

MICIP Portfolio Report

Romeo Community Schools

Goals Included

Active

- Increase student achievement in numeracy and math ...
-

Buildings Included

Open-Active

- Amanda Moore
 - Hamilton-Parsons
 - Hevel
 - Indian Hills
 - Romeo High School
 - Romeo Middle School
 - Washington
-

Plan Components Included

Goal Summary

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Strategy

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 Implementation Plan

 Buildings

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 Activity Text

 Activity Buildings

MICIP Portfolio Report

Romeo Community Schools

Increase student achievement in numeracy and math ...

Status: ACTIVE

Statement: The district will provide targeted intervention supports for lower elementary students, in order to improve Math M-STEP proficiency for At-Risk students by 5% by Spring 2025.

Created Date: 10/30/2023

Target Completion Date: 06/14/2025

Data Story Name: Math proficiency will improve with a targeted focus on early intervention

Initial Data Analysis: Overall the districts' proficiency on the state assessment math test is around 50%. When we examine the achievement of groups of students, particularly students identified as At-Risk, our proficiency plummets to just under 40% of those students proficient.

In our elementary buildings with the highest poverty levels, there are 3, the gaps for students who are economically disadvantaged, special education certified, and English Learners are greater than their counterparts.

By the time students get to the middle school, over 75% of our ELs fall in the Bottom 30%, over 48% of our Economically disadvantaged students fall into the Bottom 30%, and 73% of our Special Education students fall into the Bottom 30%.

Initial Initiative Inventory and Analysis: Regarding math, we have been implementation our elementary math curriculum that has been in use for the past 9 years. We have had an Elementary Math Coach to support Tier 1 instruction for the same time period. Five years ago we began training teachers in Math Recovery (AVMR) to try to intervene early. Our Math Coach is an AVMR trainer as well as our math consultants at the MISD. We have had a math interventionist at each of our elementary buildings last year (2022-2023) and currently. Implementation shows there are still gaps within our groups of students.

Gap Analysis: Math achievement is currently at around 50% of all students proficient at the 3rd-5th grades. By 8th grade over 60% of all students were proficient. By the end of 8th grade our At-Risk student population has less than 40% proficient and by 11th grade only 29% of those students are deemed Career and College Ready.

District Data Story Summary: Overall, math data shows that our curriculum supports 50% of our elementary students proficiency on the state math assessment. While we have begun to address supporting our at-risk students through Math Interventionists meeting with small groups using AVMR, implementation data has shown growth in the 4 areas of focus areas with the identified first grade students who were seen. We need to see more data over several years to see if we impact the math proficiency of our students. The use of Performance Matters to collect data for students who are seen by the Math Interventionists will help us to hone in on the specific areas for growth.

Strategies:

(1/2): **Math Recovery Targeted Lower Elementary Intervention**

Owner: Jennifer Mcfarlane

Start Date: 10/30/2023

Due Date: 06/14/2025

Summary: Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. MATHematical topics include: Number words and numerals, addition & subtraction, Structuring Number, and Conceptual Place Value.

Buildings

- Amanda Moore
- Hamilton-Parsons
- Hevel
- Indian Hills
- Washington

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------------|------------|------------|----------|
| Implementing AVMR small group instruction | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| District AVMR Specialist observes AVMR small group instruction to monitor implementation | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Hold data meetings with AVMR interventionists every 4 to 8 weeks | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| District AVMR Specialist (M. Enciso) provides coaching to support AVMR small group instruction | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

(2/2): 23g Tutoring

Owner: Jennifer Mcfarlane

Start Date: 10/30/2023

Due Date: 06/14/2025

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

- Amanda Moore
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Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------------|------------|------------|----------|
| District AVMR Specialist (M. Enciso) provides coaching to support AVMR small group instruction | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| District AVMR Specialist observes AVMR small group instruction to monitor implementation | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Evaluate student progress towards proficiency using the NWEA Benchmark Assessments 3x year | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Hold AVMR assessments data meeting with AVMR interventionists every 4 to 8 weeks to monitor progress | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------------|------------|------------|----------|
| District AVMR Specialist provides professional development for classroom teachers in AVMR Course 1 and 2 | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| Implement AVMR small group instruction during the school day with Math Interventionists | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |
| District Math Coach AVMR Specialist oversees 23g Strategy | Jennifer Mcfarlane | 10/30/2023 | 06/14/2025 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |