

MICIP Portfolio Report

Chatfield School

Goals Included

Active

- Improve ELA Proficiency Rates
- Improve Social Studies M-Step
- Math Professional Development to Improve M-STEP
- Science Improvement Goal

Buildings Included

Open-Active

- Chatfield School
- Chatfield School

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Chatfield School

Improve ELA Proficiency Rates

Status: ACTIVE

Statement: Chatfield's Goal is to support Tier 1, 2, and 3 literacy instruction in order to improve ELA M-STEP scores by 10% by 2026.

Created Date: 08/28/2021

Target Completion Date: 06/30/2026

Strategies:

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

Owner: Kristi Huestis

Start Date: 08/28/2021

Due Date: 06/30/2026

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 and 10) Collaboration with families in promoting literacy.

Buildings: All Active Buildings

Total Budget: \$600.00

- General Fund (Other)

Communication:

Method

- School Board Meeting

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will audit their mastery of implementation of K-3 essential instructional practices and identify what essential or components of the essentials they need additional training on.	Kristi Huestis	08/28/2021	06/30/2026	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

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

Owner: Kristi Huestis

Start Date: 08/28/2021

Due Date: 06/30/2026

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 and 10) Collaboration with families in promoting literacy.

Buildings: All Active Buildings

Total Budget: \$600.00

- General Fund (Other)

Communication:

Method

- School Board Meeting

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will audit their implementation of Essential instruction practices grades 4-5.	Kristi Huestis	08/28/2021	06/30/2026	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers will observe classrooms and lesson plans for implementation of essential instructional practices 4-5	Kristi Huestis	08/28/2021	06/30/2026	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom (deleted)

Owner: William Kraly

Start Date: 08/28/2021

Due Date: 06/30/2024

Summary: "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students' academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state's literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students' language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students' knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)"

Buildings: All Active Buildings

Total Budget: \$600.00

- General Fund (Other)

Communication:

Method

- School Board Meeting

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will audit their implementation of the essential practices for literacy instruction in secondary classroom	William Kraly	08/28/2021	06/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: William Kraly

Start Date: 10/17/2023

Due Date: 06/30/2024

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: \$120,000.00

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

Communication:

Method

- Other
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilizing MTSS data analysis protocols teachers, consultants, and program manager will identify students that are in need of additional instructional time for reading and certified interventionists will provide that additional instructional support to those students using research-based best practices for instruction.	Kristi Huestis	10/17/2023	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teachers, consultants,	Kristi	10/17/2023	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
program manager, and Interventionists will reflect upon student growth data using DRA-2 assessment, NWEA-MAPS, and other assessments identified by the assessment team to determine if continued additional instruction is required for each student that has been identified.	Huestis			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Additional reading instruction (1 lesson per day) will be provided to students 3-4 times per week by certified interventionists using Literacy Footprints and research-based best practices for instruction. Student participation will be verified by the program manager.	Kristi Huestis	10/17/2023	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23G Program Manager, William Kraly, will oversee the identification of students, intervention implementation, progress monitoring, and data analysis for each student using school MTSS protocols in order to address unfinished learning and supporting students to achieve grade level academic standards.	Kristi Huestis	10/17/2023	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Every 6 weeks teachers, program manager, consultants, and interventionists will reflect upon student growth data and determine if continued additional instruction is required for each student that has been identified.	Kristi Huestis	10/17/2023	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development in Essential Instructional Practice in Literacy Standards and Literacy Footprints is provided to interventionists and teachers to utilize best practices in instruction and to utilize intervention materials at the start of the school year and during regularly scheduled professional development days.	Kristi Huestis	10/17/2023	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
A five week summer intervention program will be provided to identified students. The program will be offered during the summer of 2024 and 2025. Using the Activities described in the MICIP 23g Expanded Learning Time. Students will receive additional instructional time using Literacy Footprints,	Kristi Huestis	10/17/2023	06/30/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<p>Richardson's Rise Up strategies, and best instructional practices. Students will receive 2 hour per day and 3 days per week of additional instruction. Funds will be used to pay for staffing a summer tutoring intervention program . The program will be offered during the summer of 2024 and 2025. Using the Activities described in the MICIP 23g Expanded Learning Time. Students will receive additional instructional time using Literacy Footprints and best instructional practices. Students will receive 2 hour per day and 3 days per week of additional instruction. We will hire 10 summer tutors each summer for a total cost of 46,000 (23,00 per year) for 2.5 FTE.</p>				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Math Professional Development to Improve M-STEP

Status: ACTIVE

Statement: Chatfield's goal is to provide professional development in Mathematics to support student learning in order to improve Math M-STEP scores by 10% by 2026.

