MICIP Portfolio Report

Merritt Academy

Goals Included

Active

- Improve ELA M-STEP & NWEA
- Improve Math M-STEP & NWEA

Buildings Included

Open-Active

- Merritt Academy

Plan Components Included

- Goal Summary
- Data
  - Data Set
  - Data Story
- Analysis
  - Root Cause
  - Challenge Statement
- Strategy
  - Summary
  - Implementation Plan
    - Buildings
    - Funding
    - Communication
    - Activities
      - Activity Text
      - Activity Buildings

MICIP Portfolio Report

Merritt Academy

Improve ELA M-STEP & NWEA

Status: ACTIVE

Statement: Our goal is provide opportunities for students to receive additional instructional time in ELA skills in small groups based on individual goals and objectives in order to improve ELA M-STEP scores by 10% in 2024-2025.

Created Date: 06/21/2022 *Target Completion Date:* 07/15/2025

Data Set Name: ELA Data: NWEA, M-STEP, PSAT, & SAT

Name	Data Source
21/22 Fall to Spring Grades K-2 ELA NWEA	NWEA
21/22 Fall to Spring Grades 3-5 ELA NWEA	NWEA
21/22 Fall to Spring Grades 6-8 ELA NWEA	NWEA
21/22 Fall to Spring Grades 9-10 ELA NWEA	NWEA
Grades 3-8 Assessments: M-STEP Performance Level	MI School Data
High School Assessments: M-STEP/PSAT	MI School Data
22/23 Fall to Spring Grades K-2 ELA NWEA	NWEA
22/23 Fall to Spring Grades 3-5 ELA NWEA	NWEA
22/23 Fall to Spring Grades 6-8 ELA NWEA	NWEA
22/23 Fall to Spring Grades 9-10 ELA NWEA	NWEA

Data Story Name: 2022 - 2023 ELA

Initial Data Analysis: According to the NWEA reports, in 2021-2022 the total count of grades K-12 students with NWEA growth projection available and valid fall to spring term NWEA reading scores is 427 students. (There is no 2021-2022 NWEA data for grades 11 and 12.) Out of 427 students, the count of grades K-12 students who met or exceeded their projected RIT is 307 students. Therefore, in 2021-2022, 71% of grades K-12 students met

or exceeded their projected RIT from fall to spring on the NWEA.
According to the MI School Data report, in 2021-2022 the total count of grades 3-8 students assessed with the M-STEP/PSAT is 265 students. Out of 265 students, the count of grades 3-8 students who scored advanced or proficient on the M-STEP/PSAT is 139 students. Therefore, in 2021-2022, 52% of grades 3-8 students scored advanced or proficient on the M-STEP/PSAT.

Initial Initiative Inventory and Analysis: The 2021-2022 data indicates that while the majority of students are meeting or exceeding their projected RIT from fall to spring on the reading NWEA, only about half of students are scoring advanced or proficient on the M-STEP/PSAT. Therefore, the evidence indicates that students are more prepared for the reading NWEA than the M-STEP/PSAT.

Currently, Merritt Academy uses a Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement in grades K-5. The MTSS program uses Title I and 31A funds. For 45 minutes every day, students receive additional instructional time on ELA skills in small groups with classroom teachers and MTSS staff based on individual goals and objectives, which is not based upon the adopted school curriculum. To ensure fidelity measures exist and data evidence is analyzed for the MTSS program, district assessments are administered monthly at each grade-level, NWEA is administered in the fall, winter, and spring, and M-STEP is administered near the end of the school year. The data from these collective assessments as well as classroom teacher observations and curriculum grade-level assessments are used during data meetings to create a plan to improve student achievement. The strengths and areas of challenge are analyzed to plan the following month's individual goals and objectives and, if needed, small MTSS groups are adjusted.

In 2021-2022 the total count of grades K-5 students with growth projection available and valid fall to spring term NWEA reading scores is 240 students. Out of 240 students, the count of grades K-5 students who met or exceeded their projected NWEA reading RIT is 169 students. Therefore, 70% of grades K-5 students met or exceeded their projected NWEA reading RIT from fall to spring in 2021-2022.

However, in 2021-2022 the total count of grades 6-10 students with growth projection available and valid fall to spring term NWEA reading scores is 187 students. (NOTE: There is no NWEA reading data for grades 11 and 12.) Out of 187 students, the count of grades 6-10 students who met or exceeded their projected NWEA reading RIT is 111 students. Therefore, 59% of grades 6-10 students met or exceeded their projected NWEA reading RIT from fall to spring in 2021-2022.

