10/09/2023

Due Date: 06/16/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes 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: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Benchmark Screening fall, winter, spring	Sara McLean	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Identify appropriate literacy interventions for students in need (WINN Time).	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Training/Professional Learning around early literacy (LETRS)	Sara McLean	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Lybrook Elementary School 				

(7/9): MTSS - PBIS (Behavior)

Owner: Heidi Clark

Start Date: 10/09/2023

Due Date: 06/16/2024

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

- Lybrook Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Training/Professional Learning On Community Resilience Model	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(8/9): 23g Expanded Learning Time

Owner: Ann Cluff

Start Date: 10/09/2023

Due Date: 06/16/2024

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
Summer School to keep kids on track.	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School to provide additional learning opportunities.	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation to get students to and from summer school.	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Materials and resources to support instruction for summer school.	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Program expert, Ann Cluff, to oversee the program and report progress.	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/9): 23g Tutoring

Owner: Sara McLean

Start Date: 10/09/2023

Due Date: 06/16/2024

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
Small group intervention/ tutoring to students who demonstrate need based on progress monitoring data. (WINN)	Sara McLean	10/09/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
MS Students identified in need, will receive small group instruction in REWARDS intervention.	Sara McLean	10/09/2023	06/16/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Eau Claire Middle School 				
Program expert, Ann Cluff, to oversee the program and report progress.	Ann Cluff	10/09/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				