

MICIP Portfolio Report

The New Standard Academy

Goals Included

Active

- Increase Student Achievement
-

Buildings Included

Open-Active

- The New Standard Academy
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

The New Standard Academy

Increase Student Achievement

Status: ACTIVE

Statement: Our goal is to provide opportunities for students, families and teachers to build a strong connection together to increase academic engagement and improve:

NWEA: The Median Student Conditional Growth Percentile for students in grades K-8 must be at or above the 50th percentile for both math and ELA fall-to-spring.

SAT/PSAT: 9-12 grade students will increase their overall EBRW and math scores by 30 points each by August 2024, as measured by college board assessments (SAT and PSAT).

Monthly Assessments: 80% of all 9th-12th grade students will demonstrate at least 60% proficiency on ELA and math HMH Module tests October-June.

Created Date: 09/01/2021

Target Completion Date: 09/01/2024

Data Set Name: Elementary Mathematics Benchmark Copy

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

Data Story Name: Student Data

Initial Data Analysis: Cohort progress demonstrates more trends than year to year progress. We have found that our performance status of the individual cohorts is maintained from year to year, while it looks as if grade level test scores from year to year fluctuate. TNS has placed fundamental literacy skills for lower elementary and middle school math as priority. It appears our efforts are making strides in a positive direction.

From 2021 to 2022 we saw growth for all cohorts in ELA but the grade level test scores fluctuated. The Academy is looking for continued growth with the addition of the HMH curriculum and additional instructional resources that have been put in place due to ESSER funds.

Initial Initiative Inventory and Analysis: The New Standard serves the community, as it is our mission:

"Serving the city of Flint with a higher standard in educational excellence and community wellness."

Our team comprised of administrators, teachers, board members, parents, support staff and students work with area residents to create educational and wellness programs that support the entire family and drive student growth.

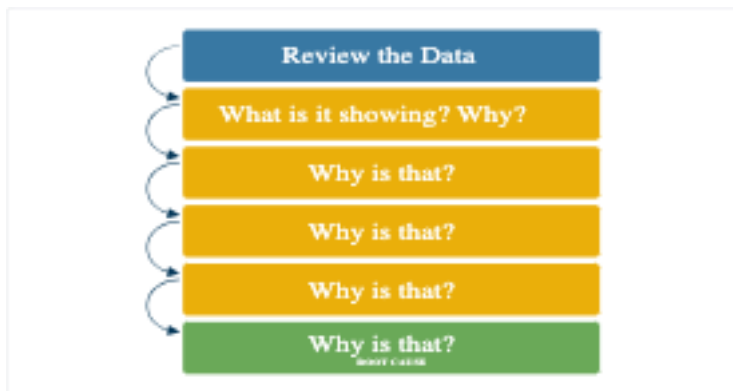
Systems in place include: MTSS,

Gap Analysis:

District Data Story Summary: Cohort progress demonstrates more trends than year to year progress. We have found that our performance status of the individual cohorts is maintained from year to year, while it looks as if grade level test scores from year to year fluctuate. TNS has placed fundamental literacy skills for lower elementary and middle school math as priority. It appears our efforts are making strides in a positive direction. From 2021 to 2022 we saw growth for all cohorts in ELA but the grade level test scores fluctuated. The Academy is looking for continued growth with the addition of the HMH curriculum and additional instructional resources that have been put in place due to ESSER funds.

Analysis:

Root Cause



Five Whys

- Why: NWEA Reading GROWTH:
 - Reading: In the school year of 2020-2021, the average for students who met goals were 28%.
 - In the school year 2021-2022, the average for students who met goals was 54%.
 - THIS School year 2022-2023, the school average overall is of the students met their projected goal 44%
 - Reading PROFICIENCY 22-23- Percentage of students at or above the 50th percentile is 44%
 - We have identified the following barriers/obstacles that have to be addressed:
 - New Curriculum was implemented - Staff had to learn new material and pacing
 - Trauma, Mental health, anxiety
 - Lead (Flint water) over 85% of our student population has been exposed
 - Students are coming in with larger gaps between where they are and the grade-level norm
 - Students are less motivated intrinsically and have lower expectations for their personal performance
 - Low parent involvement
 - High number of inappropriate Behaviors
 - During the 22-23 school year we implemented the HMH curriculum for both math and reading. We are providing additional training this fall 8/23 and 8/24 on how to better pace out the curriculum and utilize it for maximum results. Utilizing HMH will help us align the rigor level of the objective to the lesson, eliminate gaps and misunderstanding from grade level to grade level, and unify the school with terminology and vocabulary. We have also carried out vertical team meetings which highlighted important concepts and standards that have proven themselves to be the cause of decreased performance.
 - HS Data - The academy experienced a negative shift in SAT performance in reading for