Based on the fact that a higher percentage of K-5 students are meeting or exceeding their projected RIT from fall to spring on the reading NWEA than students in grades 6-12, there is evidence the MTSS initiative and resource commitments in grades K-5 are addressing the student achievement gaps and supporting higher academic growth in grades K-5 and the MTSS program should continue. Additionally, students in grades 6-12 may benefit from an initiative aligned with MTSS in grades K-5.

According to the MI School Data report, in 2021-2022 the total count of grades 3-8 students assessed with the M-STEP/PSAT is 265 students. Out of 265 students, the count of grades 3-8 students who scored advanced or proficient on the M-STEP/PSAT is 139 students. Therefore, 52% of grades 3-8 students scored advanced or proficient on the M-STEP/PSAT in 2021-2022. Additionally, according to the MI School Data report, in 2021-2022 the total count of grades 11 students assessed with the SAT is 27 students. Out of 27 students, the count of grade 11 students who scored advanced or proficient on the SAT is 12 students. Therefore, 44% of grade 11 students scored advanced or proficient on the SAT in 2021-2022.

Based on the fact that just over half of the students taking the various Michigan state-wide assessments are scoring advanced or proficient, there is evidence that the 2021-2022 ELA curriculum is not supporting adequate academic growth to meet the Michigan state standards. Additionally, in 2021-2022 classroom teachers modified and adapted the scope and sequence of the ELA curriculum to best meet the Michigan state standards. K-5 classroom teachers specifically adjusted the Reading Street curriculum to align with the school's monthly Illuminate assessments based on the Michigan state standards. In addition, the ELA curriculum programs do not align through grades K-12. Based on the 2021-2022 data and the curriculum contracts, the school will adopt a new ELA curriculum beginning in 2022-2023.

The personnel involved in the implementation of addressing initiatives, mandates, and resources includes administration, classroom teachers, Special Education teachers, and Multi-Tiered System of Support staff. In addition, Merritt Academy provides professional development for Ebli, NWEA, and the curriculum. The financial commitment encompasses the staff involved, the professional development offered, and the additional initiatives, mandates, and resource commitments.

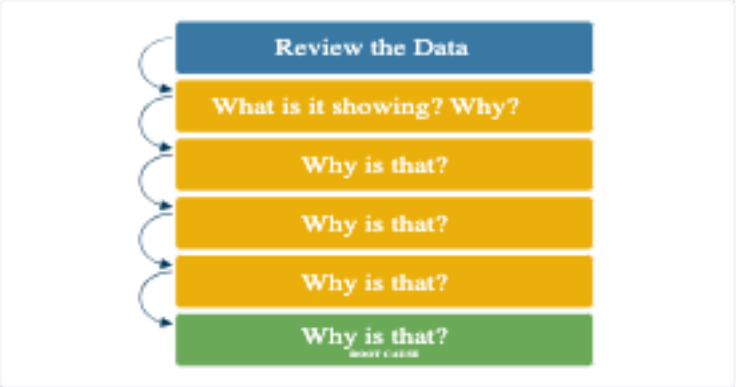
Gap Analysis: In 2021-2022, 71% of grades K-12 students met or exceeded their projected NWEA reading RIT from fall to spring and 52% of grades 3-8 students scored advanced or proficient on the M-STEP/PSAT. There is a gap in the percentages of students meeting or exceeding their projected RIT from fall to spring and scoring advanced or proficient on the M-STEP/PSAT.
In 2021-2022, 72% of grades K-2 students met or exceeded their projected NWEA reading RIT from fall to spring, 68% of grades 3-5 students met or exceeded their projected NWEA reading RIT from fall to spring, 61% of grades 6-8 students met or exceeded their projected NWEA reading RIT from fall to spring, and 54% of grades 9-10 students met or exceeded their projected NWEA reading RIT from fall to spring. There is a gap in the percentages of students meeting or exceeding their projected RIT from fall to spring in lower elementary students, upper elementary students, middle school students, and high school students.
In 2021-2022, 48% of grade 3 students scored advanced or proficient on the M-STEP, 48% of grade 4 students scored advanced or proficient on the M-STEP, 52% of grade 5 students scored advanced or proficient on the M-STEP, 42% of grade 6 students scored advanced or proficient on the M-STEP, 59% of grade 7 students scored advanced or proficient on the M-STEP, 61% of grade 8 students scored advanced or proficient on the PSAT. and 44% of grade 11 students scored advanced or proficient on the SAT in 2021-2022.There is a gap in

percentages of students scoring advanced or proficient on the M-STEP/PSAT in each grade level.

