

MICIP Portfolio Report

North Star Montessori Academy

Goals Included

Active

- Improve Math-Upper EL and MS
 - Improve SEL School-wide
-

Buildings Included

Open-Active

- North Star Academy
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

North Star Montessori Academy

Improve SEL School-wide

Status: ACTIVE

Statement: Our goal is to improve the consistent use of social and emotional learning which is aligned with the Michigan Model for Health curriculum and Montessori Peace Education, as measured by an increase in 80% of our students' Overall SEL score on the SEL screener by June 2024.

Created Date: 05/24/2021

Target Completion Date: 06/07/2024

Data Set Name: Social & Emotional Learning 21-22

Name	Data Source
6th-12th Perception Survey	Other
3rd-5th Perception Survey	Other
CSO Report on Supporting Students	Other
31N Social Work Presentation	Other
Data Team mtgs	Other
data Team Mtgs	Other
Social Emotional Learning Presentation for teachers	Other
Discipline Log	Other
Child Study Data	Other
Counselor Data	Other
xSEL Screener	Other
K-3 xSEL Screener Results(Fall)	Other
xSEL Screener Results 4th-8th Grade(Fall)	Other
9th-12th Grade xSEL Results(Fall)	Other
SEL Book Study: Chapter Discussions	Other
xSEL Data K-8	Other

Data Story Name: Social & Emotional Learning 21-22

Initial Data Analysis: Upon initial review of our data it is evident that NSMA has built strong relationships between students and teachers. However, according to the Middle/High School Perception Survey students do not always feel understood. The School Counselor spends individual time with 60-100% of the student population in grades 7-12. Many discipline referrals are incidents that occurred on the bus, transition times, or in unstructured settings. Teachers and staff members are frequently discussing the well being of both in person and virtual students. Training is provided to help teachers recognize and offer support for all students. Teachers utilize the following referrals for social emotional/behavioral concerns: child study, counselor, social work, and discipline.

Initial Initiative Inventory and Analysis: Child Study Process

Social Worker

School Counselor

Michigan Model For Health

Weekly Grade Level Meetings

Buddy Days

PBIS: FIERCE

Montessori Peace Curriculum

Incentive Days/Polar Bear Time

MARS: Mediation Services

Professional Development Plan: Early Release Wednesday

Gap Analysis: Consistent student SEL check-in process

Small group and whole class counselor lessons

Explicit and consistent peace education in all classrooms

Developmentally appropriate expectations and tools for all levels

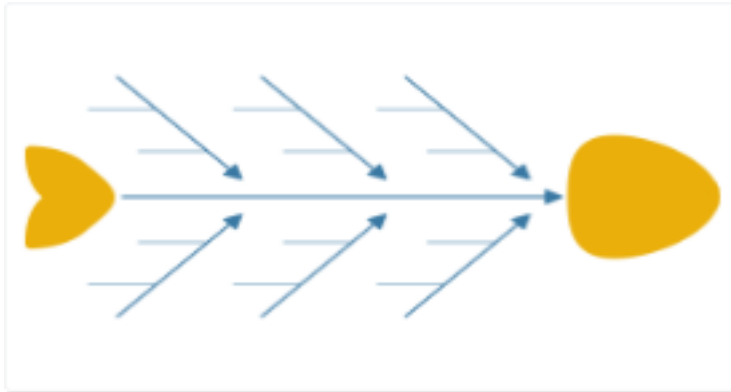
Continue to build relationships between ALL staff and students in ALL environments (bus, lunch, recess, specials)

Consistent FIERCE model

District Data Story Summary: Based on the provided data, it has been uncovered that we have several forms of support available for students at our school. However, those services are not being utilized consistently at all levels. Therefore, we will review our services and determine a plan to effectively support all of our students in the area of SEL in each area and on consistent basis.

Analysis:

Root Cause



Summary of Fishbone discovery:

The Fishbone exercise uncovered that our lack of consistent and comprehensive SEL programming for all students is due to:

Curriculum-Variou programs being used at different levels, teachers are not using the same curriculum

Structures-We are lacking a strong referral plan

Instruction-Need more time in the day for instruction, need monthly buddy days

Students-Need for SEL at all student grades & levels

Climate/Culture-Need for consistent PBIS (FIERCE)

Teachers-Buy in and training for teachers and support staff

Supporting Documents

Document Name	Document Summary	Upload Date
Fishbone	Analysis of problem areas	05/24/2021

Challenge Statement: If we create a process for SEL (assessment, training, curriculum, support services) to support all of our students PK-12th grade, then we should expect to see a decrease in emotional and behavioral issues and an increase in academic achievement in all subject areas.

