

MICIP Portfolio Report

Brown City Community Schools

Goals Included

Active

- Improve Core Academic Area Proficiency Scores
-

Buildings Included

Open-Active

- Brown City Elementary
 - Brown City High School
-

Plan Components Included

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MICIP Portfolio Report

Brown City Community Schools

Improve Core Academic Area Proficiency Scores

Status: ACTIVE

Statement: Our goal is to improve students' proficiency scores in the core academic areas of ELA, Math, Science, and Social Studies by 5% each year through 2025.

Created Date: 04/28/2021

Target Completion Date: 06/14/2027

Data Set Name: BCCS State and Local Assessments

Name	Data Source
20-21 1st Semester Social Studies Course Failures HS	Student Grading System
19-20 1st Semester Social Studies Course Failures	Student Grading System
Social Studies Failures K-6 19-20 20-21	Student Grading System
State Testing Score Trends from 2016-2022	MiSchoolData
2023 Trend Grade 11 SAT EBRW	MI School Data
2023 Trend Grade 11 MSTEP Social Studies	MI School Data
Grade 11 MSTEP Science	MI School Data
2022 High School Assessments: SAT Math	MI School Data
Student Assessment: College Readiness Overall SAT Scores	MI School Data
22-23 Spring MStep and SAT scores	MiSchoolData
K-2 Fall 2023 DIBELS	Acadience
2023 ELA Trend 3-8 Assessments: Proficiency	MI School Data
2023 Trend Student Counts: Attendance	MI School Data
Grades 2023 Math Trend 3-8 Assessments: Proficiency	MI School Data
Grades 2023 Science Trend 3-8 Assessments: Proficiency	MI School Data

Name	Data Source
2023 Math Trend High School Assessments: Proficiency	MI School Data
2023 Number of Students at-risk of Failing in ELA and/or Math	MiSchoolData

Data Story Name: BCCS Career and College Readiness for All Students

Initial Data Analysis: While holding students to high academic standards in all areas, student literacy is a focus. All areas of the testing are heavily literacy-based, including math with its continued focus on problem-solving. The data indicates that students are not meeting district proficiency goals at most grade levels in the core subject areas. This leads back to the initial statement that the literacy struggles contribute to the lack of proficiency in all subject areas.

Initial Initiative Inventory and Analysis: Data has indicated that 525 students out 707 are at-risk of failing in Math and/or ELA based on MStep, NWEA, SAT or DIBELS assessments. Of those 707 students 64% are categorized as "free and reduced". With a being in a low-income area and having such a large number of students at-risk of failing, BCCS works hard to provide additional services along high-quality Tier I instruction. However, when Tier I instruction is not enough for some students, BCCS implements MTSS to increase student outcomes.

BCCS has implemented a new elementary reading series (K-6), Amplify. Teachers have been undergoing professional learning in order to implement the new series with fidelity. BCES has a number of teachers participating in the LETRS training as well as training in regards to the Literacy Essential Practices. BCES has a literacy coach who is working with teachers and paraprofessionals to increase their abilities to teach students, and how to use research based strategies to increase student success. Students who are at-risk of not reaching proficiency goals are given additional reading supports through Tier II and Tier III (when necessary). Students are progress monitored bi-weekly and grade-level meetings are held three to four times per year. Tier II and tier III groups are evaluated and adjusted regularly. Through the continuous improvement process BCES has implemented new programs for literacy, (Tier I ELA Curriculum-Amplify 2022-23---Tier II ELA Walpole 2021-23---Tier III ELA-Brain Friendly Reading 2020-23.

In order to support science with literacy, the K-6 has implemented Picture Perfect STEM. Students in the jr./sr. high are placed in Academic Support classes for additional help and paraprofessionals are placed in classrooms to support the struggling students. BCCS has a staff member who is working on the Essential Practices for Disciplinary Literacy Instruction: Grades 6-12 Task force. With this training, BCCS is plans to train staff with these essentials and implement strategies that will increase student success in all core academic areas. Highly-qualified teachers work with struggling students three times per week by providing a homework help lab after school for students in grades 4th-12th. The homework help lab is open to all students.

BCCS would like to provide additional support for students by implementing a Student Mentor program and individualized tutoring so students will find academic success. I-Ready Math, is being piloted in grades 1, 3, and 6. With the increase in reading proficiency,

it is the hope that students will find success in the mathematics area as well. The three piloting teachers will attend district-funded professional development before, during, and throughout the school year as they work to pilot I-Ready. Assessments before, during, and after will be collected and compared with students using Go Math! in the other grades. A decision on the purchase of either Go Math! 2.0 or I-Ready will be made spring of 2024.

Gap Analysis: As of 2023 spring state assessment data:

Science and Social Studies scores of proficiency seem to still be unpredictable. We are still seeing how the PSAT and SAT Suite of Assessments are evaluating these areas in comparison to the MSTEP. Our current reality is that students need to continue improving literacy across the curriculums to apply Science and Social Studies concepts to real-world problem-solving.

District Data Story Summary: As of 2021-22 MiSchooldata website, Brown City Community Schools has an enrollment of 715 students which is a decline from 740 students from 2020-21 year, and continues to decline over the past 5 years..

BCES has an enrollment of 353 students. The elementary has shown a steady decline in enrollment over the past 5 school years. Attendance rate is at 91.6%. 117 students are Chronically absent. 190 students at Brown City Elementary are males and 163 are females. BCHS has an enrollment of 362. Enrollment is in a declining trend as well. Attendance rate is 90.36%. 122 students are chronically absent,. In the high school, 189 of students are male and 173 of students are female. Attendance is at 93.3%.

