

# MICIP Portfolio Report

## Buchanan Community Schools

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### Goals Included

#### Active

- Aligned, sustainable professional development
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### Buildings Included

#### Open-Active

- Buchanan High School
  - Buchanan Middle School
  - Buchanan Step Up
  - Buchanan Virtual Academy
  - Moccasin Elementary School
  - Ottawa Elementary School
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### Plan Components Included

Goal Summary

Data

    Data Set

    Data Story

Analysis

    Root Cause

    Challenge Statement

Strategy

    Summary

    Implementation Plan

        Buildings

        Funding

        Communication

        Activities

# MICIP Portfolio Report

## Buchanan Community Schools

### Aligned, sustainable professional development

*Status:* ACTIVE

*Statement:* Develop and implement an aligned and sustainable professional development process, specifically addressing the delivery, implementation, and accountability components by June, 2023 as measured by implementation process data.

*Created Date:* 07/21/2021

*Target Completion Date:* 06/10/2023

*Data Set Name:* #1 Ottawa - K Winter NWEA and Attendance

Name	Data Source
Ottawa Attendance File	Student Information System (SIS)
Moccasin Attendance	Student Information System (SIS)
BMS Attendance	Student Information System (SIS)
BHS Attendance	Student Information System (SIS)
BHS PSAT DATA	Other
BMS - 5th Grade NWEA	NWEA
Moccasin - 2nd Grade NWEA	NWEA
Ottawa - K NWEA ELA	NWEA
BVA CTE: Program Report	Other
Buchanan Community School PD Process	Other

*Data Story Name:* Attendance and Academic Data

*Initial Data Analysis:* We think there is an increase in attendance (absence) rates, but are still seeing academic growth. How do we support students not attending? (Are they seeing the same amount of growth? We need to compare years).

Number of absences has not impacted the academic achievement. CTE- despite Covid, students are still receiving jobs after graduation.

Currently, district has no professional development process and/or procedures in place  
Math - currently is a struggle

We need to look at our MTSS process and procedures

*Initial Initiative Inventory and Analysis:* District Initiatives

PLCs work! In each building there is a component of their work and it will help us to examine this work.

All the buildings are looking at MTSS or RTI processes and procedures, so we may need to look at those and tweak how we are doing it to make sure they align with our needs.

CTE has been a positive investment- kids are taking advantage of it!

*District Data Story Summary:* Teachers need professional development on how to incorporate interventions during their class time, and fill gaps while maintaining pacing  
Explain why the above Data Story is in the State it currently is.

Teachers don't feel comfortable in Math (more experience in Reading)  
Differing Philosophies about what needs to change  
Follow up and accountability not present or consistent  
District level support and priority wasn't there  
Financial resources were not available  
Lacking of understanding about research-based vs. evidence-based

Looking at your response to the previous question, explain why it is.

PD in content areas has been very broad- not specific to content; teachers have not been given clear direction about what to do after the PD (e.g. EBP vs. RBP)  
Different philosophical approach/ different leadership  
At-risk funds are now used to support staffing vs. programs, PD and supports

ROOT CAUSE

Looking at your response to the previous question, explain why that is.

BRESA no longer has content area specialists to support districts (outside of reading and math)  
Lack of aligned professional development plan/ implementation plan for PD

Explain why the above Data Story is in the state it currently is.

"That part" is not my responsibility... someone else does the "fixing"  
Teachers need supports and time for collaboration around how to utilize block schedules/ strategies and scheduled time for interventions  
Need (timely and relevant) PD on how to differentiate instruction so that it is meaningful and relevant for struggling students and still maintain credit

Looking at your response to the previous question, explain why that is.

PD Needs to be applicable/relevant to all  
We need to attach an intended outcome to PD  
All PD needs to be embedded and ongoing with relevant connections to the work and continued commitment  
PD needs to be focused (if everything is important, then nothing is important)

## Analysis:

### Root Cause



### Five Whys

- Why: SEL has not been a priority  
SEL Focus is a New Process
- Why:  
Student and family needs have changed  
Not Everyone on board with:  
  
MTSS  
SEL Focus
- Why:  
Not everyone is fully informed/educated about  
  
MTSS/SEL Focus  
  
Other things took priority (easier to do know...)  
Stigma

**Challenge Statement:** Teachers need professional development on how to incorporate interventions during their class time, and fill gaps while maintaining pacing

**Strategies:**

(1/1): Professional Development System

Owner: Mark Kurland

Start Date: 09/01/2021

Due Date: 06/10/2023

Summary: Develop a comprehensive and aligned system for professional development

Buildings: All Active Buildings

Total Budget: \$270,000.00

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

**Communication:**

Method

- School Board Meeting
- Other

Audience

- School Board
- Staff
- Educators

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Develop District Professional Development Plan to connect all learning to SCECHs	Mark Kurland	09/01/2021	06/10/2023	COMPLETE
Engage in an audit of our current professional development structure	Mark Kurland	09/01/2021	06/10/2023	ONTARGET