

MICIP Portfolio Report

Mt. Clemens Montessori Academy

Goals Included

Active

- NWEA English Language Arts
 - NWEA Mathematics
 - Restorative Practices Implementation
-

Buildings Included

Open-Active

- Mt. Clemens Montessori Academy
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Mt. Clemens Montessori Academy

NWEA English Language Arts

Status: ACTIVE

Statement: Our goal is to increase the percentage of students meeting or exceeding their NWEA English Language Arts goals to 30% by 2025.

Created Date: 06/29/2021

Target Completion Date: 06/30/2025

Data Story Name: English Language Arts

Initial Data Analysis: Due to the pandemic we noticed gaps at Mount Clemens Montessori Academy in all grades except Third & Fifth grade.

Initial Initiative Inventory and Analysis: All grade level personnel are involved in the implementation of helping students achieve appropriate growth as shown by NWEA. Students will meet or exceed individualized growth goals, set by NWEA. MCMA will use Title One funding & ESSER funds to provide intervention services to students falling below grade level. We will be using the Student Growth Summary provided by NWEA for data tracking purposes. All teachers will attend Professional Development in August on differentiated reading instruction within the classroom.

Gap Analysis: When looking at our current reality, our data is showing significant growth gaps compared to where we would like to be. In the grades below growth average, we have a mean difference of 3.5pts. We would like 75% of students to reach or exceed their growth goals. We are seeing a gap because of the decrease in face to face learning, and a decrease in virtual attendance.

District Data Story Summary: The strengths that have been discovered are the willingness of teachers to go above and beyond for their classrooms & students. However, we did find some learner needs that were not being met. Our students who have IRIPS were not being seen as hoped, and we have now noticed bigger gaps, which will result in needing more staff to attend to those gaps.

Strategies:

(1/4): MTSS - Literacy (Reading)

Owner: Ashley Lesage

Start Date: 06/29/2021

Due Date: 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interventionists will work with students who fall within the 1st-29th percentile on NWEA/MAP ELA.	Ashley Lesage	06/29/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Assistants in each classroom will work with students who fall within the 30th-50th percentile for NWEA/MAP ELA.	Ashley Lesage	06/29/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLC/Grade Level Meetings - Monthly PLC/Grade Level Meetings will be held to discuss data, ensuring that students are making growth each month within local assessments/classroom assessments.	Sara Fields	06/29/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
CS Partners Annual Conference - Supporting all staff to carryout instructional practices to support academic and	Ashley Lesage	06/29/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
social emotional success.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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

Owner: Ashley Lesage

Start Date: 06/29/2021

Due Date: 06/30/2023

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

(3/4): MTSS Framework (General)

Owner: Ashley Lesage

Start Date: 06/29/2021

Due Date: 06/30/2023

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

(4/4): 23g Expanded Learning Time

Owner: Ashley Lesage

Start Date: 10/26/2023

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
Freckle ELA/Math Intervention Platform (Entire Y5-5th Grade); Interventionists and Classroom Assistants will facilitate small groups at various academic levels inside and outside of the classroom to meet the individual needs of all students; The data will be used as a form of progress monitoring throughout the school year, to enhance academic performance and close academic gaps.	Ashley Lesage	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Lexia Core5 Reading Intervention (Entire Y5-5th Grade); Interventionists and Classroom Assistants will facilitate small groups at various academic levels inside and outside of the classroom to meet the individual needs of all students; The data will be	Ashley Lesage	10/26/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
used as a form of progress monitoring throughout the school year, to enhance academic performance and close academic gaps.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

NWEA Mathematics

Status: ACTIVE

Statement: Our goal is to increase the percentage of students meeting or exceeding their NWEA Mathematics goals to 30% by 2025.

Created Date: 06/29/2021

Target Completion Date: 06/30/2025

Data Story Name: Mathematics

Initial Data Analysis:

Due to the pandemic we noticed gaps at Mount Clemens Montessori Academy in all grades K-5.

Initial Initiative Inventory and Analysis: All grade level personnel are involved in the implementation of helping students achieve appropriate growth as shown by NWEA. Students will meet or exceed individualized growth goals, set by NWEA. MCMA will use Title One funding & ESSER funds to provide intervention services to students falling below grade level. We will be using the Student Growth Summary provided by NWEA for data tracking purposes. All teachers will attend Professional Development in August on differentiated reading instruction within the classroom.