Brown City Community Schools are in an economically disadvantaged area. 443 students (61.96%) in the district are economically disadvantaged The percentages of students who are economically disadvantaged at BCES and BCHS have remained stable over the past 5 years. 113 (15.8%) of students have disabilities, also a trend that has stayed stable over 5 year trends.

Student academic growth in grades 3-8 is at 43.3%

Student proficient in Math and English is grades 3-8 is 25.7% down from 32.5% the prior year.

Students proficient in M-STEP 11th grade (all subjects) is 25% up from 20.3% the prior year.

SAT total score is 896.3, down from 962.3 the previous year.

SAT College and Career Readiness Benchmarks are 17.7% down from 21.2% the prior year.

4 year graduation rates are 84.62% down from 92.42% the prior year. Dropout rate increased to 7.69%

Total Free and Reduced Breakfast and Lunch participation is 91.2% up from 76.4% the prior year.

Retention rates are trending up going from 1.05% (8 out of 763 students) in 2019-2020 to 5.73% (41 our of 715 students) in 2021-2022.

Perception Data: from the Spring 21-22 Brown City Community Schools Survey

345 responses were collected in the survey. 129 parent/guardian responses were

collected.

Community Perceptions: respondents on checked student, parent/guardian, or staff as roles. So more collection of community perceptions is needed in future surveys.

Staff Perceptions: Our staff feels a strong sense of community within the buildings and district. 88.6% responded that they are “very satisfied” as a staff member of BCCS overall. Many agree that there is good collaboration between staff and that we have a positive sense of community. Our elementary staff would like to see more collaboration across grade levels and subjects, consistency regarding behavior expectations and discipline as well as more intervention times. Our high school staff would also like more collaboration, consistency regarding behavior expectations and discipline as well as an increase in the use of RTI in grades 7-12.

Parent Perceptions: Parents feel welcome in our schools and that we have a strong “community feel” within our district. Parents also feel that communication between themselves, staff, and administration is strong. Some parents would like to see more challenging curriculum, challenging elective choices and opportunities available for advanced students.

Student Perceptions: 97 students in the elementary school completed the student survey. 70.1% have attended BCCS since preschool. 58.8% said they are very proud to say they are a student at our school. 23.7% said slightly proud and 17.5% said not at all proud. 71.1% of students said they have access to internet at home while 83.5% said they have access to paper and pencils (Standard Supplies). When asked if they feel BCCS is preparing them for everyday life, 30.2% said definitely, 49% said somewhat, 16.7% was not sure, and 4.2% said definitely not. 93.8% of the students felt frequently or sometimes safe in the school environment. An area that seemed of concern was when prompted about “Teachers who understand how I learn best” 15 students said rarely and 9 said never (24.7%).

45 students in the junior high (grades 7-8) responded to the survey. 51.1% feel very proud to be a student at BCCS, 42.2% feel slightly proud, and 6.7% said not proud at all. 88.9% said they have internet access at home and 97.8% had standard school supplies. Only 13.3% said they have a graphing calculator at home. When asked about extra-curricular participation, 22.2% have not participated in anything. 64.4% participate with athletics. When asked if BCCS is preparing them for the future, 17.8% said definitely, 66.7% said somewhat, 11.1% said not sure and 4.4% said definitely not. 93.3% said they felt that the school environment is safe.

27 students completed the survey. 22.2% said they are not proud to say they attend BCCS. 33.3% is very proud and 44.4% are slightly proud. 96.3% reported having internet access at home and 100% have standard school supplies. 11.1% have not participated in any extra-curricular activities. 7.4% said they felt their time at BCCS has definitely prepared them for everyday life, 55.6% said somewhat, 14.8% were not sure and 22.2% said definitely not. Only 6 students reported doing any sort of community service. Only 5 students have job shadowed with 5 students reporting they were unaware of such opportunities. Only 8 have not had any part-time work experience of some sort. 100% reported feeling very safe or somewhat safe at school.

More involvement, especially from the upper grades and community is important for more feedback on perception data.

Analysis:

Root Cause



Five Whys

- Why: Students are not performing at the desired proficiency level because instruction is not meeting appropriate Michigan State Standards.
- Why: Teachers need more time to become proficient in differentiating instruction to meet the needs of all learners.
- Why: Teachers and paraprofessionals need more training in how to assist struggling learners who have both emotional and academic difficulties.
- Why: Additional funding is needed to provide the proper training and programs for student who are most at-risk.

Challenge Statement: The district needs to allocate resources to implement various strategies to improve learning in all core academic areas at BCCS.

(9/11): 23g Expanded Learning Time

Owner: Sarah Gordon

Start Date: 10/18/2023

Due Date: 06/29/2025

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: \$85,000.00

- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
<p>Summer School - Sarah Gordon/Bob McClintic (Elem 2023-24/HS 2023-26) will be the program managers for summer school. They will work with the school improvement team to evaluate past summer school and develop and continue summer school . They will work with stakeholders to ensure high-quality summer school. They will be in charge of monitoring and evaluating the program. They will work with building administrators and teachers to ensure student success.</p>	Sarah Gordon	10/18/2023	06/29/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Kids Read Now-Purchase materials to support parent engagement through summer reading program.2024-25</p>	Sarah Gordon	01/22/2024	06/27/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Brown City Elementary 				
<p>Hire staff (highly-qualified teachers, paraprofessionals and administration) to design, implement, monitor and evaluate summer school. Elementary 2023-24 High School 2023-26</p>	Neil Kohler	01/22/2024	06/27/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>BCES will hire</p>	Sean Hagey	10/18/2023	06/27/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
paraprofessionals to help students who have fallen off-track by providing individualized support to meet academic, social, personal and emotional needs through individualized support or small group support (Tier II and Tier III interventions) Two 2023-24/2024-25 and one 2025-26 Sarah Gordon will be the program manager at the elementary.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Brown City Elementary 				