

# 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

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

# 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 2024.

*Created Date:* 08/28/2021

*Target Completion Date:* 06/30/2024

*Data Set Name:* ELA June 2021

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

*Data Story Name:* ELA June 2021

*Initial Data Analysis:* The data indicates that student proficiency rates are rather stagnant over a five year period at various grades. There is little overall ELA proficiency increase and in some cases decrease in overall proficiency over the course of five years. Additionally, while the number of proficient students has not changed significantly, the number of students scoring at the lowest level has increased in some grades.

*Initial Initiative Inventory and Analysis:* Chatfield School has several initiatives in place to improve student performance in ELA. The mission of the school is to provide the best educational opportunities for all students. Some of the initiatives in place include a robust MTSS in place with quality Tier 2 resources for teachers to utilize. Tier 3 supports are in place at all grade levels.

Chatfield School has also recently implemented several strategies for literacy instruction into all classrooms from the Literacy Essentials handbooks. These strategies include small group differentiated instruction, classroom libraries, and standards based reading instruction.

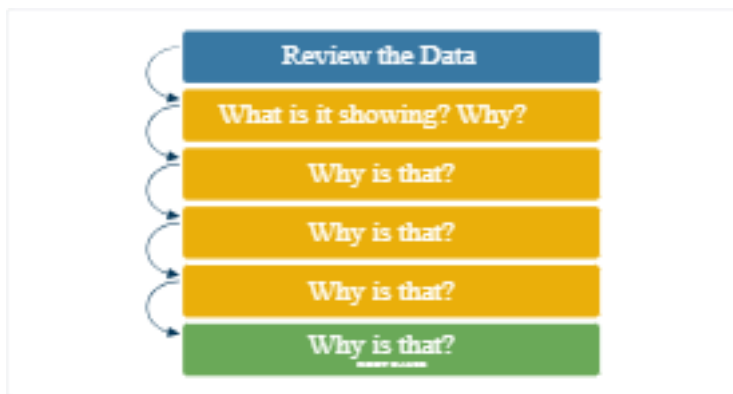
*Gap Analysis:* At the third grade level the proficiency rate while above the state average is not at the level Chatfield School would like to achieve. Currently the proficiency rate for third grade ELA is 64%. Chatfield would like 85% of third grade students to perform proficiently. 11% were not proficient. We would like 0% to be not proficient in ELA. At the seventh grade level the proficiency rate while above the state average is not at the

level Chatfield School would like to achieve. Currently the proficiency rate for seventh grade ELA is 63% proficient. Chatfield would like 85% of seventh grade student to perform proficiently. About 10% of seventh grade students were not proficient. We would like 0% to be not proficient in ELA

*District Data Story Summary:* While the Chatfield performs above state averages on ELA M-STEP, there appears to be a plateau in performance at various grades. Chatfield should work to increase rates of proficiency. Students performing below level should receive more focused Tier 2 and Tier 3 instruction. Tier 1 instruction could be improved to raise the overall proficiency levels.

### Analysis:

#### Root Cause



#### Five Whys

- Why: At various levels there has been very little improvement in the proficiency rates of ELA. At some levels the % of students not proficient has increased instead of decreasing.
- Why: Tier 1 instruction may not be focused on mastery of standards. Tier 2 instruction to improve student performance may not be happening with fidelity at all levels. Tier 3 instruction may not be happening at all levels with fidelity. Parents may not be working with their children to encourage a love of literature. The school may not be emphasizing the importance of reading.
- Why: Teachers have not been required to implement best instructional practices in Tier 1 and 2 ELA instruction. Teachers may not have had enough training in best instructional practices. Tier 3 instruction may not be happening with fidelity because of lack of staffing at all levels and/or intensity/rigor of Tier 2/3 intervention may not be acceptable. Parents may not be working with their kids enough because they do not know how or understand the importance of student proficiency for future success. The school may not have structures in place to put enough quality literature into kids' hands. Teachers may not be motivating students to read due to lack of conferring / accountability.
- Why: Administration has not provided enough accountability of teachers to be implementing best practices in Tier 1 instruction. At Tier 2 teachers may not have enough training, instructional time, and resources to provide rigorous Tier 2 instruction. At Tier 3, at some levels interventionists do not have a clear plan of which skills to address or resources to use. There is not enough accountability of interventionists to show improvement of students.  
Teachers should be accountable for conferring with their students.

