

MICIP Portfolio Report

Arts and Technology Academy of Pontiac

Goals Included

Active

- Develop the Six Pillars of Success
 - Improve ELA M-STEP/SAT
 - Improve Math Proficiency
-

Buildings Included

Open-Active

- Arts and Technology Academy of Pontiac
-

Plan Components Included

Goal Summary

Data

Data Story

Strategy

Summary

Implementation Plan

Buildings

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Arts and Technology Academy of Pontiac

Improve Math Proficiency

Status: ACTIVE

Statement: Our goal is to increase M-STEP math proficiency scores and SAT scores by 20%. To support us in our goal, we are monitoring NWEA data closely and have created interim goals as a temperature check throughout the year.

Created Date: 06/07/2021

Target Completion Date: 06/30/2025

Data Story Name: Math Proficiency

Initial Data Analysis: NWEA

2019- Prior to the shutdown, NWEA data reflected outstanding growth with most grades showing at least 50% growth.

2020-2021 District Growth Report reflects most grades did not meet 50% of students meeting growth targets; with 3rd grade being the lowest (7%) and 9th grade being the highest (54%)

M-STEP

Inconsistent data trends

2019 M-STEP data reflects no grades had proficient students; with the exception of 3rd grade (12.5%).

High School Assessments (2019)

PSAT 8/9- 1% met math benchmark

PSAT 10- 0% met math benchmark

SAT- 0% met math benchmark

Initial Initiative Inventory and Analysis: Intervention faculty in grades K-10th grade

Exact Path (learning paths designed from NWEA testing)

Saxon Math

Academic Coaches (elementary and middle/high)

Summer School

Afterschool tutorial

Data digs and review of NWEA data (fall, winter, spring)

"I Can" statements and playbook to support teachers with staying on track with pacing and standards.

Gap Analysis: Students often come to us 1-2 years below grade level which makes it a challenge for students to demonstrate grade level proficiency in 1 academic year.

NWEA typically shows sufficient growth in our students from fall to spring; although 2020-2021 data is somewhat skewed; as our students were virtual all year and testing environments were not ideal.

Math curriculum needs to be reviewed to ensure alignment and best practices are included.

District Data Story Summary: Although proficiency levels were not met on the state assessment; growth levels in 2019 were on target for great academic gains. We have many supports in place for students; including intervention caseloads and trainings conducted by the academic coaches to teach best practices. A review of our current curriculum will assist us in finding a better fit for our students in K-6th grade.

Strategies:

(1/1): Math Foundational Skills

Owner: Janell Bradley

Start Date: 06/28/2021

Due Date: 06/30/2025

Summary:

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Intervention Teacher and Aides	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress Monitoring	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After School Tutorial	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent Liason	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MaGoosh	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family Math Night	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher Merit Pay	Janell Bradley	06/30/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Parent University	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Title I Director	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Technology	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Common Assessments	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Exact Path	Janell Bradley	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Develop the Six Pillars of Success

Status: ACTIVE

Statement: The district will provide opportunities for students to develop life skills to support them in the Six Pillars Success.

Created Date: 06/14/2021

Target Completion Date: 06/30/2025

Data Story Name: School Culture and Climate

Initial Data Analysis: Overall, perceptual data reflects all stakeholders (parents, students, and faculty) feel that the school is:

Safe and orderly

Has high expectations for success

Effective instructional leadership

Clear and focused mission/vision

Opportunity to learn and time on task

Frequent monitoring of student progress

Positive home-school relations

Effective instruction

Parent Survey

(Areas of focus- Below 70% satisfaction)

Engaging school work

Enough time to complete work

Student Survey

It's easy to speak with someone in the main office

I know how well I am doing in school

My school work isn't too easy or too hard

My teachers use different activities

Referral data

Elementary and high school highest infractions are loitering and not reporting to class on time

Middle school highest infraction- physical altercations

Initial Initiative Inventory and Analysis: Classroom management training

Social Emotional Course implemented in 6th-12th grade: topics covered:

Mental Health Awareness, College and Career Readiness, Personal Development, Character & Leadership Development, Trauma Informed Living, Unlock Your Purpose, Social & Emotional Success.

Social Emotional activities (K-5th grade)

Wellness visits/2-way communication with student/parent

Parent meetings

2021-2022 School Year:

Adding to the above, using alternatives to suspensions:

Restitution, Parent involvement with consequence, and counseling, behavior plan, restorative practice, self study lessons, alternative programming

Assemblies/group meetings to discuss expectations and how to conduct yourself accordingly

Additional teacher training- classroom management, mindfulness, and transformative teaching/strategies; conducted by Dean of Students

Parent/Community Events to build a positive relationship between home and school (Parent Universities, Mother Daughter Tea, Daddy Daughter Dance, Trunk or Treat, Carnival, volunteer opportunities, etc.)

Gap Analysis: Although a positive environment has been established, a continuation to improve upon building positive relationships between all stakeholders (students, teachers, parents).

District Data Story Summary: The school has established a positive and safe environment; however we want to continue to improve upon this. Also important to note is the impact the pandemic had on our students and the challenges we may face when we return with building relationships, establishing expectations, and building a new normal for students to be successful.

