

Bullock Creek School District MICIP Portfolio Report

Improve Math Scores on State Assessments for Economically Disadvantaged Students

Status: ACTIVE

Summary: Increase overall math proficiency scores of economically disadvantaged students to close the 9% gap between the non-economically disadvantaged students as measured by state assessments by June, 2026.

Created Date: 05/24/2021

Target Completion Date: 06/30/2026

Strategies:

(1/3): **Math Lab**

Owner: Dennis Tomko

Start Date: 09/08/2021

Due Date: 06/30/2026

Summary: Learning Gaps are identified through aimsweb. Students are leveled according to needs and lessons are developed based on those needs. Students meet with a math interventionist 5 days a week.

Buildings:

- Floyd School
- Pine River Elementary School
- Bullock Creek Middle School
- Bullock Creek High School

Total Budget: \$262,000.00

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

Communication:

Method

- Parent Newsletter
- Presentations
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
A teacher will work with grade level teachers to target specific math skills necessary for	Dennis Tomko	09/08/2021	06/30/2026	UPCOMING

Activity	Owner	Start Date	Due Date	Status
success.				

(2/3): Curriculum Planning

Owner: Dennis Tomko

Start Date: 07/01/2021

Due Date: 06/30/2026

Summary: Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

Buildings: All Buildings

Total Budget: \$10,000.00

- General Fund (Other)

Communication:

Method

- Presentations
- School Board Meeting
- Parent Newsletter

Audience

- Staff
- School Board
- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development time will be used to align curriculum across a grade level and to the grade levels above and below a grade level.	Dennis Tomko	07/01/2021	06/30/2026	ONTARGET

(3/3): Embedded Formative Assessment

Owner: Dennis Tomko

Start Date: 09/08/2021

Due Date: 06/30/2026

Summary: Teachers apply formative assessment strategies throughout each lesson as an integral part of mathematics instruction. The aim of formative assessment is to gather information about students' current conceptualizations of mathematics and how they think about particular ideas in math. Teachers intentionally plan to take advantage of opportunities to formatively assess student understandings frequently and regularly. Teachers use the knowledge gained from these formative assessment instances to make in-the-moment instructional decisions that are responsive to students' needs. Examples of student output for formative assessment: work, discourse, thinking, projects, quiz, test, etc.

Buildings: All Buildings

Total Budget: \$8,000.00

- General Fund (Other)

Communication:

Method

- Presentations
- School Board Meeting
- Parent Newsletter

Audience

- Staff
- School Board
- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Formative assessments will be given on a regular basis to help teachers determine which students are struggling and design more immediate interventions.	Dennis Tomko	09/08/2021	06/30/2026	UPCOMING