District Data Story Summary: In 2021-2022, more students are meeting or exceeding their projected NWEA reading RIT from fall to spring than students scoring advanced or proficient on the M-STEP/PSAT. In 2021-2022, as the grade level increases, the percentage of students meeting or exceeding their projected NWEA reading RIT from fall to spring decreases. In 2021-2022, the percentage of students scoring advanced or proficient on the M-STEP/PSAT/SAT does not meet the school's goal at any grade level.
Year-after-year, Merritt Academy uses the Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement in grades K-5. Every day during MTSS, students receive additional instructional time on ELA skills in small groups based on individual goals and objectives. At the beginning of the year, the administration, MTSS team, and grade-level teams meet to create the MTSS student groups based upon the prior year's M-STEP data, the fall NWEA scores, and/or DIBELS data. Based on the data criteria, the K-5 students at the greatest risk of not being proficient on the M-STEP or meeting their NWEA projected fall-to-spring growth goal (but not having an individualized education plan) are placed in MTSS services that are held with a MTSS teacher in small groups daily. Students not receiving services with a MTSS teacher are also placed within small groups meeting with their grade-level teachers throughout the week. Data is collected monthly in a combination of any of the following: classroom observations, curriculum assessments, district assessments, NWEA, and/or DIBELS. Monthly meetings with administration, the MTSS team, and grade-level classroom teachers occur to adjust instruction and/or student groups based on the data.
Based on the fact that a higher percentage of K-5 students are meeting or exceeding their projected RIT from fall to spring on the reading NWEA than students in grades 6-12, there is evidence the MTSS initiative and resource commitments in grades K-5 are addressing the student achievement gaps and supporting higher academic growth in grades K-5 and the MTSS program should continue. For this reason, students in grades 6-12 may benefit from an initiative aligned with MTSS in grades K-5.
In 2021-2022, Merritt Academy offered after-school tutoring to remediate students' academic achievement in ELA in grades 2-5. The students that previously scored partially proficient on the M-STEP were offered the after-school tutoring program. Two days a week after-school, students receive additional instructional time on ELA skills in small groups based on individual goals and objectives. This is a program and support that is attempting to address the same academic achievement gap in K-5. However, with the high level of student absenteeism and lack of consistent family commitment to the after-school program there is no data to prove it was a beneficial service or effective. The MTSS program has data to prove it is more effective than after-school tutoring.

Analysis:

Root Cause



Five Whys

- Why: Based on the 2021-2022 NWEA reading results, there was an 11.37% improvement in 2021-2022 of students meeting or exceeding their NWEA reading growth goal compared to 2020-2021. This improvement may be correlated to more in-person learning and the Multi-Tiered System of Support (MTSS) program in grades K-5.
  In 2021-2022, more students are meeting or exceeding their projected RIT from fall to spring than students scoring advanced or proficient on the M-STEP/PSAT/SAT. This gap in academic achievement may be correlated to the fact that a student's projected growth goal on the NWEA does not equate to the student being proficient at their grade-level.
  In 2021-2022, as the grade level increases, the percentage of students meeting or exceeding their projected RIT from fall to spring on the NWEA decreases. This gap in academic achievement on the NWEA may be correlated to the Multi-Tiered System of Support (MTSS) program in 2021-2022 being offered to students in grades K-12 but not implemented in grades 6-12.
  In 2021-2022, the percentage of students scoring advanced or proficient on the M-STEP/PSAT/SAT does not meet the school's goal at any grade level. This gap in academic achievement on the Michigan state-wide assessments may be correlated to the fact that the K-5 ELA curriculum, Reading Street, did not align with the pacing of standards administered on the monthly District assessments in Illuminate, which aligns with Michigan state standards. Therefore, classroom teachers had to modify the curriculum or meet those standards during MTSS time.
- Why: The gap in academic achievement on the reading NWEA compared to the M-STEP/PSAT/SAT may be correlated to the fact that NWEA measures individual student growth and M-STEP/PSAT/SAT measures grade-level proficiency.
  Additionally, the greatest amount of funding and program efforts were provided to K-5 students to improve the number of students scoring advanced or proficient on the M-STEP and meeting or exceeding their projected NWEA reading RIT from fall to spring.
  The K-5 administration, classroom teachers, and Multi-Tiered System of Support (MTSS) staff met monthly to discuss the impact the strategies and initiatives had during MTSS.
  The MTSS model or an additional initiative was not used in grades 6-12.
  Teachers/students were required to complete the monthly District assessment in Illuminate because it aligns with Michigan state standards. However, since the reading curriculum scope and sequence did not align with the standards being assessed the data was not valuable in analyzing expected proficiency on the M-STEP/PSAT/SAT.
- Why: Since NWEA measures student growth and M-STEP/PSAT/SAT measures grade-level proficiency, students meeting or exceeding their reading NWEA projected growth

