

MICIP Portfolio Report

Burton Glen Charter Academy

Goals Included

Active

- Decrease Chronic Absenteeism
- Improve Academics to Students who are Experiencing...
- Improve ELA MStep for EL Subgroup
- Meet ATS Requirements

Buildings Included

Open-Active

- Burton Glen Charter Academy

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Burton Glen Charter Academy

Meet ATS Requirements

Status: ACTIVE

Statement: Burton Glen will ensure 100 percent of special education students are tested on MSTEP, and increase reading scores by 10% by 2029.

Created Date: 04/04/2024

Target Completion Date: 10/31/2029

Strategies:

(1/2): ATTENDANCE Tier 2 Chronic Absenteeism

Owner: Kristene Chappell

Start Date: 05/20/2024

Due Date: 10/31/2029

Summary: As a non-profit initiative, Attendance Works collaborates with schools, districts, states, communities and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities. The organization provides resources, materials, guidance, and research to guide districts and schools to better systems and approaches to address chronic absenteeism.

Capacity Building: Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

Actionable Data: Collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. These data will inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action.

Positive Engagement: Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade.

Strategic Partnerships: Strengthen and expand partnerships between the district, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

Adequate, Equitable Resources: Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

Shared Accountability: Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. Create systems and cross-departmental and infrastructure support for attendance, and hold stakeholders – students, families, educators, agencies and community partners – responsible for helping to reduce chronic absence.

Buildings: All Active Buildings

Total Budget: \$154,000.00

- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)

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

Communication:

Method

- Other
- School Board Meeting
- Presentations

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Liaisons supporting our special education students by consistently contacting parents when they are absent.	Aaron Williams	05/20/2024	10/31/2029	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Ensure accurate counts of tested students during MSTEP testing.	Kristene Chappell	05/20/2024	10/31/2029	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Appropriately assign MI Access testing to students on a modified curriculum.	Kristene Chappell	05/20/2024	10/31/2029	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): Dialogic Reading

Owner: Kristene Chappell

Start Date: 06/04/2024

Due Date: 10/31/2029

Summary: Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner.

Buildings: All Active Buildings

Total Budget: \$1.00

- Special Education Foundation (51A) (State Funds)

Communication:

Method

- Other

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will use mentor texts to teach reading comprehension.	Kristene Chappell	06/04/2024	10/31/2029	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Decrease Chronic Absenteeism

Status: ACTIVE

Statement: Decrease chronic absenteeism by 5% each year to equal 25 % by 2028.

Created Date: 07/08/2024

Target Completion Date: 06/10/2028

Strategies:

(1/1): Multi-Tiered System of Supports (MTSS) - PBIS (Behavior)

Owner: Terri Rau

Start Date: 05/06/2026

Due Date: 06/10/2028

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

Total Budget: \$200,000.00

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

Communication:

Method

- Other
- District Website Update
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
School	Aaron Williams	05/06/2026	06/10/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve ELA MStep for EL Subgroup

Status: ACTIVE

Statement: Burton Glen's goal is to provide consistent Lexia Learning and Corrective Reading progress monitoring in order to improve on the ELA M-Step by 25% by 2030.

Created Date: 11/18/2024

Target Completion Date: 11/01/2030

Strategies:

(1/2): Lexia Reading

Owner: Kristene Chappell

Start Date: 12/04/2024

Due Date: 11/01/2030

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: \$1.00

- Title III Part A, English Learners (Federal Funds)

Communication:

Method

- School Board Meeting

Audience

- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Lexia Learning data will be reviewed for growth.	Kristene Chappell	12/04/2024	11/01/2030	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Corrective Reading

Owner: Kristene Chappell

Start Date: 12/12/2024

Due Date: 11/01/2030

Summary: Decoding, basic fluency, and comprehension strategies based on level and skill you need.

Buildings: All Active Buildings

Total Budget: \$1.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)

Communication:

Method

- MI School Data
- School Board Meeting

Audience

- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Corrective Reading will be reviewed for growth.	Kristene Chappell	12/12/2024	11/01/2030	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Academics to Students who are Experiencing...

Status: ACTIVE

Statement: Burton Glen will decrease chronic absenteeism of students experiencing homelessness by 2% over the next 5 years to equal 10%. We will be utilizing a full-time Student Family Liaison who will work with our families in need. She will works with organizations to offer our students clothing, hygiene, transportation, and referrals to outpatient services.

Created Date: 01/09/2025

Target Completion Date: 01/16/2030

Strategies:

(1/1): ATTENDANCE Tier 2 Chronic Absenteeism

Owner: Terri Rau

Start Date: 02/10/2025

Due Date: 01/16/2030

Summary: As a non-profit initiative, Attendance Works collaborates with schools, districts, states, communities and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities. The organization provides resources, materials, guidance, and research to guide districts and schools to better systems and approaches to address chronic absenteeism.

Capacity Building: Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

Actionable Data: Collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. These data will inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action.

Positive Engagement: Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade.

Strategic Partnerships: Strengthen and expand partnerships between the district, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

Adequate, Equitable Resources: Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

Shared Accountability: Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. Create systems and cross-departmental and infrastructure support for attendance, and hold stakeholders – students, families, educators, agencies and community partners – responsible for helping to reduce chronic absence.

Buildings: All Active Buildings

Total Budget: \$70,000.00

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

- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting

Audience

- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monitor Attendance	Kristene Chappell	02/10/2025	01/16/2030	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				