

# MICIP Portfolio Report

## Charyl Stockwell Academy

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### Goals Included

#### Active

- Improve ELA M-Step Utilizing Student Reflection
  - Learning Targets for Instruction Leading to Increa...
  - Reading Achievement Growth Goal
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### Buildings Included

#### Open-Active

- Charyl Stockwell Academy
  - Charyl Stockwell Academy - High School
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Charyl Stockwell Academy

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### Improve ELA M-Step Utilizing Student Reflection

*Status:* ACTIVE

*Statement:* Our goal is to provide opportunities for students to be reflective of their learning through portfolio development, Student Led Conferencing and goal setting, in order to improve ELA M-Step scores by 5% by 2025.

*Created Date:* 06/23/2021

*Target Completion Date:* 06/21/2025

*Data Story Name:* Student Reflection Leading to Growth

*Initial Data Analysis:* We notice that our students need to be taught how to be more reflective of their own growth as a reader and have ways to share this growth. Their own reflection will lead to greater achievement.

*Initial Initiative Inventory and Analysis:* We have spent time working on identifying key or essential standards for learning in literacy from grade 3 through middle school. We then identified when each year those standards would be taught, looking for opportunities for vertical and horizontal curricular alignment. We then received training in the Understanding by Design curricular framework and have worked to build cross-curricular units of study that incorporate these essential standards and assessments that allow us to determine student growth. We also have received professional development in differentiation and work to differentiate instruction and outline differentiation practices and activities in our UbD units of study.

*Gap Analysis:* Overall, our MSTEP ELA scores tend to rise as students age, with an upward trajectory observed as students move from 3rd grade through middle school. From 2016 to 2018, scores decreased. We notice a gap between our MSTEP assessment data for ELA and the observations of growth we are seeing in the classroom. We want our students to become their own best assessors by reflecting on their reading growth and collecting evidence they share about how they view themselves as readers and their growth as a reader.

*District Data Story Summary:* Students have been shown to be their own best assessors. Therefore, we need to work to teach students how to better reflect on their own learning and have ways to share their reflections with others. This can occur through Student Led Conferencing, student portfolio development, and goal setting.

**Strategies:**

(1/1): **Teacher Collaborative Routines**

**Owner:** Lisa Pick

**Start Date:** 06/23/2021

**Due Date:** 06/21/2025

**Summary:** Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional development in Student Led Conferences.	Lisa Pick	06/24/2021	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development in student goal setting.	Lisa Pick	08/17/2021	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development in student portfolio development.	Lisa Pick	08/17/2021	06/17/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Observation and feedback on Student Led Conferencing, including gathering parent feedback.	Lisa Pick	08/17/2021	06/17/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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## Reading Achievement Growth Goal

*Status:* ACTIVE

*Statement:* Our goal is to increase our MAP Reading and PSAT Reading scores by 10% by 2028 by providing professional development, engaging in ongoing analysis of different data sources and implementing research-based best practices in literacy.

*Created Date:* 06/16/2023

*Target Completion Date:* 06/30/2028

*Data Story Name:* Practices Leading to Increased Achievement in Reading

*Initial Data Analysis:* Our data is showing growth over time, however we are working to address the achievement changes that were a result of COVID. We are seeing a steady improvement in reading achievement since the beginning of COVID, however we are seeing gaps at certain levels in elementary and at the middle school.

*Initial Initiative Inventory and Analysis:* Systems that are currently in place include professional development in literacy instruction, guided reading instruction, and the beginning implementation of supports for students in phonemic awareness and phonics instruction. MAP data is analyzed after each testing period. DRA and other data are also analyzed throughout the year.

*Gap Analysis:* We experienced a gap in reading readiness as a result of online learning during COVID. We also experienced a gap in students demonstrating making an inference or providing a conclusion and using supporting evidence to justify or explain their inference.

*District Data Story Summary:* Opportunities for growth have been identified in the following areas:

- phonemic awareness and phonics instruction
- making inferences and supporting claim with evidence from the text
- refining guided reading instruction
- utilizing ongoing assessments to determine areas of growth and areas of needed growth in reading development

**Strategies:**

(1/4): IXL - Reading Comprehension

Owner: Lisa Pick

Start Date: 06/16/2023

Due Date: 06/30/2028

Summary: 324 Reading Comprehension skills, sorted by grade level K-5.

Buildings: All Active Buildings

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Utilizing IXL for reading comprehension	Lisa Pick	06/16/2023	06/30/2028	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Charyl Stockwell Academy</li> </ul>				

**(2/4): Formative Assessment Process**

**Owner:** Lisa Pick

**Start Date:** 06/16/2023

**Due Date:** 06/30/2028

**Summary:** Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website ([www.michiganassessmentconsortium.org](http://www.michiganassessmentconsortium.org)) and the FAME Program website (<https://famemichigan.org/>).

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional development in different formative assessment tools available to determine student achievement in reading.	Lisa Pick	06/16/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

(3/4): RAZ Kids

Owner: Lisa Pick

Start Date: 06/16/2023

Due Date: 06/30/2028

**Summary:** Fluency, vocabulary, comprehension practice at student's independent reading level. This practice should be used after teacher-explicit instruction at the child's reading level.

**Buildings**

- Charyl Stockwell Academy

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Providing RAZ Kids accounts to students at elementary level	Lisa Pick	06/16/2023	06/30/2028	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(4/4): 23g Intensive, Individualized Support**

**Owner:** Lisa Pick

**Start Date:** 10/27/2023

**Due Date:** 06/30/2028

**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
Teacher Support Team - 5 Teachers	Lisa Pick	10/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplies/Materials for Intervention Program (Phonics First)	Lisa Pick	10/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Phonics First Professional Development (Grades 1-3; 4 teachers)	Lisa Pick	10/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Charyl Stockwell Academy</li> </ul>				



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## Learning Targets for Instruction Leading to Increa...

*Status:* ACTIVE

*Statement:* Our goal is to provide teachers with professional development in utilizing learning targets and observe instructional practices to ensure learning targets are being utilized effectively in order to improve student achievement in reading as demonstrated by 50% of students scoring at the 61st percentile or above on the MAP Reading assessment.

*Created Date:* 06/16/2023

*Target Completion Date:* 06/30/2025

*Data Story Name:* Use of learning targets leading to increase in student achievement

*Initial Data Analysis:* Our MAP reading data is showing that 48.5% of our students tested this spring are achieving at the 61st percentile or above. Our MAP math data is showing that 43% of our student tested this spring are achieving at the 61st percentile or above. We are noticing that this percentage increases as students age in the elementary, but at the middle school they have decreased.

*Initial Initiative Inventory and Analysis:* Initial initiatives include consistent and frequent review and analysis of data, implementation of interventions in reading comprehension, phonics, and math fact fluency, and observation of teacher utilization of learning targets for instruction.

*Gap Analysis:* We are noticing an inconsistency with the use of learning targets to guide instruction and assess if the learning target has been met as an outcome of the instruction provided.

*District Data Story Summary:* We have identified the need to have consistency in the creation, implementation, utilization, and assessment of learning targets. We know that utilizing learning targets will lead to an increase in student achievement.

**Strategies:**

(1/1): **Formative Assessment Process**

**Owner:** Lisa Pick

**Start Date:** 06/16/2023

**Due Date:** 06/30/2025

**Summary:** Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website ([www.michiganassessmentconsortium.org](http://www.michiganassessmentconsortium.org)) and the FAME Program website (<https://famemichigan.org/>).

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional development in formative assessment and use of learning targets	Lisa Pick	06/16/2023	06/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				