RIT may not score advanced or proficient on the M-STEP/PSAT/SAT or vice versa. With no initiative in grades 6-12 to address specific student achievement gaps, like MTSS does with grades K-5, students in grades 6-12 are only exposed to grade-level content within the curriculum. Without addressing the individual students' academic achievement gap in grades 6-12, there is a limit to the improvement of students being able to meet or exceed their projected NWEA reading RIT from fall to spring. In addition, this is evidence of a lack of consistency in support programs among all grade levels. This inconsistency from grade-level to grade-level is also an issue with different curriculum programs being adopted at various grade levels rather than a K-12 curriculum program. Additionally, without an ELA curriculum that aligns with the monthly District assessments or addressing the Michigan state standards on the M-STEP/PSAT/SAT, there cannot be adequate analysis to identify strengths or opportunities of growth to meet the academic needs of students to be advanced or proficient on the M-STEP/PSAT/SAT.

- Why: While students meeting or exceeding their reading NWEA projected growth RIT shows a closure in academic achievement gaps and areas of strength, the correlation between the reading NWEA and M-STEP/PSAT/SAT can only be based upon the reading NWEA RIT grade-level equivalency to advanced or proficient on the M-STEP/PSAT/SAT. The MTSS program in grades K-5 addresses the achievement gaps noticed on the reading NWEA. Additional restructuring of grades 6-12 schedule and/or resources would need to be examined to determine a best fit for a program that addresses the achievement gaps. On the other hand, a K-12 curriculum needs to address the grade-level standards assessed on the Michigan standardized assessments and the required District assessments need to align with the scope and sequence of the curriculum program(s).
- Why: With a continuation of the MTSS program used in grades K-5 to students in grades 6-12, the achievement gap observed on the reading NWEA could be addressed to improve the percentages of students meeting or exceeding their reading NWEA projected growth RIT from fall to spring.
  With a cohesive curriculum in grades K-12, there would be continuity from grade-to-grade in Michigan state standards addressed, common expectations and routines, and adherence to common assessments. Therefore, Merritt have adequate data to analyze student proficiency on the M-STEP/PSAT/SAT and be better equipped to implement any additional initiatives, programs, or supports as necessary.

Challenge Statement: The district needs to maintain resources to continue the implementation and progress of the MTSS program in grades K-5 while allocating resources to develop a program or initiative that continues into grades 6-12 as well as adopt a cohesive K-12 curriculum that aligns with the Michigan state standards and will correspond with District assessments.

Strategies:

(1/3): MTSS Framework (General)

Owner: Tracy Cohrs

Start Date: 10/10/2022 *Due Date:* 07/15/2025

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: All Active Buildings

Total Budget: $100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Small Group Intervention	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Push-In Classroom Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Paraprofessional staff providing intervention support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
EBLI, Evidenced Based Literacy Instruction	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Guaranteed and Viable Curriculum

Owner: Tracy Cohrs

Start Date: 10/10/2022 *Due Date:* 07/15/2025

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: All Active Buildings

Total Budget: $500,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
HMH Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development for HMH Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
TLAC Training (to support common language and implementation of	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
curriculum and instruction through research proved strategies including classroom behavior and culture)				
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Tracy Cohrs

Start Date: 10/15/2023 *Due Date:* 07/15/2025

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: All Active Buildings

Total Budget: $80,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting

Audience
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Intervention Teacher-Teacher will work with small groups of students in a pull-out setting in grades 6-8 on deficit skills identified in NWEA in reading. This pull-out will occur during Academic Studies time already in student schedules. Progress monitoring will take place every two weeks over focus standards. The data will be monitored and reviewed at data meetings that include Nathan Seiferlein, the Dean of Academics, Intervention teacher, and core content classroom teacher.	Tracy Cohrs	10/15/2023	07/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				

Improve Math M-STEP & NWEA

Status: ACTIVE

Statement: Our goal is provide opportunities for students to receive additional instructional time in math skills in small groups based on individual goals and objectives in order to improve math M-STEP scores by 10% in 2024-2025.