2023 as compared to 2022 with average scores of 373 and 392 respectively. At present we are behind not only the state but the district as well. We attribute the shortfall to student preparation as well as intrinsic motivators that fuel strong performance. During the upcoming school year we have rearranged and restructured our test prep section to focus more intently on purposeful planning with adequate follow through. The previous year, test prep was facilitated by the classroom teachers of a wide variety of disciplines. Our takeaway from their effort was that it was not as intentional and meaningful as needed to stoke strong positive changes with scores. The reasoning for this may have contributed to the fact that it was not their core class so the responsibility factor may have been diminished. Nonetheless, it is a recognized problem that now has a viable solution. The schedule of classes have been rearranged and an instructor has been hired dedicated to this set of classes. That paired with the additional infusion of SAT prep in core classes should prove to reestablish a positive trajectory.

Next Steps: We will train newly hired teachers and support staff on digging into NWEA data (learning continuum) in an effort to create more robust plans surrounding scaffolding and differentiated instruction.

Continue to tackle the development of behavior and social skills (PBIS) Increased Professional Development Whole group NWEA (as an intervention) Individualized Modeling and training to improve classroom instruction HMH which aligns better with pacing guides Utilize the re-teach and challenge sections of the program More training to focus on NWEA (understanding RIT scores and reference charts) MTSS Reading groups Utilize the AMIRA reading program

We are also brainstorming on how to increase student motivation and engagement moving into the new school year.

Ideas: Incentives for student achievement Parent Involvement PBIS celebrations

Next Steps: Our goal is to train newly hired teachers and support staff on digging into NWEA data (learning continuum) in efforts to plan scaffolding and differentiated instruction.

- ☒ Fidelity in PBIS (behavior and social skills)
- ☒ Increased Professional Development for staff
- ☒ Whole group NWEA focus (as an intervention)
- ☒ New curriculum implementation: HMH which aligns better with pacing guides
- ☒ More training to focus on NWEA (understanding RIT scores and reference charts)

We are committed to continued implementation of school wide intervention based on individual and classroom focus areas, in addition to the items listed above, to help close the achievement gap and move the 80% goal.

NWEA MATH GROWTH:

Math: In the school year of 2020-2021, the average for students who met goals were 24%.

In the school year 2021-2022, the average for students who met goals was 54%.

THIS school year 2022-2023, the School average overall is of the students met their projected goal 51.5%

Math PROFICIENCY 22-23- Percentage of students at or above the 50th percentile 43%

We have identified the following barriers/obstacles that have to be addressed:

New Curriculum was implemented- Staff had to learn new material and pacing Trauma,

Mental health, anxiety (Flint water) over 85% of our student population has been exposed. Students are coming in with larger gaps between where they are and the grade-level norm. Students are less motivated intrinsically and have lower expectations for their personal performance. Low parent involvement. High number of inappropriate behaviors. During the 22-23 school year we implemented the HMH curriculum for both math and reading. We are providing additional training this fall 8/23 and 8/24 on how to better pace out the curriculum and utilize it for maximum results. Utilizing HMH will help us align the rigor level of the objective to the lesson, eliminate gaps and misunderstanding from grade level to grade level, and unify the school with terminology and vocabulary. We have also carried out vertical team meetings which highlighted important concepts and standards that have proven themselves to be the cause of decreased performance.

HS Data - The academy experienced a negative shift in SAT performance in math for 2023 as compared to 2022 with average scores of 347 and 366 respectively. At present we are behind not only the state but the district as well. We attribute the shortfall to student preparation as well as intrinsic motivators that fuel strong performance. During the upcoming school year we have rearranged and restructured our test prep section to focus more intently on purposeful planning with adequate follow through. The previous year, test prep was facilitated by the classroom teachers of a wide variety of disciplines. Our takeaway from their effort was that it was not as intentional and meaningful as needed to stoke strong positive changes with scores. The reasoning for this may have contributed to the fact that it was not their core class so the responsibility factor may have been diminished. Nonetheless, it is a recognized problem that now has a viable solution. The schedule of classes have been rearranged and an instructor has been hired dedicated to this set of classes. That paired with the additional infusion of SAT prep in core classes should prove to reestablish a positive trajectory.

