

MICIP Portfolio Report

Arbor Academy

Goals Included

Active

- Attendance
- Improve ELA mstep scores
- behavior
- math instruction

Buildings Included

Open-Active

- Arbor Academy

Plan Components Included

Goal Summary

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Data Story

Strategy

Summary

Implementation Plan

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Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Arbor Academy

Improve ELA mstep scores

Status: ACTIVE

Statement: By engaging our families and teachers our 4th grade students will increase proficiency to 50% by June 2025 on the MSTEP or NWEA test.

Created Date: 04/11/2021

Target Completion Date: 06/10/2025

Data Story Name: ELA

Initial Data Analysis: Our students show growth however proficiency declines starting 2015. We see once they leave third grade the number of students proficient decline significantly each year. Then we had a decline in our overall data starting after 2015 also. We have not changed our curriculum standards throughout our 20 years open. 66 out of 81 students show growth 3rd thru 8th in 2018-2019. Using NWEA data starting 2011 -2012 we see a significant decline starting in 2016-2017. Our decline in scores correlate with our higher economically disadvantaged numbers. We have a high attendance issue.

Initial Initiative Inventory and Analysis:

Core knowledge standards

Lexia Core

One to one Chromebook

Computer lab as intervention

RAZ Kids

Heggerty- teacher, school wide in lower el.

Lively Letters-teacher, school wide

Small Group push in and pull out support- title one services, Help personalize our lows and high students. Create more personalized learning plans for reading.

Fitness and Fun- teacher introduces skills with movement in lower grades

Small class sizes- Help with behavior and low grades.

Gap Analysis: Gap Analysis

According to the Michigan Department of Education's "Facts for Families: What is the Read by Grade Three Law?" a student who is at least 1 grade level behind in reading as is demonstrated on the state assessment is at high risk of being retained. (April, 2019). This law did not go into effect at the start of the 2020/2021 school year because of the ongoing

pandemic, but it is scheduled to be in full effect at the start of the 2021/2022 school year, unless the Department of Education holds off another year.

The new law is only part of the concern here. Each 3rd grade student this year will be 4th grade student next year and so on. Therefore, it stands to reason that if we do not get our early grades reading at or above grade level our upper grades will continue to struggle to achieve the success they deserve. Given that our 2018/2019 ELA scores for grade three were so low we need to implement programs and strategies to ELA scores for grades K-3. Our goal here must not be small, but we need to shoot for the moon and seek at least 60% grade-level reading ability by the end of 2021/2022 and at least 80% by 2022/2023.

District Data Story Summary: Arbor Academy students have been on a downward trend since 2015. Less than 10 students in each of grade 3-8 are scoring at or above proficiency ELA. Arbor offers a variety of programs, but none have been fully organized or monitored for consistency. Programs are of no use if they are not implemented with fidelity.

Strategies:

(1/5): Building Trusting Relationships

Owner: Sarah Prince

Start Date: 04/19/2021

Due Date: 06/10/2025

Summary: "

Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners (U.S. Department of Education, 2010 and Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., 2005). Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equal partners and create the conditions for respectful relationships and partnerships (Henderson & Mapp, 2010). Developing trusting relationships requires two-way engagement to discuss and understand social norms and cultural capacities that can inform social institutions and families. Research demonstrates the role trust plays in families' ability to advocate for their students, as it is essential for families to feel comfortable interacting with school staff. To foster strong relationships with families, schools can look at families through a strength-based lens (Casper, Lopez, Chu, & Weiss, 2011). By working to capitalize on the strengths of families, schools can build the capacity of families to effectively support their child's education at home and in the community. Taking steps to establish these relationships and foster family engagement is critically important as research has shown that levels of family engagement are strongly predictive of students' long term, academic success (Mapp, 2018). To facilitate respect between educators and families, professionals must be aware of how their verbal, non-verbal skills and their intentional actions to form relationships with families. To support trusting relationships, it is important to establish policies and procedures to promote family engagement. Have adequate and welcoming spaces to engage families. Help support families and their basic needs. Connect families to each other, to the program/support staff and to other community institutions. Be intentional about hiring all staff and training them to promote effective staff-family interactions.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Parent University	Sarah Prince	04/19/2021	06/10/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Reading Nights	Sarah Prince	04/19/2021	06/10/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Guided Reading Groups	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Para small group and individual support	Sarah Prince	09/01/2021	06/10/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Title 1 teacher	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Remind Communication	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Michigan Department of Education Early Literacy Coaching Model

Owner: Sarah Prince

Start Date: 04/19/2021

Due Date: 06/10/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Coach	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Best Practices for Motivating Reading

Owner: Sarah Prince

Start Date: 04/19/2021

Due Date: 06/10/2025

Summary: text is written by authors representing research and practice. Section 1 is on practitioner's perspective on a practice in need of replacing-rewarding students with "junk" for reading. Section 2 provides a researcher's perspective on the lack of research to support the ineffective practice and reviews research. Section 3 authors give details on how to implement those better practices.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Rewards for reading success	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Book Fairy	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionist for rewards intervention program	Sarah Prince	04/19/2021	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): 23g Expanded Learning Time