Created Date: 06/16/2022 *Target Completion Date:* 07/15/2025

Data Set Name: 2021-2022 Math

Name	Data Source
21/22 Fall to Spring Grades K-2 Math NWEA	NWEA
21/22 Fall to Spring Grades 3-5 Math NWEA	NWEA
21/22 Fall to Spring Grades 6-8 Math NWEA	NWEA
21/22 Fall to Spring Grades 9-12 Math NWEA	NWEA
Grades 3-8 Assessments: Performance Level	MI School Data
22/23 Fall to Spring Grades K-2 Math NWEA	NWEA
22/23 Fall to Spring Grades 3-5 Math NWEA	NWEA
22/23 Fall to Spring Grades 6-8 Math NWEA	NWEA
22/23 Fall to Spring Grades 9-12 Math NWEA	NWEA
High School Assessments: Proficiency	MI School Data

Data Story Name: 2022-2023 Math

Initial Data Analysis: According to the math NWEA reports, in 2021-2022 the total count of grades K-12 students with NWEA growth projection available and valid fall to spring term NWEA math scores is 427 students. (There is no 2021-2022 NWEA data for grades 11 and 12.) Out of 427 students, the count of grades K-12 students who met or exceeded their projected RIT is 311 students. Therefore, in 2021-2022, 72% of grades K-12 students met or exceeded their projected RIT from fall to spring on the math NWEA.
According to the MI School Data report, in 2021-2022 the total count of grades 3-8 students assessed with the math M-STEP/PSAT is 265 students. Out of 265 students, the count of grades 3-8 students who scored advanced or proficient on the math M-STEP/

PSAT is 110 students. Therefore, in 2021-2022, 41% of grades 3-8 students scored advanced or proficient on the math M-STEP/PSAT.

Initial Initiative Inventory and Analysis: The 2021-2022 data indicates that while the majority of students are meeting or exceeding their projected RIT from fall to spring on the math NWEA, less than half of students are scoring advanced or proficient on the math M-STEP/PSAT. Therefore, the evidence indicates that students are more prepared for the math NWEA than the math M-STEP/PSAT.

Currently, Merritt Academy uses a Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement in grades K-5. The MTSS program uses Title I and 31A funds. For 45 minutes every day, students receive additional instructional time on math skills in small groups with classroom teachers and MTSS staff based on individual goals and objectives, which is not based upon the adopted school curriculum. To ensure fidelity measures exist and data evidence is analyzed for the MTSS program, district assessments are administered monthly at each grade-level, NWEA is administered in the fall, winter, and spring, and M-STEP is administered near the end of the school year. The data from these collective assessments as well as classroom teacher observations and curriculum grade-level assessments are used during data meetings to create a plan to improve student achievement. The strengths and areas of challenge are analyzed to plan the following month's individual goals and objectives and, if needed, small MTSS groups are adjusted.

In 2021-2022 the total count of grades K-5 students with growth projection available and valid fall to spring term math NWEA scores is 240 students. Out of 240 students, the count of grades K-5 students who met or exceeded their projected NWEA math RIT is 187 students. Therefore, 77% of grades K-5 students met or exceeded their projected NWEA math RIT from fall to spring in 2021-2022.

However, in 2021-2022 the total count of grades 6-10 students with growth projection available and valid fall to spring term NWEA math scores is 187 students. (NOTE: There is no NWEA math data for grades 11 and 12.) Out of 187 students, the count of grades 6-10 students who met or exceeded their projected NWEA math RIT is 124 students. Therefore, 66% of grades 6-10 students met or exceeded their projected NWEA math RIT from fall to spring in 2021-2022.