*Challenge Statement:* For ELA Chatfield needs to identify clear expectations and protocols for Tier 1, 2, and 3 ELA instruction, provide additional training and resources to implement GELN Literacy Essentials, and allocate resources appropriately.

**Strategies:**

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

Owner: William Kraly

Start Date: 08/28/2021

Due Date: 08/30/2022

**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:** \$600.00

- General Fund (Other)

**Communication:**

**Method**

- School Board Meeting

**Audience**

- Educators
- School Board

**(2/3): Essential Instructional Practices Grades 4-5**

**Owner:** William Kraly

**Start Date:** 08/28/2021

**Due Date:** 08/30/2022

**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:** \$600.00

- General Fund (Other)

**Communication:**

Method

- School Board Meeting

Audience

- Educators
- School Board

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

**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

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
Increase by 5% for Grades 3-8 Assessments: Proficiency		06/30/2023	OVERDUE

**Impact Notes**

Date	Note	Author
06/20/2023	Scores indicate improvement in overall reading success.	William Kraly

**Adjust Notes:**

No Data Available

**Activity Status:**

*Essential Instructional Practices Grades K-3 Activities:*

No Data Available

*Essential Instructional Practices Grades 4-5 Activities:*

No Data Available

*Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom Activities:*

No Data Available

**Monitoring Notes**

**Monitoring Notes: Essential Instructional Practices Grades 4-5**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?*

Date	Note	Author
11/09/2022	This was completed in 22-23 school year.	William Kraly

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Monitoring Notes: Essential Instructional Practices Grades K-3**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?*

Date	Note	Author
11/09/2022	K-3 teachers participated in a half day essential literacy professional development specifically on Essential 9.	William Kraly

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?*

Date	Note	Author
11/09/2022	Teachers spent time during fall 2022 PD discussing formative assessment techniques based on Essential 9. The need for an efficient method of data collection has been identified.	William Kraly

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?*

Date	Note	Author
------	------	--------



Date	Note	Author
06/20/2023	22-23 RTI staff support was sufficient to provide all teachers with support in implementing the essentials into their ELA instruction.	William Kraly

### Monitoring Notes: Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

### Evaluation Status:

#### Evaluate Goal: End Target Measures

Measure	Due Date	Status
The percentage of students scoring not proficient will decrease for Grades 3-8 Assessments: Proficiency	06/30/2024	ONTARGET
Increase by 10% for Grades 3-8 Assessments: Proficiency	06/30/2024	ONTARGET

#### Evaluate Goal: Impact Questions and Responses

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

**Capacity - How well did we support progress towards our goal?**

No Data Available

**Impact - How did student outcomes improve?**

No Data Available

## 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 2024.

**Created Date:** 12/01/2021

**Target Completion Date:** 06/16/2024

**Data Set Name:** Math

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data

**Data Story Name:** Math

**Initial Data Analysis:** We observe that 2021M-STEP proficiencies have declined through the pandemic period except at 5th and 6th grade. Teachers indicate entering 3rd grade students have a lack of knowledge, experience with fractions. Teachers indicate entering 6th grade students are not able to apply algorithms as efficiently as expected. There are no specific trends identified within NWEA across grade levels. On M-STEP boys appear to perform better in concepts and procedures than girls. This ends by the end of elementary. Concepts and Procedures on M-STEP appears to be a weakness at all levels. Another concern teachers indicate is the scope and sequence of curriculum materials being completed.

