

# MICIP Portfolio Report

## Pittsfield Acres Academy

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  - Math Growth Goal
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### Buildings Included

#### Open-Active

- Pittsfield Acres Academy
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### Plan Components Included

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# MICIP Portfolio Report

## Pittsfield Acres Academy

### ELA Growth Goal

*Status:* ACTIVE

*Statement:* The percentage of students meeting Fall to Spring growth goals in reading will increase from 47% to 80% as measured by the 2023 administration of the MAP Growth Assessments.

*Created Date:* 05/18/2023

*Target Completion Date:* 05/25/2026

*Data Set Name:* ELA Growth

Name	Data Source
ELA Student Growth Summary Report	NWEA

*Data Story Name:* ELA Growth

*Initial Data Analysis:* Students in Kindergarten showed 0% growth in ELA scores Only 62% of students in 1st - 4th grade met their Growth Goals for ELA

*Initial Initiative Inventory and Analysis:* 1. All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful experience.

2. Principal, Teacher, and Support Staff are all involved in the implementation.
3. The expected outcome of this goal is for the percentage of students meeting their ELA growth goals will increase
4. The evidence is from formative assessments, student work samples, MAP growth scores.
5. The financial commitment is the cost of the Benchmark Advance Curriculum, Support Staff, BAS kits, Progress monitoring, and ESGI
6. The measures that are in place are weekly one-on-one meetings, Lesson Plans, Classroom Observations, and MTSS data.
7. District Wide Professional Development, Monthly Staff Meetings PD's, Weekly Walkthroughs with feedback from Admin.

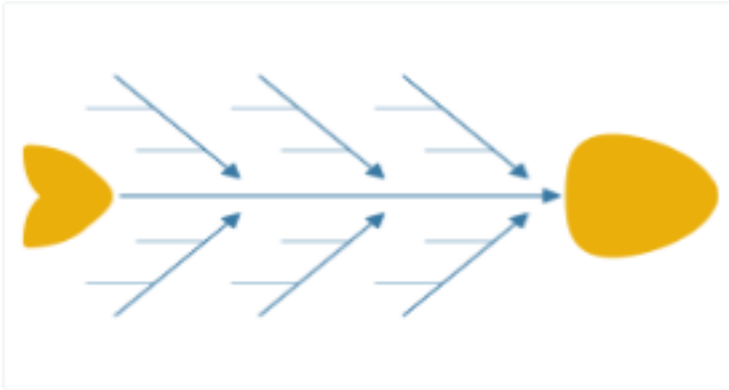
*Gap Analysis:* The percentage of students meeting fall to winter growth goals in ELA is at 62% and we would like to see an increase to 80% over the next three years.

*District Data Story Summary:* -Our ELA curriculum, Benchmark Advance supports whole group, as well as intervention lessons. Based on our MTSS process we have been able to identify students who are struggling or not meeting grade level expectations. Together with the help of the teacher and a support staff memeber we have been providing extra support to these students in small groups as well as individual studnets to work on reading interventions to support students struggling in ELA. Support systems such as Lexia Core5, Reading A-Z, and Heggerty have been provided to meet individual needs.

-We do need more EL support for our students who are ELLs.

## Analysis:

### Root Cause



### Summary of Fishbone discovery:

1. We've enrolled a large number of English Language Learners.
2. Students were not in a structured classroom setting over the past 3 years during the COVID-19 pandemic and their foundational years.
3. Increased enrollment of students from our of the country (refugees)
4. Attendance continues to be a problem due to illnesses.

### Supporting Documents

*No Documents Included*

**Challenge Statement:** The district and Pittsfield Acres Academy need to allocate resources to support the needs of the English Language Learners and students below grade level in order to help increase the students growth in ELA.

**Strategies:**

(1/4): Lexia Reading

Owner: Crystal Baker

Start Date: 06/05/2023

Due Date: 05/25/2026

**Summary:** Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

**Buildings:** All Active Buildings

**Total Budget:** \$3,000.00

- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

Method

- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Grades K–2, 10 to 15 minutes per session, 4 times per week	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grades 3–5, 15 to 20 minutes per session, 4 times per week	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will use lessons to reteach during Remediation Time	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Students will have access to use Lexia during After School Program and Summer School	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): Leveled Literacy Intervention**

**Owner:** Crystal Baker

**Start Date:** 06/05/2023

**Due Date:** 05/25/2026

**Summary:** Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.

**Buildings:** All Active Buildings

**Total Budget:** \$3,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

**Communication:**

- |  |   |
|--|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Presentations</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> </ul> |
|--|---|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Grades K-5 will provide small group interventions	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-5 Reading Logs sent home weekly with students books at their levels.	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Book Boxes with Leveled Books for each student	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/4): MTSS - Literacy (Reading)**

**Owner:** Crystal Baker

**Start Date:** 06/05/2023

**Due Date:** 05/25/2026

**Summary:** The reading components of a Multi-Tiered System of Supports include 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