Based on the fact that a higher percentage of K-5 students are meeting or exceeding their projected RIT from fall to spring on the math NWEA than students in grades 6-12, there is evidence the MTSS initiative and resource commitments in grades K-5 are addressing the student achievement gaps and supporting higher academic growth in grades K-5 and the MTSS program should continue. Additionally, students in grades 6-12 may benefit from an initiative aligned with MTSS in grades K-5.

According to the MI School Data report, in 2021-2022 the total count of grades 3-8 students assessed with the math M-STEP/PSAT is 265 students. Out of 265 students, the count of grades 3-8 students who scored advanced or proficient on the math M-STEP/

PSAT is 110 students. Therefore, in 2021-2022, 41% of grades 3-8 students scored advanced or proficient on the math M-STEP/PSAT. Additionally, according to the MI School Data report, in 2021-2022 the total count of grades 11 students assessed with the math SAT is 27 students. Out of 27 students, the count of grade 11 students who scored advanced or proficient on the SAT is 13 students. Therefore, 48% of grade 11 students scored advanced or proficient on the SAT in 2021-2022.
Based on the fact that less than half of the students taking the various Michigan state-wide assessments are scoring advanced or proficient, there is evidence that the 2021-2022 math curriculum is not supporting adequate academic growth to meet the Michigan state standards. Additionally, in 2021-2022 classroom teachers modified and adapted the scope and sequence of the math curriculum to best meet the Michigan state standards. K-5 classroom teachers specifically adjusted the enVision 2.0 curriculum to align with the school's monthly Illuminate assessments based on the Michigan state standards. In addition, the math curriculum programs do not align through grades K-12. Based on the 2021-2022 data and the curriculum contracts, the school will adopt a new math curriculum beginning in 2022-2023.

The personnel involved in the implementation of addressing initiatives, mandates, and resources includes administration, classroom teachers, Special Education teachers, and Multi-Tiered System of Support staff. In addition, Merritt Academy provides professional development for Ebli, NWEA, and the curriculum. The financial commitment encompasses the staff involved, the professional development offered, and the additional initiatives, mandates, and resource commitments.

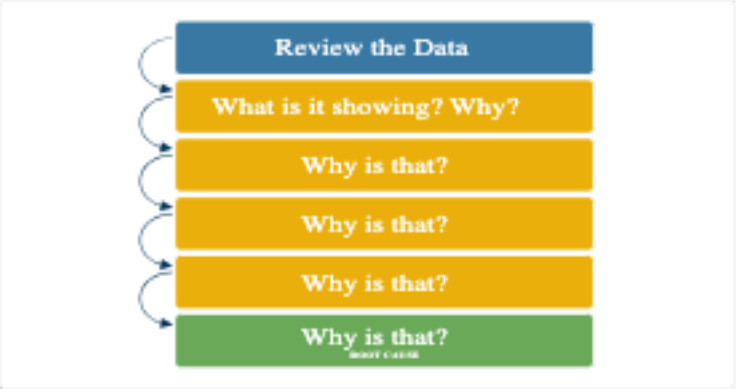
Gap Analysis: In 2021-2022, 72% of grades K-12 students met or exceeded their projected NWEA math RIT from fall to spring and 41% of grades 3-8 students scored advanced or proficient on the math M-STEP/PSAT. There is a gap in the percentages of students meeting or exceeding their projected RIT from fall to spring and scoring advanced or proficient on the M-STEP/PSAT.
In 2021-2022, 80% of grades K-2 students met or exceeded their projected NWEA math RIT from fall to spring, The 75% of grades 3-5 students met or exceeded their projected NWEA math RIT from fall to spring, 68% of grades 6-8 students met or exceeded their projected NWEA math RIT from fall to spring, and 62% of grades 9-10 students met or exceeded their projected NWEA math RIT from fall to spring. There is a gap in the percentages of students meeting or exceeding their projected RIT from fall to spring in lower elementary students, upper elementary students, middle school students, and high school students.
In 2021-2022, 42% of grade 3 students scored advanced or proficient on the math M-STEP, 51% of grade 4 students scored advanced or proficient on the math M-STEP, 40% of grade 5 students scored advanced or proficient on the math M-STEP, 33% of grade 6 students scored advanced or proficient on the math M-STEP, 45% of grade 7 students scored advanced or proficient on the math M-STEP, 38% of grade 8 students scored advanced or proficient on the math PSAT, and 48% of grade 11 students scored advanced or proficient on the math SAT in 2021-2022. There is a gap in percentages of students scoring advanced or proficient on the M-STEP/PSAT in each grade level.