Perceptual data from this past year confirms our positive transition from brick and mortar to virtual learning. We continue to keep an open line of communication with parents and have additional planning in place to build even stronger relationships between school and home; especially after the past year.

Purpose prep and our elementary character education program will be used again next year to give students an opportunity to discuss best practices to support their mental health and being successful in and outside of the classroom.

Strategies:

(1/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Janell Bradley

Start Date: 09/07/2021

Due Date: 06/30/2025

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
Six Pillars of Success	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Alternative Consequences to Suspensions	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mindfulness/Trauma-strategies and training	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transformative Teaching	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Incentives/Rewards	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Social Emotional Learning (SEL) CASEL

Owner: Septembra Williams

Start Date: 06/14/2021

Due Date: 06/30/2025

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Social Emotional Curriculum (K-12th Grade) BASE Education	Janell Bradley	09/07/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Janell Bradley	09/01/2021	06/30/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Harry Wong Training	Septembra Williams	06/14/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Jody Carrington Trauma, Resilience and Psychology Training	Septembra Williams	06/14/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mentoring (Boys and Girls) Program	Septembra Williams	06/14/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Infusion of Art Therapy	Septembra Williams	06/14/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): Student Support Network

Owner: Janell Bradley

Start Date: 06/14/2021

Due Date: 06/30/2025

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Homeless Population Support	Janell Bradley	06/14/2021	06/30/2023	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

Improve ELA M-STEP/SAT

Status: ACTIVE

Statement: Our goal is to increase M-STEP reading proficiency scores and SAT scores by 20%.

Created Date: 06/10/2021

Target Completion Date: 06/30/2025

Data Story Name: Reading Proficiency

Initial Data Analysis: NWEA

2019- Prior to the shutdown, NWEA data reflected outstanding growth with most grades showing at least 50% growth.

2020-2021 District Growth Report reflects most grades did not meet 50% of students meeting growth targets; with 4th grade being the lowest (12%) and 9th grade being the highest (45%)

M-STEP

Inconsistent data trends

2019 M-STEP data reflects no grades had proficient students; with the exception of 3rd grade (12.5%).

High School Assessments (2019)

PSAT 8/9- 10% met math benchmark

PSAT 10- 8% met math benchmark

SAT- 4% met math benchmark

Initial Initiative Inventory and Analysis: Intervention faculty to support our neediest students
Exact Path (learning paths designed from NWEA testing)
Journey's/Collections
Curriculum
Academic Coaches (elementary and middle/high)
Summer School
Afterschool tutorial

Workshops/small group for differentiated instruction

Intervention electives (middle school)

Sight Word Assessments

Data digs and review of NWEA data (fall, winter, spring)"I Can" statements and playbook to support teachers with staying on track with pacing and standards.

Gap Analysis: Students often come to us 1-2 years below grade level which makes it a challenge for students to demonstrate grade level proficiency in 1 academic year. NWEA typically shows sufficient growth in our students from fall to spring; although 2020-2021 data is somewhat skewed; as our students were virtual all year and testing environments were not ideal. Proficiency levels on state assessments (from 2019) also are below our desired state.

District Data Story Summary: Although proficiency levels were not met on the state assessment; growth levels in 2019 were on target for great academic gains (per NWEA data). We have many supports in place for students; including intervention caseloads and trainings conducted by the academic coaches to teach best practices. A review of an additional assessment (DRA3) will assist us in targeting the academic needs of our students.

Strategies:

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

Owner: Jody Jones

Start Date: 06/14/2021

Due Date: 06/30/2025

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

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

Owner: Jody Jones

Start Date: 06/16/2021

Due Date: 06/30/2025

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

(3/4): Reading Comprehension and Fluency

Owner: Septembra Williams

Start Date: 06/30/2021

Due Date: 06/30/2025

Summary:

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Common Assessments	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Intervention Teachers and Aides	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress Monitoring	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent Liason	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Title III PD	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After School Tutorial	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Title III Materials	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer School	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Academic Success Coach	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
DRA3	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Family Literacy Night	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
iReady	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Exact Path	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Teacher Merit Pay	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Parent University	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Title I Director	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Professional Development	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Technology	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Supplementary Teaching Materials	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
1-2-3 Rhythm and Read	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Activity	Owner	Start Date	Due Date	Status
EL Tutoring/Summer School	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MDE ATS Needs Assessment	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Mental Health/Counseling Programs	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Mentoring (Boys and Girls) Program	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
McKinney Vento Homeless Activities	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Transportation	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Xello	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Goosechase	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Nepris	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Truancy Officer	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Security Officer	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Activity	Owner	Start Date	Due Date	Status
Cornbread Reading Series (Novels for Minorities)	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Brainspring (Orton Gillingham Training)	Septembra Williams	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Septembra Williams

Start Date: 10/30/2023

Due Date: 06/30/2025

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
Reading Specialist-Specialist to work with students K-8 during in school intervention program and oversee 23g programs	Septembra Williams	10/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Math and Reading Intervention-2 Paraprofessionals to work with students K-8 in the area of math and reading to address deficiencies in academics.	Septembra Williams	10/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				