Created Date: 12/01/2021

Target Completion Date: 06/26/2026

Strategies:

(1/5): Bridges Math

Owner: Kristi Huestis

Start Date: 12/01/2021

Due Date: 06/26/2026

Summary: Teachers use number talks, number sense routines, and/or other math routines three to five times a week for five to 20 minutes. The strategy allows students to focus on making sense of mathematics, using mathematical language, and communicating their reasoning. Talks and routines should have multiple access points and support active student engagement. For more resources, see the strategy "Improving Classroom Mathematical Discourse."

Buildings: All Active Buildings

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Schedule K-5 Professional Development	William Kraly	12/01/2021	08/16/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
AimsWeb training	William Kraly	12/01/2021	08/01/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
5th Grade to 6th Grade Transition	Kristi Huestis	12/01/2021	06/26/2026	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Pilot 3rd Edition Bridges Program and implement K-5	Kristi Huestis	12/01/2021	06/26/2026	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Math Recovery Part 2: K-5 - Targeted Upper Elementary/Middle School Intervention (Integrow Numeracy Solutions)

Owner: William Kraly

Start Date: 02/01/2022

Due Date: 06/26/2026

Summary: The Math Recovery Part 2: K-5 course is an extension of the Math Recovery Part 1: K-2 course. This course includes assessment and teaching topics, specifically number words and numerals beyond 1000, addition and subtraction to 100, and multiplication and division. The course length is typically 6-9 months*. After the completion of this course, participants have the understanding to provide targeted advancement for all students, along with being a valuable resource for supporting educators in a school and district-wide capacity.

Prerequisites: Math Recovery Part 1: K-2 completion.

Buildings: All Active Buildings

Total Budget: \$50,001.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Research math recovery and how it may be implemented	William Kraly	02/01/2022	06/16/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Identify and implement a middle school intervention program	William Kraly	02/01/2022	06/16/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Research successful Math curriculum programs at middle school level and implement	William Kraly	02/01/2022	06/26/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Appropriately support fact fluency

Owner: Kristi Huestis

Start Date: 02/01/2022

Due Date: 06/26/2026

Summary: Spaced practice for fluent retrieval of basic facts should occur AFTER conceptual understanding and the development of appropriate strategies for finding unknown facts using known facts. At this point, students benefit from frequent, spaced, and short fluency practice that includes immediate corrective feedback and slowly adds new facts to a student's known facts. Strategies that track facts a student has mastered are most effective. Research recommends to devote about 10 minutes per intervention session on fact fluency and to structure practice so as to minimize student anxiety.

Buildings: All Active Buildings

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop grade level expectations that are communicated school wide regarding fact fluency and strategies for mastering fact fluency.	Kristi Huestis	02/01/2022	06/26/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Math Essentials - Essential Instructional Practices for Early Mathematics PreK - Grade 5

Owner: William Kraly

Start Date: 02/01/2022

Due Date: 06/16/2024

Summary: The Essential Instructional Practices for Early Mathematics, PreK - Grade 5 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students' learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 5 will be the tool used in the ongoing professional development over a three-year period.

Buildings: All Active Buildings

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide professional development related to Mathematic essentials	William Kraly	02/01/2022	06/16/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: William Kraly