**Initial Initiative Inventory and Analysis:** Bridges Math Series has been adopted and implemented K-5. Our current fourth grade students have participated in Bridges since Kindergarten. Many grade levels utilized Edmentum's Exactpath during virtual instruction with varied results. Buzz Math is being used in the middle school as a practice tool. We have been monitoring the mastery of basic fact fluency K-5 (addition/subtraction K-2) (multiplication/division 3-5).

Teachers have not had any additional professional development in Bridges in two years. An algebra readiness test has been created to determine placement in middle school. Aimsweb Mathematics assessment needs either greater professional development or replacement.

**Gap Analysis:** At the third grade 55% of students scored proficient on the 2021 M-STEP. At most grade levels this seems to be the trend.

**District Data Story Summary:** Basic math fact fluency is a weakness. Scope and sequence and implementation of units is needed at all levels. Understanding and implementing common math vocabulary across all levels. A transition plan for students from 5th grade into 6th grade may support learners as they transition in math materials. This includes algorithm proficiencies. Professional development is needed for certain staff regarding intervention materials. Professional development is also recommended for Bridges acceleration and fidelity. Middle school does not have an intervention program that could

be used to supplement Saxon.

We have implemented a K-5 program that allows for a deeper conceptual understanding of mathematics. An algebra readiness exam has been created to place students into math instructional groups.

### Analysis:

#### Root Cause



#### Five Whys

- Why: We have started a new math program but have not had a great deal of professional development with the program. We have not created a transition plan from fifth grade Bridges into the Saxon program. This includes a common vocabulary and an understanding of basic algorithms.  
Basic math fact fluency is a weakness. We have identified this as a weakness in number sense with the goal of understanding for fast fact recall.
- Why: We need further development with the Aims Web assessment.
- Why: Further professional development with AimsWeb would help us to better understand how to work with students especially in number sense.

**Challenge Statement:** Chatfield needs to invest in differentiated professional development for both the Bridges program, middle school Bridges transition, middle school intervention program, and AimsWeb so that we can improve number sense and student performance.

### Strategies:

(1/4): Bridges Math

Owner: William Kraly

Start Date: 12/01/2021

Due Date: 06/16/2024

**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

**(2/4): Math Recovery Targeted Upper Elementary/ Middle School Intervention**

**Owner:** William Kraly

**Start Date:** 02/01/2022

**Due Date:** 06/16/2024

**Summary:** Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. Mathematics topics include place value, multiplication and division and structuring number.

**Buildings:** All Active Buildings

**Total Budget:** \$5,000.00

- General Fund (Other)

**Communication:**

Method

- Other

Audience

- Educators
- School Board

*(3/4): Appropriately support fact fluency*

*Owner:* William Kraly

*Start Date:* 02/01/2022

*Due Date:* 06/16/2024

*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

**(4/4): Essential Instructional Practices for Early Mathematics, PreK - Grade 3**

**Owner:** William Kraly

**Start Date:** 02/01/2022

**Due Date:** 06/16/2024

**Summary:** The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 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 3 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

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
5th grade and 6th grade Bridges Transition team to develop the transition plan	William Kraly	08/13/2022	COMPLETE
AimsWeb professional development	William Kraly	08/13/2022	COMPLETE
Bridges Professional Development Review for k-5	William Kraly	12/01/2022	COMPLETE
Middle School search for and identify a Mathematics intervention program	William Kraly	08/12/2023	OVERDUE

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

**Bridges Math Activities:**

No Data Available

**Math Recovery Targeted Upper Elementary/ Middle School Intervention Activities:**

No Data Available

*Appropriately support fact fluency Activities:*

No Data Available

*Essential Instructional Practices for Early Mathematics, PreK - Grade 3 Activities:*

No Data Available

### Monitoring Notes

**Monitoring Notes: Appropriately support fact fluency**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

Date	Note	Author
11/09/2022	While everyone has identified that mastering facts is important we have not yet achieved this.	William Kraly

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

### Monitoring Notes: Bridges Math

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

### Monitoring Notes: Essential Instructional Practices for Early Mathematics, PreK - Grade 3

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available



*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Monitoring Notes: Math Recovery Targeted Upper Elementary/ Middle School Intervention**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?*

