

MICIP Portfolio Report

Webberville Community Schools

Goals Included

Active

- Improve Reading District Data
 - Improve SEL supports
-

Buildings Included

Open-Active

- Webberville Elementary
 - Webberville High School
 - Webberville Middle School
-

Plan Components Included

Goal Summary

Strategy

Summary

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Activity Text

Activity Buildings

MICIP Portfolio Report

Webberville Community Schools

Improve SEL supports

Status: ACTIVE

Statement: Our goal is to increase effectiveness in meeting the growing needs of students using behavior data and academic at risk data to determine students at the Tier 1, Tier 2, and Tier 3 levels. With implementation of SEL screening tool, our goal is to collect benchmark data (3x per year) and increase fidelity of Tier 1 PBIS strategies in the classroom as well as increase the use of individualized and small group support for students at the tier 2 and tier 3 level by 2025-2026.

Created Date: 06/25/2021

Target Completion Date: 06/01/2026

Strategies:

(1/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Jeannette Kiernan

Start Date: 08/28/2023

Due Date: 06/01/2026

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

Total Budget: \$100,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

Communication:

Method

- MI School Data
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increase mental health resources support and also increase consistency with behavior support through the use of a general education mental health professional and also a behavior interventionist.	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create behavior PLC that include general education teams and also mental health/behavior support staff that focuses on create action plans to support students struggling with behavior and engagement in the classroom.	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>All staff PK-5 will incorporate circle time daily and zones of emotional regulation check in upon entering the classroom. Elementary staff will also incorporate social contract debriefing 2-3 times per week. Secondary staff will incorporate community circles and/or social contract debriefing daily. Secondary staff will incorporate a weekly check in with each of their classes. A weekly check in will focus on social emotional health and well being and reflect upon the week.</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>PK-5 Behavior Intervention and 6-12 Behavior Interventionist will support Tier 2 and Tier 3 Behavior Intervention, and provide emotional regulation strategies, restorative justice, and tools for students. Behavior Interventionist will support teaching staff in implementation of Tier 1 classroom SEL strategies and specific strategies, including behavior plans, for tier 2 and tier 3 students. Behavior Interventionist and General Education Mental Health professionals will push into classrooms to</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>support teachers in the implementation of positive behavior approaches and emotional regulation strategies, as well as, teach students about how to report and the 3D's.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Mental Health Professional/ Behavior Team will support staff member(s) the implementation of the use of the zones of emotional regulation in all PK-5 classrooms and throughout the school so that teachers are able to incorporate the following strategies each day: Zones check in upon entering the classroom Whole class and Individualized emotional regulation tool boxes which may include a calm down area/corner Utilization of a reporting form that includes size of problem and color zones and also the restorative process</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Webberville Elementary 				
<p>Support tier 2 and tier 3 (non IEP) behavior students on a regular basis by meeting with them on a frequent basis to work on students' replacement behaviors and/or increase their use of emotional regulation strategies. Support the transference of strategies to be used by the</p>	<p>Jeannette Kiernan</p>	<p>08/28/2023</p>	<p>06/01/2026</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
classroom teacher and the increase of independence in using strategies in the classroom.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Increase the consistency of the following TIER 1 Expectations. WES Tier 1 PBIS Expectations: Implement PBIS Matrix and 3 Main Rules: Students define what these rules look like in the classroom the first week of school STAR Bucks Social Contracts Zones Daily Check In Tools Choice Board Greet Students at the Door Daily Circle Time Positive Thinking Questions: What were you doing? What were you supposed to be doing? What are you going to do now? Magic T Signal Secondary Tier 1 PBIS Expectations: Implement PBIS Matrix and 3 Main Rules: Do What's Right, Do Your Best, Love the Team-- Students define what these rules look like in the classroom the first week of school Social Contracts (first week) and daily debrief or check in Greet Students at the Door Hallway/Passing Time Supervision Active Supervision Circle Time expectations, as needed Weekly SEL Reflection completed by students</p>	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Positive Thinking Questions: What were you doing? What were you supposed to be doing? What are you going to do now?				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Incorporate homeroom time for secondary students in order to increase opportunities for students to increase ownership in school wide policies and procedures and promote positive relationships among students and staff. Homeroom time will be 1-2 times a week and will allow teachers to have time: Have circle time Discuss upcoming school/district events and increase student involvement--WATCH announcements Weekly reflection about how students are doing and feeling Learn strategies for handling stress, anxiety, and management of homework, classwork Learn more about careers and have opportunities to explore possible career paths.	Jeannette Kiernan	08/28/2023	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): 23g Personalized Learning Environments

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/01/2026

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings

- Webberville High School

Total Budget: \$30,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide one on one mentoring/tutoring for high school students who are academically at risk. The Mentor will meet with their assigned student to help explore careers (this may include field trips, virtual tours, etc. to help empower the student to create specific goals for their future) and create a career path specific to the student and update their EDP to match. Mentor/Tutor will meet with the program manager/principal to ensure the student's schedule matches the student's current EDP.	Jeannette Kiernan	11/05/2023	06/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide tutoring and/or mentoring for academically at risk students during the summer months. Provide incentives/motivational prizes for students who reach goals set by tutor/mentor and student.	Jeannette Kiernan	11/05/2023	08/10/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Work-Based Learning Experiences (WBLE)