Start Date: 10/18/2023

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

Total Budget: \$120,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilizing MTSS data analysis protocols, teachers, consultants, and program manager will identify students that are in need of additional instructional time for math and certified interventionists will provide that additional instructional support to those students using research-based best practices for instruction.	William Kraly	10/18/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Every 6 weeks teachers, program manager, consultants and interventionists will reflect upon student growth data using various assessments and determine if continued additional instruction is required for each student that has been identified.	William Kraly	10/18/2023	06/30/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Students will receive additional math instruction from interventionists and teachers using the Bridges intervention program, Mathematics for the Middle, and other research-based materials 3-4 times per week. Student participation will be monitored by the program manager.	William Kraly	10/18/2023	06/30/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
23G Program Manager, William Kraly, will oversee the identification of students, intervention implementation, progress monitoring, and data analysis for each student using school MTSS protocols in order to address unfinished learning and supporting students to achieve grade level academic standards.	William Kraly	10/18/2023	06/30/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The intervention program will be monitored and evaluated regularly (6 week intervals) and at data analysis protocol meetings where the teachers, consultants, interventionists, and program manager will determine effectiveness of instruction and next instructional steps for each child.	William Kraly	10/18/2023	06/30/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development is provided to interventionists and general education teachers to utilize best practices in instruction and to utilize intervention materials at the start of the school year and during regularly scheduled professional development days.	William Kraly	10/18/2023	06/30/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Social Studies M-Step

Status: ACTIVE

Statement: Chatfield School's goal is to improve instruction and assessment to increase Social Studies M-STEP proficiency rates by 15% per year by 2026.

Created Date: 11/09/2022

Target Completion Date: 06/30/2026

Strategies:

(1/1): Guaranteed and Viable Curriculum

Owner: Kristi Huestis

Start Date: 11/09/2022

Due Date: 06/30/2026

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: \$3,600.00

- General Fund (Other)

Communication:

Method

- School Board Meeting

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Align and revise unit assessments to reflect higher order thinking, ability to draw conclusions from various resources, and unit standards.	Aimee Wolinski	11/09/2022	06/30/2026	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teams (k-2, 3-5, 6-8) will collaboratively discuss and revise scope and sequence.	Karly LaForge	11/09/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Studies committee and others as needed will participate in networking and professional development opportunities with ISD and other regional Social Studies resources.	Maribeth Boyer	11/09/2022	06/30/2026	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grade level teams will present a strategy, resource, or activity designed to teach students to read, interpret, and analyze a map, graph or chart in regularly scheduled teacher meetings.	Kristi Huestis	11/09/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Science Improvement Goal

Status: ACTIVE

Statement: Our goal is to improve Science instruction to meet the multi-dimensional facets of the NGSS standards to raise M-STEP scores by 10% by 2025.

Created Date: 05/09/2023

Target Completion Date: 05/16/2026

Strategies:

(1/3): Disciplinary Literacy in Science, Grades 6-8 (deleted)

Owner: Jean Block

Start Date: 05/09/2023

Due Date: 05/16/2026

Summary: Disciplinary literacy in science is a key part of supporting students' science learning. The Michigan Disciplinary Literacy Essentials provide guidance in the key disciplinary literacy practices that support student learning. Professional learning in the Disciplinary Literacy Essentials for science lead with key elements of science learning with the inclusion of disciplinary literacy.

Buildings: All Active Buildings

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will incorporate multi-dimensional assignments that require students to comprehend, process, and apply information.	Jean Block	05/09/2023	05/16/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional development will be provided to support teachers in writing high quality, multi-dimensional assignments.	William Kraly	05/09/2023	05/16/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Teachers will consistently integrate science informational text, graphs, and charts into their instruction.	Jean Block	05/09/2023	05/16/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Evaluating and Selecting Science Curriculum Materials, Grades 6-8

Owner: Annette Young

Start Date: 05/09/2023

Due Date: 05/15/2026

Summary: The evaluation and selection of standards-aligned curriculum materials is critical for identifying the appropriate materials to support science instruction. Using the Equip rubric, teachers are supported in reviewing, evaluating, and then selecting science curriculum materials.

Buildings: All Active Buildings

Total Budget: \$10,000.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Evaluate Science curriculum resources and materials to determine the best fit for the school.	Annette Young	05/09/2023	05/15/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Formative Assessment in Science, Grades K-5

Owner: Julie Wilcox

Start Date: 05/09/2023

Due Date: 05/16/2026

Summary: The Michigan Mathematics and Science Leadership Network has worked with several national formative assessment experts to design professional learning opportunities for teachers as they grow in their implementation of the Michigan Science Standards. Formative assessment is the keystone to instruction and support for formative assessment development and implementation can swiftly change learning.

Buildings: All Active Buildings

Total Budget: \$1,000.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Analyze and improve reading instruction and assessment to provide students with the skills to successfully read, comprehend, process, and draw conclusions of informational text.	Julie Wilcox	05/09/2023	05/16/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				