Additional Steps: Our goal is to train newly hired teachers and support staff on digging into NWEA data (learning continuum) in efforts to plan scaffolding and differentiated instruction.

- ☒ Fidelity in PBIS (behavior and social skills)
- ☒ Increased Professional Development for staff
- ☒ Whole group NWEA focus (as an intervention)
- ☒ New curriculum implementation: HMH which aligns better with pacing guides

We are committed to continued implementation of school wide intervention based on individual and classroom focus areas, in addition to the items listed above, to help close the achievement gap and move the 80% goal.

Science 5th Grade MSTEP:

2022- 3.4% Proficiency

2023- 3.1% Preliminary Proficiency

Science 8th Grade MSTEP:

2022- 5.1% Proficiency

2023- 5.6% Preliminary Proficiency

Science 11th Grade MSTEP:

2022- 4.8% Proficiency

2023 - 0% Preliminary Proficiency

The Academy continues to struggle with science. A huge hope is that the

implementation of the new HMH curriculum resource will address gaps in learning and provide a very much structured approach to instruction. This past year, staff were given a time of acclimation and reports were that the resource was rigorous but would serve as a real challenge for our students. By the end of the semester, students were really diving into science lessons and building an affinity to the various subject topics. We have also added a permanent science teacher in middle school to help continue building on foundational concepts.

Social Studies 5th Grade MSTEP:

2022- 1.7% Proficiency

2023- 0% Preliminary Proficiency

Social Studies 8th Grade MSTEP:

2022- 6.2%% Proficiency

2023- 62% Preliminary Proficiency

Social Studies 11th Grade MSTEP:

2022 - 0% Proficiency

2023 - 0% Preliminary Proficiency

The Academy continues to struggle with social studies although significant gains have been noticed in middle school. A huge hope is that the implementation of the new HMH curriculum resource will address gaps in learning and provide a very much structured approach to instruction. This past year, staff were given a time of acclimation and reports were that the resource was rigorous but would serve as a real challenge for our students. By the end of the semester, students were really diving into science lessons and building an affinity to the various subject topics. We have also added a permanent science teacher in middle school to help continue building on foundational concepts.

Challenge Statement: Based on the results of the Root Cause Analysis, define the challenge in one sentence.

The district needs to allocate resources towards afterschool/summer programming, innovative teaching practices, absenteeism and academic proficiency.

Strategies:

(1/2): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Jenna Badgley

Start Date: 06/27/2023

Due Date: 09/01/2024

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

Buildings: All Active Buildings

Total Budget: \$3,533,040.00

- Other Federal Funds (Federal Funds)
- School Breakfast Program (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • Other • School Board Meeting • Presentations • District Website Update • Brochure • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
TSI MTSS- Instructional Paraprofessionals	Correy Black	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grade Level Deans	Correy Black	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Technology	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MV Student Supports	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
TSI Support Staff	Correy Black	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
TSI Curriculum- to support student learning: Houghton Mifflin Harcourt, IXL, College board (Summit).	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Building-COVID	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Family Engagement/ Community Outreach	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
After-school/Summer Programming- After-school and summer programming provided by contract and school staff to address absenteeism, tutoring, wellness, social-emotional learning, life skills and violence prevention.	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
TSI Summer School	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
TSI Virtual Education	Jenna Badgley	06/27/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(2/2): 23g Expanded Learning Time

Owner: Jenna Badgley

Start Date: 10/31/2023

Due Date: 09/01/2024

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: \$180,000.00

- Other State Funds (State Funds)

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Email Campaign • Presentations • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|---|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer Programming- K-12 Students below grade level in the core content areas will engage in small group multi-tiered instruction by Academy teachers to remediate standards not yet mastered. Program expert will utilize NWEA data and module assessments to determine which students will participate. Summer programming will be 5 weeks, 4 days/ week from 9am-2pm.	Correy Black	10/31/2023	09/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program Expert will	Correy Black	10/31/2023	09/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implement and oversee 23g strategy activities and report progress/results.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				