Date	Note	Author
06/20/2023	Math Recovery will be researched in 23-24.	William Kraly

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?*

Date	Note	Author
11/09/2022	<p>Piloting Manuevering the Middle materials. Only being used with a small population will need to monitor results.</p> <p>Data indicates students made positive growth with these materials and that the units provided a focused on various mathematical concepts. This focus was helpful and complimented the spiraling that Saxon offers.</p>	William Kraly

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Number Sense improvement in AimsWeb for Grades 3-8 Assessments: Proficiency	10/01/2022	COMPLETE
Increase by 10% for Grades 3-8 Assessments: Proficiency	06/16/2024	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available

## 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 2025.

**Created Date:** 11/09/2022

**Target Completion Date:** 06/30/2025

**Data Set Name:** Social Studies

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

**Data Story Name:** Social Studies

**Initial Data Analysis:** We analyzed the M-STEP scores for Social Studies. For the past four years we identify an increase in the proficiency rate of 5th grade students. We notice a decrease in proficiency rates for 8th grade M-STEP Social Studies. For 8th grade the partially or not proficient rate has increased over the past three years. Fifth grade partially or not proficient scores have decreased.

**Initial Initiative Inventory and Analysis:** In 2020 through 2022 Chatfield staff revised, and realigned curriculum maps to address the updated state standards for Social Studies. Some grade levels adopted new or additional materials to help address identified gaps in standards. Units of study and depth of study were adjusted to meet the new grade level standards.

Teachers have been implementing materials from the Michigan Open Book Project aligned to MC3 and Geographic Inquiry and New Temporal Sequencing (GIANTS).

Chatfield has provided professional development for curriculum mapping. Potential professional development could include revision of unit assessment to include skill based processes.

The ISD has been inconsistent in providing organized Social Studies support over the past 3 years.

GIANTS and MC3 have been revising units at certain grade levels and communicating with teachers so these changes can be implemented.

**Gap Analysis:** Proficiency levels of Social Studies standards mastery must increase at all levels. A Social Studies leadership team collaborating with the ISD that can bring resources and materials back to all teachers is needed.

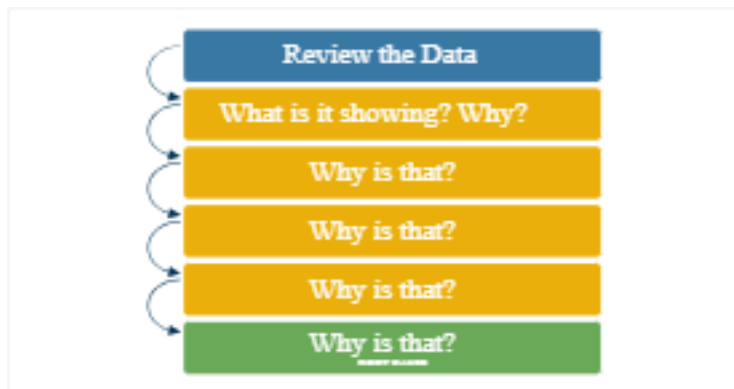
**District Data Story Summary:** Chatfield School performs above state and local schools on the Social Studies M-STEP. The school has recently revised and implemented Social Studies curriculum maps with the goal of addressing the most recent MI Social Studies standards. The school has a rich learning program designed to provide students with hands on learning experiences that align to Social Studies standards.

M-STEP scores for Social Studies have been fairly stagnant for many years. We notice a trend of decrease in proficiency for 8th grade and a slight increase in proficiency for 5th grade.

The team has identified the importance of skill based instruction in Social Studies. The team recognizes the importance of strong informational reading skills in Social Studies. Summative assessments are being used in grades 4-8 and teachers have identified the need to include skill-based, M-STEP like items in those assessment. The team recognizes the importance of collaboration with the educational community including resources from county and regional resources.