**Total Budget:** \$15,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- Presentations

**Audience**

- Educators
- Staff
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Utilize the MTSS process for students who require targeted instructional support beyond Tier 1	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Provide Interventions for individuals using Benchmark Advance Intervention, Heggarty, Lexia, BAS	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/4): 23g Tutoring**

**Owner:** Crystal Baker

**Start Date:** 10/23/2023

**Due Date:** 05/25/2026

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$3,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

**Communication:**

**Method**

- Parent Newsletter

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
One-on-one or small group tutoring sessions	Crystal Baker	10/23/2023	05/25/2026	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
1. Targeted Individualized rotations for enrichment or remediation. 2. Utilize the MTSS process for students who require targeted instructional support beyond Tier 1 instruction.	Crystal Baker	05/24/2026	ONTARGET

Measure	Owner	Due Date	Status
3. Continuing partnership with Support Staff to provide students one-on-one interventions. 4. Teacher/Student conferences for MAP Growth goal setting- Lexia, Reading A-Z, Heggerty,			

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

*Activity Status:*

*Lexia Reading Activities*

Activity	Owner	Start Date	Due Date	Status
Grades K–2, 10 to 15 minutes per session, 4 times per week	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
Grades 3–5, 15 to 20 minutes per session, 4 times per week	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
Teachers will use lessons to reteach during Remediation Time	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
Students will have access to use Lexia during After School Program and Summer School	Crystal Baker	06/05/2023	05/25/2026	ONTARGET

*Leveled Literacy Intervention Activities*

Activity	Owner	Start Date	Due Date	Status
Grades K-5 will provide small group interventions	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
K-5 Reading Logs sent home weekly with students books at their levels.	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
Book Boxes with Leveled Books for each student	Crystal Baker	06/05/2023	05/25/2026	ONTARGET



### MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Utilize the MTSS process for students who require targeted instructional support beyond Tier 1	Crystal Baker	06/05/2023	05/25/2026	ONTARGET
Provide Interventions for individuals using Benchmark Advance Intervention, Heggarty, Lexia, BAS	Crystal Baker	06/05/2023	05/25/2026	ONTARGET

### 23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
One-on-one or small group tutoring sessions	Crystal Baker	10/23/2023	05/25/2026	ONTARGET

### Monitoring Notes

#### Monitoring Notes: 23g Tutoring

*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: Leveled Literacy Intervention

*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: Lexia Reading

*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: MTSS - Literacy (Reading)**

*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 18% for ELA Student Growth Summary Report	05/25/2026	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

## Math Growth Goal

*Status:* ACTIVE

*Statement:* The percentage of students meeting Fall to Spring growth goals in math will increase from 88% to 93% as measured by the 2023 administration of the MAP Growth Assessment

*Created Date:* 10/23/2023

*Target Completion Date:* 06/01/2026

*Data Set Name:* Math Growth

Name	Data Source
Math: Student Growth Summary Report	NWEA

*Data Story Name:* Math Growth

*Initial Data Analysis:* 100% of K-2nd grade students met their Growth Goals for Math  
71% of 3rd-4th grade students met their Growth Goals for Math

*Initial Initiative Inventory and Analysis:* The Math Growth Goal is centered on ensuring that all students can achieve their highest potential in math by fostering meaningful educational experiences. This goal involves the collective efforts of the principal, teachers, and support staff. The objective is to increase the percentage of students who meet their Math Growth Goals.

To achieve this goal, a variety of strategies and tools will be employed, including formative assessments, student work samples, and MAP Growth Scores. The curriculum used will be Bridges in Mathematics, and additional support will be provided through Bridges Intervention and support staff working with students in small groups. Progress will be closely monitored through progress monitoring, weekly one-on-one meetings, lesson plans, and classroom observations, with the guidance of MTSS data.

Furthermore, a broader, district-wide approach will be taken to achieve this goal, which includes district-wide professional development, monthly staff professional development sessions, weekly walkthroughs with feedback from the administration team, and Friday professional development activities. This comprehensive strategy aims to facilitate the growth of students' math skills and ensure that they reach their full potential.

*Gap Analysis:* The percentage of students meeting fall-to-winter growth goals in math is at 88% and we would like to see an increase to 93% over the next 3 years.

*District Data Story Summary:* The district's data story highlights a proactive and comprehensive approach to supporting students in their math education, centered around the Bridges in Mathematics curriculum. This curriculum not only caters to the needs of the whole group but also includes intervention lessons, ensuring that all students have the opportunity to succeed.

The district's commitment to the Multi-Tiered System of Support (MTSS) process has proven to be instrumental in identifying students who are struggling or falling short of grade-level math expectations. This identification process serves as the foundation for providing targeted support to these students.

