

# MICIP Portfolio Report

## Flat River Academy

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### Goals Included

#### Active

- Improve ELA proficiency
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### Buildings Included

#### Open-Active

- Flat River Academy
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### Plan Components Included

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# MICIP Portfolio Report

## Flat River Academy

### Improve ELA proficiency

*Status:* ACTIVE

*Statement:* Our goal is to increase student proficiency in ELA as measured by MSTEP 2027.

*Created Date:* 12/13/2021

*Target Completion Date:* 07/22/2027

*Data Set Name:* ELA Achievement and Growth

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data

*Data Story Name:* ELA Achievement and Growth

*Initial Data Analysis:* Historically our students have shown growth in proficiency on M-step. However, proficiency declined in the 2022-2023 school year. from 38% to 29%. While proficiency decreased, the percentage of students making progress increased from 43% to 44%. Because the Academy is so small, a few students can impact our proficiency scores a lot. Specifically, we lost proficiency in 6th and 7th grade.

The academy closed the performance gap between a similar school and our school in 2021-2022. However due to the decline in proficiency the gap increased to a 9% difference. The Academy changed the ELA curriculum in 2019 and added systematic differentiated instruction. We attribute our historic growth in proficiency to that curriculum change. In 2019, in grades K-3 75% of students were in small group differentiated reading groups that we considered interventions (based on decoding and fluency diagnostic data). Currently, only 30% of K-3rd graders struggle with decoding and fluency.

Extremely low students are remaining low and we are not closing the achievement gap with them. In lower elementary, those students continue to need interventions throughout K-3. Additionally Students that are not proficient on M-step are not moving into the partially proficiency group. After analysis of the interventions, the MICIP team determined that there is not a clear process for MTSS to identify Tier II and Tier III groups of students. As a result, all students receive instruction at their level, but more personalized instruction may be needed for students not progressing through a formal child study process.

Scholastic news was added to our differentiated reading groups to assist with comprehension. NWEA scores from 2022-2023 showed an increase in growth and proficiency from this addition to the reading program, however this did not seem to translate to M-Step growth.

An additional trend we noticed in the data is a gender gap. 2022-2023 M-step data shows that only 21% of males score proficiency while 40% of females score proficiency. This is a larger gap than both the state and similar schools. However, when we look at progress, 45% of our male students show progress toward proficiency which is higher than the females which 43% show progress toward proficiency.

*Initial Initiative Inventory and Analysis:* New ELA curriculum was implemented K-8 in 2019-20 this included small group differentiated instruction in phonics, fluency and comprehension. In the 2020-2021, the MICIP team did a needs analysis and determined that while many students were making progress in reading proficiency, we needed a more intensive program to support accelerated growth and support students that needed additional instruction to be successful in reading. We added professional development in explicit phonic instruction and the curriculum resource Phonics First was added in tier 1 for all students in K-3rd grade and tier 2 for grades 3 and above. In 2022 we added Scholastic News after the MICIP team noted an issue with students progressing in reading after they were finished with the phonics and fluency interventions.

*Gap Analysis:* 29% of students are proficient in reading at Flat River Academy while 38% of students are proficient in reading in similar schools. 21% of males score proficiency while 40% of females score as proficient.

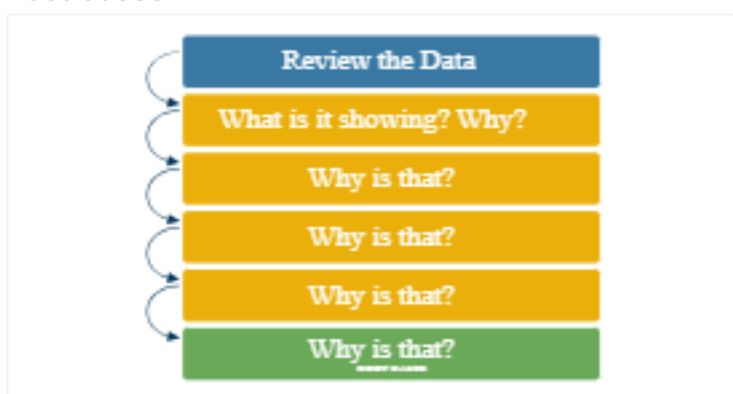
26% of students are low achieving and show continual low growth in reading even with current tier 1 and 2 instruction.