### Analysis:

#### Root Cause



#### Five Whys

- Why: Students are not demonstrating mastery on standardized Social Studies tests at the rate we would like to see.
- Why: Students struggle with informational reading skills and skills like reading and drawing conclusions from maps and graphs.
- Why: While teachers have realigned curriculum maps, there is still work to be done revising lessons and assessments to reflect informational reading skills, reading and drawing conclusions from maps and graphs.
- Why: Teachers would benefit from additional professional development for instructional strategies to motivate and connect instruction to students and to engage students.
- Why: Student engagement is critical to mastery. If we are teaching the skills needed and students are engaged the proficiency rates should increase.

**Challenge Statement:** The school needs to provide professional development to allow for team (K-2, 3-5, 6-8) scope and sequence alignment, strategies for teaching and assessing informational text and map/charts/graph skills, and providing motivation in Social Studies instruction.

**Strategies:**

(1/1): **Guaranteed and Viable Curriculum**

**Owner:** William Kraly

**Start Date:** 11/09/2022

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

**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	01/31/2023	COMPLETE
<b>Activity Buildings:</b> 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	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Social Studies committee and others as needed will	Maribeth Boyer	11/09/2022	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
participate in networking and professional development opportunities with ISD and other regional Social Studies resources.				
<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.	William Kraly	11/09/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

### Monitoring and Adjusting:

#### Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for Grades 3-8 Assessments: Performance Level		06/30/2023	COMPLETE
Assessment Revisions reflect the Chatfield Curriculum maps and opportunities for students analyzing and drawing conclusions from various scenarios, graphs, charts, and maps.	William Kraly	01/31/2024	ONTARGET
Increase by 5% for Grades 3-8 Assessments: Performance Level		06/30/2024	ONTARGET

#### Impact Notes

Date	Note	Author
05/09/2023	January 2023 Teachers evaluated a unit assessment to determine the amount of data analysis and higher order thinking skills required.	William Kraly

#### Adjust Notes:

No Data Available

**Activity Status:**

*Guaranteed and Viable Curriculum 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	01/31/2023	COMPLETE
Teams (k-2, 3-5, 6-8) will collaboratively discuss and revise scope and sequence.	Karly LaForge	11/09/2022	06/30/2024	ONTARGET
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	06/30/2025	ONTARGET
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.	William Kraly	11/09/2022	06/30/2025	ONTARGET

**Monitoring Notes**

**Monitoring Notes: Guaranteed and Viable Curriculum**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase by 15% for Grades 3-8 Assessments: Performance Level	06/30/2025	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available



## 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

*Data Set Name:* Science

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

*Data Story Name:* Science

*Initial Data Analysis:* Chatfield M-STEP scores indicate that students are doing well with meeting state standards as Chatfield scores are significantly above state averages. The scores do indicate that there is room for improvement. We notice that students that struggle with reading skills and or test taking skills do not perform as well.

*Initial Initiative Inventory and Analysis:* Chatfield School has curriculum maps at each grade for Science instruction. These include a scope and sequence that has been aligned to Michigan Science standards / NGSS. Teachers are able to select materials and resources to teach the standards as deemed appropriate. We have an ecology program that is integrated into the general curriculum including science. We have an ecology director and teacher that are able to work with teachers to enhance instruction and explore standards so they are taught in depth. Teachers participate in ISD and other professional development opportunities. We partner with Flint River Green/Watershed Coalition at the eighth grade level providing a hands-on opportunity.

*Gap Analysis:* There is a weakness in life science on M-STEP at fifth and eighth grade in 2023.

Students that struggle in reading as identified by MTSS or Special Education tend to not perform as well on Science M-STEP assessment.

Students must be able to analyze charts and graphs and process information to draw conclusions.

*District Data Story Summary:* We analyzed the M-STEP scores for Science. We see significant improvement in student performance since 2021 (the first year M-STEP was given at 5th and 8th). We feel Covid and Covid restrictions had a significant impact on Science instruction. The school has a history of prioritizing science and science related activities. Examples include Science Exposition, Winter studies, water health studies, Camp programs, gardening and recycling, and numerous Ecology activities.