Strategies:

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

Owner: Andrea Ballard

Start Date: 01/27/2022

Due Date: 06/07/2024

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: \$1,500.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • 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
Trails training for Counselor, administrative team and staff	Andrea Ballard	01/27/2022	06/07/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of the xSEL screener for all students	Andrea Ballard	01/27/2022	06/07/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Conduct an SEL Book Study with all Teachers and Administrative team	Andrea Ballard	01/27/2022	06/04/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Peer Mediation Training	Andrea	01/27/2022	06/07/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Program for MS/HS students	Ballard			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SEL small group lessons with Counselor and Social Worker	Andrea Ballard	01/27/2022	06/07/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teen Mental Health First Aid for high school students	Andrea Ballard	01/27/2022	06/07/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Scope & Sequence of SEL lessons	Andrea Ballard	01/27/2022	06/07/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Math-Upper EL and MS

Status: ACTIVE

Statement: Our goal is to provide academic interventions for students struggling in mathematics, in order to have 60% of our target identified students meet or exceed projected growth on the NWEA.

Created Date: 01/27/2022

Target Completion Date: 06/07/2025

Data Set Name: School-wide Math Improvement Goal (21-22)

Name	Data Source
Student Assessment: Student Growth	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data
Fall to Winter Screening for Delta Math	Other

Data Story Name: School-wide Math Improvement Goal (21-22)

Initial Data Analysis: The above data is indicating that overall math instruction has been identified as an area of intense need for many grade levels. Specifically grades 3rd through 5th grade are struggling in the area of mathematics based on the Delta Screener for elementary. Whereas, middle school grades were identified as struggling in math based on the NWEA data.

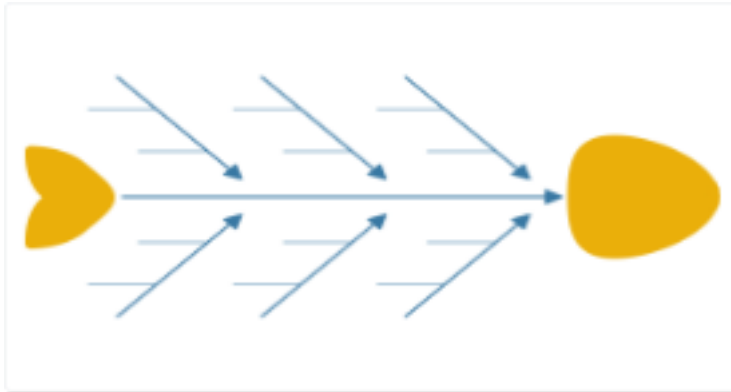
Initial Initiative Inventory and Analysis: Classroom teachers, along with the Title 1 teacher and instructional aides will identify struggling students and implement intervention strategies with the intended outcome that these students will close the gap and make catch-up growth in the area of mathematics.

Gap Analysis: Our upper elementary and middle school grade levels seem to be struggling the most with foundational math skills and number sense. We hope to provide them with the necessary skills to catch up to grade-level expectations.

District Data Story Summary: Many of our students missed essential instruction throughout the pandemic and while choosing to be online learners last school year. It is our goal to offer direct, intentional math instruction for specific skill gaps through our tier 1 and 2 intervention systems using classroom instruction, instructional aides, small group instruction, and title one pull out services.

Analysis:

Root Cause



Summary of Fishbone discovery:

See attached diagram...

Supporting Documents

Document Name	Document Summary	Upload Date
Math Root Cause-Fish Bone	Fish bone diagram indicating the root causes for our problem.	01/27/2022

Challenge Statement: The district needs to identify and target math gaps to develop a system of support for 4th-8th grade students.

Strategies:

(1/2): Math Recovery Targeted Upper Elementary/ Middle School Intervention

Owner: Andrea Ballard

Start Date: 01/27/2022

Due Date: 06/07/2025

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: \$8,000.00

- Other Title Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • Parent Newsletter | <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
Math Recovery for Title One Instructor	Andrea Ballard	01/27/2022	06/10/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Researching a common math curriculum	Andrea Ballard	01/27/2022	06/10/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Establishing staffing and schedule for small group intense interventions	Andrea Ballard	01/27/2022	06/10/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teacher training in mathematics	Andrea Ballard	01/27/2022	06/10/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Building a system of support for instruction	Andrea Ballard	01/27/2022	06/10/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Reflection and Review of 1st Year Implementation	Angela Chang	01/27/2022	06/10/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Use of NWEA reports to identify "bubble kids"	Angela Chang	01/27/2022	06/10/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Align Montessori materials and lessons to scope and sequence of math curriculum	Angela Chang	01/27/2022	06/08/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Obtain digital student license to provide additional online math practice	Andrea Ballard	01/27/2022	06/08/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MS math teacher will conduct small group lessons during work cycle to provide both intervention and accelerated instruction	Andrea Ballard	01/27/2022	06/07/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(2/2): 23g Expanded Learning Time

Owner: Andrea Ballard

Start Date: 11/14/2023

Due Date: 06/06/2025

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

Total Budget: \$2,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (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
Small group interventions in math	Andrea Ballard	11/14/2023	06/06/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MS Accelerated Math Groups	Andrea Ballard	11/14/2023	06/06/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize Acadian Math Screening for 3rd-6th	Andrea Ballard	11/14/2023	06/06/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Additional two paraprofessionals to push in for support	Andrea Ballard	11/14/2023	06/06/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				