Gap Analysis: When looking at our current reality, our data is showing significant growth gaps compared to where we would like to be. In the grades below growth average, we have a mean difference of 3.3 pts. We would like 75% of students to reach or exceed their growth goals. We are seeing a gap because of the decrease in face to face learning, and a decrease in virtual attendance.

District Data Story Summary: The strengths that have been discovered are the willingness of teachers to go above and beyond for their classrooms & students. However, we did find some learner needs that were not being met. Our students need to more individualized attention in math..

Strategies:

(1/3): Houghton Mifflin Mathematics

Owner: Ashley Lesage

Start Date: 06/30/2021

Due Date: 06/30/2025

Summary: Houghton Mifflin Mathematics is a core mathematics curriculum for students at all ability levels in kindergarten through grade 6. At each grade level, the program focuses on basic skills development, problem solving, and vocabulary expansion to help students master key math concepts. Students practice daily math lessons through instructional software, enrichment worksheets, manipulatives, and workbooks, in addition to student textbooks. The program incorporates assessments—including lesson-level interventions to meet the needs of all learners—to monitor students’ progress.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Assistants in each classroom will work with students who fall within the 30th-50th percentile for NWEA/MAP Math.	Ashley Lesage	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionists will work with students who fall within the 1st-29th percentile on NWEA/MAP Math.	Ashley Lesage	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLC/Grade Level Meetings - Monthly PLC/Grade Level Meetings will be held to discuss data, ensuring that students are making growth each month within local assessments/classroom assessments.	Sara Fields	06/30/2021	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
CS Partners Annual Conference - Supporting all staff to carryout instructional practices to	Ashley Lesage	06/30/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support academic and social emotional success.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): MTSS Framework (General)

Owner: Ashley Lesage

Start Date: 06/30/2021

Due Date: 06/30/2025

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
Interventionists will work with students who fall within the 1st-29th percentile on NWEA/MAP Math.	Ashley Lesage	06/30/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CS Partners Annual Conference - Supporting all staff to carryout instructional practices to support academic and social emotional success.	Ashley Lesage	06/30/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Ashley Lesage

Start Date: 10/26/2023

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
Freckle ELA/Math Intervention Platform (Entire Y5-5th Grade); Interventionists and Classroom Assistants will facilitate small groups at various academic levels inside and outside of the classroom to meet the individual needs of all students; The data will be used as a form of progress monitoring throughout the school year, to enhance academic performance and close academic gaps.	Ashley Lesage	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Restorative Practices Implementation

Status: ACTIVE

Statement: By June 30, 2023, Mt. Clemens Montessori Academy will have a streamlined the Restorative Practices program, allowing for more equity and appropriate discipline.

Created Date: 06/28/2022

Target Completion Date: 06/30/2025

Data Story Name: Restorative Practices

Initial Data Analysis: Mt. Clemens Montessori Academy would like to increase proficiency rates across 3rd-5th Grade, as well as increase NWEA Student Growth as listed in our other Data Sets.

Initial Initiative Inventory and Analysis: The Academy will work towards the mission of being equitable towards all students, and giving all students the best education possible. We will be working towards decreasing our suspension percentage to ensure students are receiving more in class time. The teachers and staff will go through Restorative Practices Professional Developments which will total \$7,000.

Gap Analysis: Currently, Mt. Clemens Montessori Academy is seeing a change of students. We traditionally have been a very affluent school, with more and more students coming in with different hardships. We need to change with the times and ensure all students are getting the best and appropriate education.

District Data Story Summary: Mt. Clemens Montessori Academy has wonderful staff and students. We have a low suspension rate, but we want to ensure we are handling everything the correct way since we know suspensions don't always work. The staff is onboard with Restorative Practices and would like to continue to grow into a Restorative Practices school.

Strategies:

(1/1): Restorative Practice/Restorative Justice

Owner: Ashley Lesage

Start Date: 06/30/2022

Due Date: 06/30/2025

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Restorative Practice Training	Ashley Lesage	06/30/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Restorative Circles	Ashley Lesage	06/30/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Morning Meetings	Ashley Lesage	06/30/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
CS Partners Annual Conference - Supporting all staff to carryout instructional practices to support academic and social emotional success.	Ashley Lesage	06/30/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				