*District Data Story Summary:* Students are improving their ability to decode and read fluently according to diagnostic data - therefore we should continue to provide differentiated small group reading instruction based on the science of reading.

Students struggle with comprehension. More rigorous comprehension instruction needs to take place. Very low performing students are not improving in proficiency. Therefore a clear MTSS model needs to be established and additional support is needed to provide more strategic and intensive interventions.

### Analysis:

#### Root Cause



#### Five Whys

- Why: New curriculum and PD for staff has likely improved ELA proficiency particularly for younger students. The added small group time teaching phonics explicitly, has improved reading. We don't have a more intensive solution for children that aren't getting phonics right away. The curriculum does not spend enough time breaking down and teaching

phonics (it was more than the previous program, but still not enough). Teachers lacked training in the science of reading to improve students' phonics abilities.

*Challenge Statement:* How can we help students improve their reading skills?

**Strategies:**

(1/4): Essential Instructional Practices Grades K-3

Owner: Hillary Karnatz

Start Date: 12/14/2021

Due Date: 05/31/2025

**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:** All Active Buildings

**Total Budget:** \$225,000.00

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

**Communication:**

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|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Training in Phonics and Program (Phonics First) for K-3rd grade and intervention team.	Hillary Karnatz	12/14/2021	06/10/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of Systematic Phonics instruction at tier 1 level for K-3rd grade.	Hillary Karnatz	12/14/2021	06/10/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Intervention instruction and additional time for students behind in phonics acquisition as determined by NWEA and Phonics First Diagnostic assessments.	Hillary Karnatz	12/14/2021	05/31/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small group instruction for all students K-5th grade in area of reading need as determined by NWEA, Phonics First assessment and Fluency and Comprehension diagnostics.	Hillary Karnatz	12/14/2021	05/31/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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

**Owner:** Hillary Karnatz

**Start Date:** 06/27/2022

**Due Date:** 07/22/2027

**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:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

**Method**

- School Board Meeting
- District Website Update
- Parent Newsletter

**Audience**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Small group research informed instruction using complex texts that build comprehension and knowledge for students in grades 4th-5th grade with the support of paraprofessionals.	Hillary Karnatz	06/27/2022	05/31/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Ongoing observation and assessment of students' literacy development through progress monitoring and research-informed assessments.	Hillary Karnatz	06/27/2022	05/31/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



**(3/4): MTSS - Literacy (Reading)**

**Owner:** Hillary Karnatz

**Start Date:** 06/27/2022

**Due Date:** 07/22/2027

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

**Method**

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

**Audience**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Targeted research informed instruction using complex texts that build comprehension and knowledge for students in grades 6th-8th grade with the support of paraprofessionals.	Hillary Karnatz	06/27/2022	07/22/2027	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/4): 23g Expanded Learning Time**

**Owner:** Hillary Karnatz

**Start Date:** 11/08/2023

**Due Date:** 07/22/2027

**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**

- School Board Meeting
- 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
<p>8 teachers deliver after school tutoring 1-3 days per week for students not proficient in reading. Students are identified using formative assessments. Teachers create individualized lesson plans for each student based on their instructional point of need. The materials and lessons aligned to the science of reading include phonemic awareness, decodable books and passages, fluency passages, and explicit instruction in reading strategies to target students needing comprehension. Tutoring groups range from 1-3 students and are 60 minutes.</p>	<p>Hillary Karnatz</p>	<p>11/08/2023</p>	<p>07/22/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>School leader will serve as program manager to oversee strategy.</p>	<p>Hillary Karnatz</p>	<p>11/08/2023</p>	<p>07/22/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>One Additional paraprofessional staff to support teachers in extending time and intensity with evidence-based small group interventions for students not proficient in reading. Students are identified using formative assessments and group based on their instructional point of need. The</p>	<p>Hillary Karnatz</p>	<p>11/08/2023</p>	<p>07/22/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
paraprofessional utilizes materials and lessons aligned to the science of reading include Walpole's differentiated reading instructional materials, fluency passages, and scholastic news to target students needing comprehension. Small group sizes are 3-6 students and are 20 -40 minutes.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				