To address the unique needs of struggling students, a collaborative effort is employed,

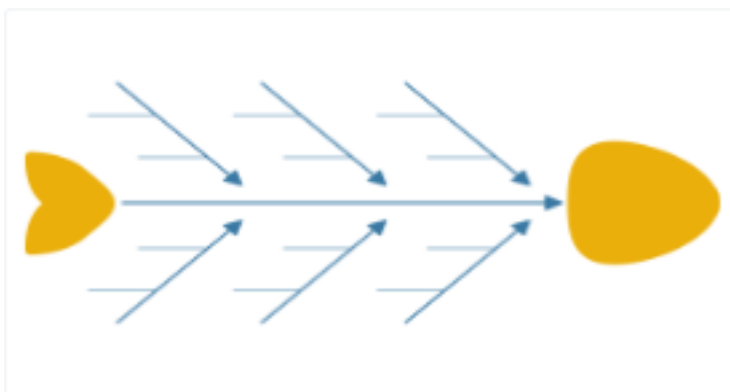
involving teachers and support staff members who work together to create a conducive learning environment. They offer extra support to students through small group interventions, as well as individualized attention. This personalized approach is crucial in helping students improve their math skills.

In addition to these collaborative efforts, the district deploys various support systems, including Bridges Intervention, designed to cater to the specific needs of students who require extra assistance in math. This structured approach helps students to bridge the gaps in their understanding and make progress towards meeting grade-level expectations. Furthermore, the district has integrated the use of a supplemental resource, Dreambox, which is tailored to the individual needs of students. By providing this resource, the district ensures that students receive a tailored and personalized learning experience, addressing their unique areas of struggle in math.

Overall, the district's data story reflects a commitment to inclusive and personalized education in mathematics, underpinned by the Bridges in Mathematics curriculum, the MTSS process, and a range of support systems. This approach is aimed at equipping all students with the tools they need to succeed in math, regardless of their starting point, and fostering a love for learning and growth.

## Analysis:

### Root Cause



### Summary of Fishbone discovery:

1. We've enrolled a large number of English Language Learners.
2. Students were not in a structured classroom setting over the past 3 years during the COVID-19 pandemic and their foundational years.
3. Increased enrollment of students from our of the country (refugees)
4. Attendance continues to be a problem due to illnesses.

### Supporting Documents

No Documents Included

**Challenge Statement:** The district and Pittsfield Acres Academy need to allocate resources to support the needs of the English Language Learners and students below grade level in order to help increase the student's growth in Math.

**Strategies:**

(1/3): Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

Owner: Crystal Baker

Start Date: 10/23/2023

Due Date: 06/01/2026

**Summary:** Bridges in Mathematics is a comprehensive PK–5 curriculum that equips teachers to fully implement the Michigan K-12 Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

**Buildings:** All Active Buildings

**Total Budget:** \$25,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Bridges Intervention	Crystal Baker	10/23/2023	06/01/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/3): DreamBox Learning**

**Owner:** Crystal Baker

**Start Date:** 10/23/2023

**Due Date:** 06/01/2026

**Summary:** DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K–5 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum that match each student’s level of comprehension and learning style.

**Buildings:** All Active Buildings

**Total Budget:** \$8,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

**Method**

- Parent Newsletter

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Dreambox Learning during Remediation 15-20 minutes/4 days a week	Crystal Baker	10/23/2023	06/01/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/3): 23g Tutoring**

**Owner:** Crystal Baker

**Start Date:** 10/23/2023

**Due Date:** 06/01/2026

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$100.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

**Method**

- Parent Newsletter
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
After School and Summer School Tutoring Opportunities	Crystal Baker	10/23/2023	06/01/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
1. Targeted Individualized rotations for enrichment or remediation. 2. Utilize the MTSS process for students who require targeted instructional support beyond Tier 1	Crystal Baker	05/31/2026	ONTARGET

Measure	Owner	Due Date	Status
instruction. 3. Continuing partnership with Support Staff to provide students with one-on-one interventions. 4. Teacher/Student conferences for MAP Growth goal Bridges in Mathematics and Dreambox			

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

*Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum Activities*

Activity	Owner	Start Date	Due Date	Status
Bridges Intervention	Crystal Baker	10/23/2023	06/01/2026	ONTARGET

*DreamBox Learning Activities*

Activity	Owner	Start Date	Due Date	Status
Dreambox Learning during Remediation 15-20 minutes/4 days a week	Crystal Baker	10/23/2023	06/01/2026	ONTARGET

*23g Tutoring Activities*

Activity	Owner	Start Date	Due Date	Status
After School and Summer School Tutoring Opportunities	Crystal Baker	10/23/2023	06/01/2026	ONTARGET

**Monitoring Notes**

**Monitoring Notes: 23g Tutoring**

*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

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**Monitoring Notes: Bridges in Mathematics; A comprehensive Pre-K- 5 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

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**Monitoring Notes: DreamBox Learning**

*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

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**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase by 5% for Math: Student Growth Summary Report	06/01/2026	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