

# MICIP Portfolio Report

## Flagship Charter Academy

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### Goals Included

#### Active

- Decrease Student Suspensions
- Improve Reading Proficiency

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### Buildings Included

#### Open-Active

- Flagship Charter Academy

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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

# MICIP Portfolio Report

## Flagship Charter Academy

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### Improve Reading Proficiency

*Status:* ACTIVE

*Statement:* Tier 2 and 3 students will grow 150% Fall to Spring on NWEA, and Tier 1 students will grow 100% Fall to Spring on NWEA, by June 17, 2024.

*Created Date:* 05/24/2021

*Target Completion Date:* 06/17/2024

## Strategies:

(1/4): Direct Instruction

Owner: Nicole Woods

Start Date: 05/24/2021

Due Date: 06/17/2023

**Summary:** Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DISTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

**Buildings:** All Active Buildings

**Total Budget:** \$167,296.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

## Communication:

### Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update

### Audience

- Educators
- Staff
- School Board
- Parents

(2/4): RAZ Kids

Owner: Nicole Woods

Start Date: 09/07/2021

Due Date: 06/17/2024

**Summary:** Fluency, vocabulary, comprehension practice at student's independent reading level. This practice should be used after teacher-explicit instruction at the child's reading level.

**Buildings:** All Active Buildings

**Total Budget:** \$167,296.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

(3/4): Reading A-Z

Owner: Nicole Woods

Start Date: 09/07/2021

Due Date: 06/17/2024

Summary: Online program

Buildings: All Active Buildings

Total Budget: \$167,296.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

**(4/4): Corrective Reading (beginning reading)**

**Owner:** Nicole Woods

**Start Date:** 09/07/2021

**Due Date:** 06/17/2024

**Summary:** Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level. The program has four levels that correspond to students' decoding skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of 4-5 students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons 4-5 times a week.

**Buildings:** All Active Buildings

**Total Budget:** \$167,296.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations

**Audience**

- Educators
- Staff
- School Board
- Parents

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## Decrease Student Suspensions

*Status:* ACTIVE

*Statement:* Our goal is to reduce the number of out of school suspensions by 5% by June 2024.

*Created Date:* 05/28/2021

*Target Completion Date:* 06/18/2024

## Strategies:

(1/2): Positive Behavioral Intervention and Support (PBIS)

Owner: Nicole Woods

Start Date: 08/17/2021

Due Date: 06/18/2024

**Summary:** PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

**Buildings:** All Active Buildings

**Total Budget:** \$244,126.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

## Communication:

### Method

- School Board Meeting
- Presentations

### Audience

- Educators
- Staff
- School Board
- Parents



## (2/2): CHAMPS

**Owner:** Nicole Woods

**Start Date:** 08/24/2021

**Due Date:** 06/17/2023

**Summary:** CHAMPS is a proactive and positive classroom management approach. The strategies are easy to implement and will reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and establish respectful and civil interactions. By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are: Conversation: Can students talk to each other during this activity? Help: How do students get the teacher's attention and their questions answered? Activity: What is the task/objective? What is the end product? Movement: Can students move about during this activity? Participation: How do students show they are fully participating? What does work behavior look/sound like? Success: When students meet CHAMPS expectations, they will be successful! The key benefits of CHAMPS are that teachers establish clear expectations with logical and fair responses to misbehaviors, spend less time disciplining and more time teaching, learn tools to motivate students to do their best and students are taught how to behave responsibly.

**Buildings:** All Active Buildings

**Total Budget:** \$244,126.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

#### Method

- School Board Meeting
- Presentations

#### Audience

- Educators
- Staff
- Parents