MICIP Portfolio Report

Momentum Academy

Goals Included

Active
- Expanded Learning Time- Mi Back on Track- 23 g
- NWEA growth
- Professional Development

Buildings Included

Open-Active
- Momentum Academy

Plan Components Included

Goal Summary
Data
    Data Set
    Data Story
Strategy
    Summary
    Implementation Plan
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MICIP Portfolio Report

Momentum Academy

NWEA growth

Status: ACTIVE

Statement: Our goal is to enhance our MTSS program of support through academics and SEL, in order to improve our NWEA Median Student Growth Percentile to 50 by 2024.

Created Date: 04/07/2022   *Target Completion Date:* 06/28/2024

Data Set Name: 2021-2022 There was an increase in student learning gaps across all grades and subjects due to the COVID pandemic

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

Data Story Name: 2021-2022 There was an increase in student learning gaps across all grades and subjects due to the COVID pandemic

Initial Data Analysis: Over the past two school years we have had students learning from home or in a hybrid (2 day in person) learning structure and have found that our student learning gaps have increased in all grades and subject areas.

Initial Initiative Inventory and Analysis: Our mission at Momentum Academy is to propel 21st century students toward success in life through a focus on student achievement and college and workforce readiness.

Gap Analysis: Attendance is a huge factor. ex. Mrs. Fiol had better attendance bc families were more involved when students were learning from home

District Data Story Summary: LMS, Classlink, DoJo and overall communication to make things easier for families to stay connected

Strategies:

(1/4): MTSS Framework (General)

Owner: Katie Alexander

Start Date: 04/07/2022   *Due Date:* 06/28/2024

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessional Intervention Support	Katie Alexander	04/07/2022	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Improving the behavior, culture and social emotional health and wellness of our students and staff through training and best practices in Teach Like a Champion and researched selected SEL programming.	Katie Alexander	04/07/2022	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Expanded Learning Time & Tutoring	Katie Alexander	01/08/2024	06/28/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(2/4): MTSS - PBIS (Behavior)

Owner: Katie Alexander

Start Date: 09/02/2022   *Due Date:* 06/28/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish and adopt a school wide Character Education Program and SEL program needed for students and staff to continue to create a healthy culture and climate at Momentum Academy.	Katie Alexander	09/02/2022	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Expanded Learning Time & Tutoring	Katie Alexander	01/08/2024	06/28/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Guaranteed and Viable Curriculum

Owner: Katie Alexander

Start Date: 11/07/2023   *Due Date:* 06/28/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Expanded Learning Time & Tutoring	Katie Alexander	01/08/2024	06/28/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Katie Alexander

Start Date: 11/07/2023   *Due Date:* 06/28/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Afterschool Tutoring Program	Katie Alexander	11/07/2023	06/28/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Professional Development

Status: ACTIVE

Statement: The school will create time in the 2023-2024 calendar to be able to offer the time to plan and access professional develoment for HMH. The success indicator will be the 2024 HMH Teacher survey.

Created Date: 05/30/2023   *Target Completion Date:* 06/28/2024

Data Set Name: 2022-2023 Improve our teachers' professional development in reading in order to increase students' growth percentile on NWEA to at least the 50th percentile.

Name	Data Source
LSSU PA48 Winter 2023	NWEA
Teacher HMH Survey	Other
School Index: School Index Proficiency	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Student Survey Results	Other
Five Why's	Other

Data Story Name: 2022-2023 Improve our teachers' professional development in reading in order to increase students' growth percentile on NWEA to at least the 50th percentile.

Initial Data Analysis: Our students are performing below the 50th student conditional growth percentile in both NWEA Math and Reading assessments. The team has looked at individual grade level percetiles and noticed majored discrepancies among different grade levels; as well as teacher training and experience with our new curriculum. We desire to improve our teachers' professional development in their reading curriculum in order to increase the overall student conditional growth percentile.

Initial Initiative Inventory and Analysis: We have established a MTSS program with a Reading Specialist to service eligible students. We have coordinated individualized HMH professional development for our team. The Reading Specialist has made time in her schedule to serve as curriculum support for all teachers.

Gap Analysis: The data shows that the overall student growth in NWEA Reading and Math is 10-15 percent below the expected 50th growth percentile. Female students and English Learners are showing the largest deficit of growth in Reading. In Math, the African American sub-group has the greatest gap of required growth.

District Data Story Summary: 2022-2023 Improve our teachers' professional development in reading in order to increase students' growth percentile on NWEA to at least the 50th percentile.

Strategies:

(1/1): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Katie Alexander

Start Date: 05/30/2023   *Due Date:* 06/28/2024

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Katie Alexander	05/30/2023	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Expanded Learning Time- Mi Back on Track- 23 g

Status: ACTIVE

Statement: Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2024.

Created Date: 11/07/2023   *Target Completion Date:* 06/28/2024

Data Set Name: Mi Kids Back on Track-23 g funding

Name	Data Source
School Index: School Index Growth	MI School Data

Data Story Name: Expanded Learning Time afterschool program to address learning loss due to the COVID-19 pandemic.

Initial Data Analysis: ELA and Math combined Index Growth is 34.45.

Initial Initiative Inventory and Analysis: We are currently using our MTSS process to iidentify those students that would greatly benefit from expanded learning time. Students will continue to receive additional learning time in and outside of school hours. Mrs. Andrea Kapoor will oversee this program as our instructional coach and Expanded Learning Coordinator.

Gap Analysis: We need to provide additional learning time to those specific English Language Learners and African American student identify groups.

District Data Story Summary: Our expanded learning time will begin January 2024. The students will be grouped by ability and not by grade level. Students will focus on ELA and Math. We will meet mulitple days per week for 6 week sessions.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Katie Alexander

Start Date: 11/07/2023   *Due Date:* 06/28/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Afterschool Tutoring	Katie Alexander	11/07/2023	06/28/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				