Owner: Sarah Prince

Start Date: 10/23/2023

Due Date: 06/10/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
staffing for small groups being held after school for expanded learning time	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Expanded learning time program manager - Sarah Prince	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Stipends for school bus drivers to bring students home.	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
informational texts K thru 8th grade for reading comprehension through high interest texts used in small groups	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
teachers to teach small classroom sizes.	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer school stipends for teachers to work with	Sarah Prince	10/23/2023	06/10/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
children for 6 weeks				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
summer school stipend for the bus drivers	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer learning intervention texts	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
stipend for summer school data and curriculum manager.	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Intensive, Individualized Support

Owner: Sarah Prince

Start Date: 10/23/2023

Due Date: 06/10/2025

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
summer school	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
stipend for counselors for our students and family	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
afterschool stipends for teachers to work with students	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g individualized stipend for activities to support academic learning in low academic areas and low SEL	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g intensive, individualized support program manager - Sarah Prince	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
summer school stipend for teachers to work one on one.	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
summer school activities to work with students in high interest areas	Sarah Prince	10/23/2023	06/10/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Attendance

Status: ACTIVE

Statement: Our goal for arbor will decrease chronic abestintism to 20% by 2025

Created Date: 04/19/2021

Target Completion Date: 06/02/2026

Data Story Name: Attendance

Initial Data Analysis: 34% of our children absent our considered chronically absent.

Initial Initiative Inventory and Analysis: Secertaries calling sick students to track absences.

Gap Analysis: We have students that have missed more school then attended. We would like to set up a system with parents and students to help encourage an increase in attendance.

District Data Story Summary: We need to require parent by in for attending each day. Students need to see the importance of school. Many of our students do not feel that they need to be at school.

Strategies:

(1/2): Check and Connect

Owner: Sarah Prince

Start Date: 05/15/2023

Due Date: 06/02/2026

Summary: Check & Connect is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations. Students enrolled in Check & Connect are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
differential seating and activities	Sarah Prince	05/15/2023	06/02/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Communication

Owner: Sarah Prince

Start Date: 05/15/2023

Due Date: 06/02/2026

Summary: The Communication Driver System creates consistent and clear communication channels for information to be sent and received from all district stakeholders. This is critical at times of change when information, data, and purpose are being addressed. It will remain the main conduit of passing of information within the district.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Remind	Sarah Prince	05/15/2023	06/02/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Driveline	Sarah Prince	05/15/2023	06/02/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family Incentives based on interests of the families.	Sarah Prince	05/15/2023	06/02/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

math instruction

Status: ACTIVE

Statement: Our goal is to improve teacher instruction to increase 50% of our students to have annual growth for

Created Date: 01/24/2023

Target Completion Date: 06/08/2025

Data Story Name: Students will increase their average growth by one grade.

Initial Data Analysis: 50% of our students on average are making at least one years worth of growth by June 2024.

Initial Initiative Inventory and Analysis: Started a new math program with built in intervention lessons. Each teacher is required to teach the lessons for each of their objectives on LMS. Each teacher was required to join us for training in the beginning of the year and middle of the year. We will continue with the Professional training with the program.

Gap Analysis: 42% of students will progress to annual typical growth according to the I ready data.

Our lower el students are showing below average growth in math.

District Data Story Summary: 78% of our thrid graders showed growth on the MSTEP. 3rd and 6th grade both showed 40% or higher growth within their classes according to IReady.

Strategies:

(1/3): Competency: Teacher - Staff Training

Owner: Sarah Prince

Start Date: 01/24/2023

Due Date: 06/08/2025

Summary: Provide all staff with targeted opportunities to acquire the knowledge and skills needed to support and enhance practices aligned to the district vision of high quality instruction.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
I ready training	Sarah Prince	01/24/2023	06/08/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Math Coach	Sarah Prince	01/24/2023	06/08/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): 23g Tutoring

Owner: Sarah Prince

Start Date: 10/25/2023

Due Date: 06/08/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
stipend for teachers working with students after school	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
high interest materials to be used in small groups	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
stipend for 23g tutoring manager - Sarah Prince	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
stipends for teachers in summer school	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
stipend for summer school activities	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
summer learning intervention texts	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): Instructional Coaching/Consulting for Mathematics

Owner: Sarah Prince

Start Date: 10/25/2023

Due Date: 06/08/2025

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math Coach for 4 thru 8th grade	Sarah Prince	10/25/2023	06/08/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

behavior

Status: ACTIVE

Statement: Our goal is to have a tool to monitor behavior that will help us decrease our referrals and suspensions by 10% in 2024

Created Date: 05/15/2023

Target Completion Date: 06/16/2026

Data Story Name: Discipline and Equity Copy

Initial Data Analysis: Our school does not have a way to track referrals.

PBIS is being used to help build the culture of the school. Track how many CBG tickets are handed out each year.

Initial Initiative Inventory and Analysis: Our need is to decrease referrals during the day. Our behavioral interventionist and School store.

Gap Analysis: I would like to increase our ticket give away by 30% and drop our referral rate to 25%.

District Data Story Summary: We would like to purchase SWIS as a way for us to collect our data. Our behavioral interventionist will be in charge of inputting data. She will also be in charge of the being good store to help award good behavior. With an increase in engagement and proper behavior students scores will go up across the board.

Strategies:

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

Owner: Sarah Prince

Start Date: 05/15/2023

Due Date: 06/16/2026

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Increase engagement and decrease behavior with academic tools to be earned by students.	Sarah Prince	05/15/2023	06/16/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Behavioral Interventionist	Sarah Prince	05/15/2023	06/16/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				