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/01/2026

Summary: Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Buildings

- Webberville High School

Total Budget: \$5,000.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide one on one mentoring/tutoring for high school students who are academically at risk. The Mentor will meet with their assigned student to help explore careers (this may include field trips, virtual tours, etc. to help empower the student to create specific goals for their future) and create a career path specific to the student and update their EDP to match. Mentor/Tutor will meet with the program manager/principal to ensure the student's schedule matches the student's current EDP.	Jeannette Kiernan	11/05/2023	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Reading District Data

Status: ACTIVE

Statement: Our goal is to develop consistent expectations across the district in delivering assessment screeners, teaching tier 1 curriculum, supporting struggling readers, and analyzing data in order to improve Reading scores, at each grade level by at least 5% by June 2024.

Created Date: 06/27/2022

Target Completion Date: 06/30/2024

Strategies:

(1/5): Essential Instructional Practices Grades K-3

Owner: Jeannette Kiernan

Start Date: 06/27/2022

Due Date: 06/30/2024

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Webberville Elementary

Total Budget: \$37,000.00

- 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
- Parent Newsletter
- Local Newspaper
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All K-5 teachers will support tier 1, tier 2, tier 3 students by implementing the instruction of the the Bookworms reading curriculum to all students.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
All K-5 teachers will progress monitor their tier 2 and tier 3 students in reading 1-2 times per month and utilize assessment data to adjust small group and individualized instruction to meet the needs of struggling students.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All K-3 teachers and intervention teachers will teach Orton Gillingham to all K-1 students and 2-3 students who need Orton Gillingham strategies during their Differentiation block of Bookworms curriculum. 2-5 teachers will use Bookworms Phonics curriculum to teach all other students who do not need Orton Gillingham during the Differentiation block.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All K-5 teachers will administer an assessment screener 3 x each year and work with intervention teachers to analyze data and determine intervention delivery plans during PowerReading time.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All K-5 teachers will participate in an instructional coaching cycle with instructional literacy coach in the area of reading instruction.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET

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

(2/5): Essential Instructional Practices Grades 4-5

Owner: Jeannette Kiernan

Start Date: 06/27/2022

Due Date: 06/30/2024

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Webberville Elementary

Total Budget: \$37,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Same strategies as listed in K-3 Essential Practices	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Jeannette Kiernan

Start Date: 06/27/2022

Due Date: 06/30/2024

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Webberville High School
- Webberville Middle School

Total Budget: \$20,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All secondary teachers will help students and parents to develop awareness of NWEA assessment data.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All 6-10 teachers will successfully administer a NWEA reading assessment 3 x a year.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All 6-12 teachers will utilize NWEA assessment data to create student growth goals at the start of the year and then monitor the progress of these goals throughout the school year.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All 6-10 teachers will identify tier 2 and tier 3 students in reading and develop plans for supporting these students in their classrooms.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All secondary staff will support a consistent set of expectations and work to increase engagement and motivation while students are taking the NWEA test.	Jeannette Kiernan	06/27/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): 23g Expanded Learning Time

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/30/2024

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

Total Budget: \$30,000.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers and/or title 1 paraprofessionals or other qualified staff members will provide after school tutoring 2-3 days per week for 1 hour for tier 2 and/or tier 3 students at risk in the area of reading, math and/or academically at-risk. Above staff will set goals with students being tutored for increasing proficiency in the area being tutored and provide incentives for positive attendance and reaching proficiency goals.	Jeannette Kiernan	01/09/2024	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Teachers and/or title 1 paraprofessionals will provide tutoring to at risk students in the area of reading over the summer months. Motivational incentives will be given to students when they meet academic progress goals set by the tutor. Additional reading materials, personalized high interest reading materials will be provided to students to support at home reading.	Jeannette Kiernan	11/05/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tutors that support students after school will provide incentives for students who achieve goals set by the tutor and student.	Jeannette Kiernan	11/05/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Tutoring

Owner: Jeannette Kiernan

Start Date: 11/05/2023

Due Date: 06/30/2024

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

Total Budget: \$30,000.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers and/or title 1 paraprofessionals or other qualified staff members will provide after school tutoring 2-3 days per week for 1 hour for tier 2 and/or tier 3 students at risk in the area of reading, math and/ or academically at-risk. Above staff will set goals with students being tutored for increasing proficiency in the area being tutored and provide incentives for positive attendance and reaching proficiency goals.	Jeannette Kiernan	01/09/2024	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers and/or title 1 paraprofessionals or other	Jeannette Kiernan	11/05/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
qualified staff members will provide tutoring during the summer months to students who are academically at risk and support the core areas of math or reading. Tier 2 and/or tier 3 students at risk in the area of reading, math and/or academically at-risk.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tutors will set goals with students being tutored for increasing proficiency in the area being tutored and provide incentives for positive attendance and reaching proficiency goals.	Jeannette Kiernan	11/05/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				