District Data Story Summary: In 2021-2022, more students are meeting or exceeding their projected NWEA math RIT from fall to spring than students scoring advanced or proficient

on the math M-STEP/PSAT. In 2021-2022, as the grade level increases, the percentage of students meeting or exceeding their projected NWEA reading RIT from fall to spring decreases. In 2021-2022, the percentage of students scoring advanced or proficient on the M-STEP/PSAT/SAT does not meet the school's goal at any grade level.
Year-after-year, Merritt Academy uses the Multi-Tiered System of Support (MTSS) to remediate and enrich students' academic achievement in grades K-5. Every day during MTSS, students receive additional instructional time on math skills in small groups based on individual goals and objectives. At the beginning of the year, the administration, MTSS team, and grade-level teams meet to create the MTSS student groups based upon the prior year's M-STEP data, and/or the fall NWEA scores. Based on the data criteria, the K-5 students at the greatest risk of not being proficient on the M-STEP or meeting their NWEA projected fall-to-spring growth goal (but not having an individualized education plan) are placed in MTSS services that are held with a MTSS teacher in small groups daily. Students not receiving services with a MTSS teacher are also placed within small groups meeting with their grade-level teachers throughout the week. Data is collected monthly in a combination of any of the following: classroom observations, curriculum assessments, district assessments, and/or NWEA. Monthly meetings with administration, the MTSS team, and grade-level classroom teachers occur to adjust instruction and/or student groups based on the data.
Based on the fact that a higher percentage of K-5 students are meeting or exceeding their projected RIT from fall to spring on the math NWEA than students in grades 6-12, there is evidence the MTSS initiative and resource commitments in grades K-5 are addressing the student achievement gaps and supporting higher academic growth in grades K-5 and the MTSS program should continue. For this reason, students in grades 6-12 may benefit from an initiative aligned with MTSS in grades K-5.

Analysis:

Root Cause



Five Whys

- Why: Based on the 2021- 2022 math NWEA results, there was a 13.54% improvement in 2021 - 2022 of students meeting or exceeding their growth goal compared to 2020 -2021. This improvement may be correlated to more in-person learning and the Multi-Tiered System of Support (MTSS) program in grades K-5.
  In 2021-2022, more students are meeting or exceeding their projected RIT from fall to spring than students scoring advanced or proficient on the M-STEP/PSAT/SAT. This gap in academic achievement may be correlated to the fact that a student's projected growth

goal on the NWEA does not equate to the student being proficient at their grade-level.
In 2021-2022, as the grade level increases, the percentage of students meeting or exceeding their projected RIT from fall to spring on the NWEA decreases. This gap in academic achievement on the NWEA may be correlated to the Multi-Tiered System of Support (MTSS) program in 2021-2022 being offered to students in grades K-5 but not implemented in grades 6-12.
In 2021-2022, the percentage of students scoring advanced or proficient on the M-STEP/PSAT/SAT does not meet the school's goal at any grade level. This gap in academic achievement on the Michigan state-wide assessments may be correlated to the fact that the K-5 math curriculum, enVision 2.0, did not align with the pacing of standards administered on the monthly District assessments in Illuminate, which aligns with Michigan state standards. Therefore, classroom teachers had to modify the curriculum or meet those standards during MTSS time.