Teachers have quality curriculum maps, they continually seek out quality methods and materials to teach the standards.

Unit assessments are written by teachers using current resources and teachers have identified that assessments do not necessarily reflect MTSS in terms of practice,

disciplinary content, and cross cutting concepts. These practices include: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, obtaining, evaluating, and communicating information.

In 2023 we identified disciplinary content of Life Science as an area of need. However, throughout the years each content area has been inconsistent, example some years physical science appears to be more of a weakness.

### Analysis:

#### Root Cause



#### Five Whys

- Why: The data story indicates that test results are inconsistent. However there are some specific trends. Students that struggle in reading are not performing as well.
- Why: The practices of NGSS require students to be able to read and analyze text, data, charts, etc and to be able to draw conclusions, ask questions, develop investigations, and make models related to that information. A lot of higher order thinking is being required.
- Why: Some students struggle with reading, analyzing information, and drawing conclusions. Factors include socio-economic status, home life situations, etc. Teachers may need to require these skills at all grades to better develop these skills.

**Challenge Statement:** Students are not proficient in comprehending, and analyzing multi-dimensional forms of information and data is presented. The school needs to improve in providing students with this instruction.

**Strategies:**

(1/4): **Disciplinary Literacy in Science, Grades 6-8**

**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
<b>Activity Buildings:</b> 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
<b>Activity Buildings:</b> 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
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/4): Developing Equity Literacy for Science Educators, Grades K-5**

**Owner:** Julie Wilcox

**Start Date:** 05/09/2023

**Due Date:** 05/16/2026

**Summary:** "Professional learning for math & science educators and educational leaders committed to identifying and eliminating educational inequities for students. Together, we will use the equity literacy framework—a framework for strengthening our literacy around equity—to explore and reflect on our teaching, leading, coaching, and other practices, policies, and initiatives.

We will begin by immersing ourselves in a transformative equity framework, built to help us recognize and respond to even the subtlest forms of race, class, gender, (dis)ability, and other forms of inequity in schools. We will cultivate ideological shifts so that we can act as allies and accomplices in educational equity efforts in a deeply informed way."

**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 our reading instruction 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

**(3/4): Evaluating and Selecting Science Curriculum Materials, Grades 6-8**

**Owner:** Annette Young

**Start Date:** 05/09/2023

**Due Date:** 06/15/2025

**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	06/15/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/4): 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
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
Teachers provide evidence of adding information analysis into their instruction.	William Kraly	05/15/2025	ONTARGET

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

*Disciplinary Literacy in Science, Grades 6-8 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
Professional development will be provided to support teachers in writing high quality, multi-dimensional assignments.	William Kraly	05/09/2023	05/16/2026	ONTARGET
Teachers will consistently integrate science informational text, graphs, and charts into their instruction.	Jean Block	05/09/2023	05/16/2026	ONTARGET

*Developing Equity Literacy for Science Educators, Grades K-5 Activities*

Activity	Owner	Start Date	Due Date	Status
Analyze and improve our reading instruction 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

*Evaluating and Selecting Science Curriculum Materials, Grades 6-8 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	06/15/2025	ONTARGET

*Formative Assessment in Science, Grades K-5 Activities*

Activity	Owner	Start Date	Due Date	Status
Analyze and improve reading instruction and assessment to provide students with the skills to successfully read,	Julie Wilcox	05/09/2023	05/16/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
comprehend, process, and draw conclusions of informational text.				

### Monitoring Notes

#### Monitoring Notes: Developing Equity Literacy for Science Educators, Grades K-5

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

#### Monitoring Notes: Disciplinary Literacy in Science, Grades 6-8

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

#### Monitoring Notes: Evaluating and Selecting Science Curriculum Materials, Grades 6-8

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

#### Monitoring Notes: Formative Assessment in Science, Grades K-5



*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Decrease by 10% for Grades 3-8 Assessments: Performance Level	05/13/2026	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available