- Why: The gap in academic achievement on the math NWEA compared to the M-STEP/PSAT/SAT may be correlated to the fact that NWEA measures individual student growth and M-STEP/PSAT/SAT measures grade-level proficiency.
  Additionally, the greatest amount of funding and program efforts were provided to K-5 students to improve the number of students scoring advanced or proficient on the M-STEP and meeting or exceeding their projected NWEA math RIT from fall to spring with the MTSS program. The K-5 administration, classroom teachers, and Multi-Tiered System of Support (MTSS) staff met monthly to discuss the impact the strategies and initiatives had during MTSS. The MTSS model or an additional initiative was not used in grades 6-12.
  Teachers/students were required to complete the monthly District assessment in Illuminate because it aligns with Michigan state standards. However, since the math curriculum scope and sequence did not align with the standards being assessed the data was not valuable in analyzing expected proficiency on the M-STEP/PSAT/SAT.
- Why: Since NWEA measures student growth and M-STEP/PSAT/SAT measures grade-level proficiency, students meeting or exceeding their math NWEA projected growth RIT may not score advanced or proficient on the M-STEP/PSAT/SAT or vice versa.
  With no initiative in grades 6-12 to address specific student achievement gaps, like MTSS does with grades K-5, students in grades 6-12 are only exposed to grade-level content within the curriculum. Without addressing the individual students' academic achievement gap in grades 6-12, there is a limit to the improvement of students being able to meet or exceed their projected NWEA math RIT from fall to spring. In addition, this is evidence of a lack of consistency in support programs among all grade levels. This inconsistency from grade-level to grade-level is also an issue with different curriculum programs being adopted at various grade levels rather than a K-12 curriculum program. Additionally, without a math curriculum that aligns with the monthly District assessments or addressing the Michigan state standards on the M-STEP/PSAT/SAT, there cannot be adequate analysis to identify strengths or opportunities of growth to meet the academic needs of students to be advanced or proficient on the M-STEP/PSAT/SAT.
- Why: While students meeting or exceeding their math NWEA projected growth RIT shows a closure in academic achievement gaps and areas of strength, the correlation between

the math NWEA and M-STEP/PSAT/SAT can only be based upon the math NWEA RIT grade-level equivalency to advanced or proficient on the M-STEP/PSAT/SAT. The MTSS program in grades K-5 addresses the achievement gaps noticed on the math NWEA. Additional restructuring of grades 6-12 schedule and/or resources would need to be examined to determine a best fit for a program that addresses the achievement gaps. On the other hand, a K-12 curriculum needs to address the grade-level standards assessed on the Michigan standardized assessments and the required District assessments need to align with the scope and sequence of the curriculum program(s).

- Why: With a continuation of the MTSS program used in grades K-5 to students in grades 6-12, the achievement gap observed on the math NWEA could be addressed to improve the percentages of students meeting or exceeding their math NWEA projected growth RIT from fall to spring.
  With a cohesive curriculum in grades K-12, there would be continuity from grade-to-grade in Michigan state standards addressed, common expectations and routines, and adherence to common assessments. Therefore, Merritt would have adequate data to analyze student proficiency on the M-STEP/PSAT/SAT and be better equipped to implement any additional initiatives, programs, or supports as necessary.

Challenge Statement: The district needs to maintain resources to continue the implementation and progress of the MTSS program in grades K-5 while allocating resources to develop a program or initiative that continues into grades 6-12 as well as adopt a cohesive K-12 curriculum that aligns with the Michigan state standards and will correspond with District assessments.

Strategies:

(1/3): MTSS Framework (General)

Owner: Tracy Cohrs

Start Date: 10/10/2022 *Due Date:* 07/15/2025

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: All Active Buildings

Total Budget: $100,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
In Class Push In Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Small Group Pull Out Support	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Intervention Teachers	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Houghton Mifflin Mathematics

Owner: Tracy Cohrs

Start Date: 10/10/2022 *Due Date:* 07/15/2025

Summary: Houghton Mifflin Mathematics is a core mathematics curriculum for students at all ability levels in kindergarten through grade 6. At each grade level, the program focuses on basic skills development, problem solving, and vocabulary expansion to help students master key math concepts. Students practice daily math lessons through instructional software, enrichment worksheets, manipulatives, and workbooks, in addition to student textbooks. The program incorporates assessments—including lesson-level interventions to meet the needs of all learners—to monitor students' progress.

Buildings: All Active Buildings

Total Budget: $250,000.00

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

Communication:

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development for HMH	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
TLAC training to support common language and implementation of curriculum including behavior and culture.	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
HMH Anywhere Curriculum	Tracy Cohrs	10/10/2022	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Tracy Cohrs

Start Date: 10/15/2023 *Due Date:* 07/15/2025

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: All Active Buildings

Total Budget: $80,000.00

- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting

Audience
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Intervention Teacher- Teacher will work with small groups of students in a pull-out setting in grades 6-8 on deficit skills identified in NWEA in math. This pull-out will occur during Academic Studies time already in student schedules. Progress monitoring will take place every two weeks over focus standards. The data will be monitored and reviewed at data meetings that include Nathan Seiferlein, the Dean of Academics, Intervention teacher, and core content classroom teacher.	Tracy Cohrs	10/15/2023	07/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				