

MICIP Portfolio Report

Metro Charter Academy

Goals Included

Active

- Improve ELA M-Step
- Improve Math M-Step
- Maintain Student Enrollment and Improve Student At...

Buildings Included

Open-Active

- Metro Charter Academy

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

MICIP Portfolio Report

Metro Charter Academy

Improve ELA M-Step

Status: ACTIVE

Statement: By June 2025, we will increase the number of 3rd grade-7th grade students proficient on the English Language Arts M-STEP assessment from 32% to 45%.

Created Date: 03/01/2021

Target Completion Date: 06/28/2025

Strategies:

(1/4): Lexia Reading

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/28/2025

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: \$150,000.00

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

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

(2/4): MTSS - Literacy (Reading)

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/28/2025

Summary: The reading components of a Multi-Tiered System of Supports includes 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: \$1,500.00

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

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

(3/4): Phonological Awareness Training

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/28/2025

Summary: Phonological Awareness Training is a general practice aimed at enhancing young children's phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading. Phonological Awareness Training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration.

Buildings: All Active Buildings

Total Budget: \$100,000.00

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

Communication:

Method

- Other

Audience

- Educators
- Staff

(4/4): Corrective Reading

Owner: Sasha Tarasyeva

Start Date: 07/27/2022

Due Date: 06/28/2025

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

Buildings: All Active Buildings

Total Budget: \$150,000.00

- 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)

Communication:

Method

- Other

Audience

- Educators
- Staff

Improve Math M-Step

Status: ACTIVE

Statement: By June 2025 we will increase the total number of 3rd-7th grade students who are proficient on the mathematics M-Step by 15% compared to the spring 2021 assessment.

Created Date: 03/08/2021

Target Completion Date: 06/28/2025

Strategies:

(1/3): Illustrative Mathematics Curricula

Owner: Sasha Tarasyeva

Start Date: 09/07/2022

Due Date: 06/21/2025

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings: All Active Buildings

Total Budget: \$402,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

(2/3): Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

Owner: Felecia Letcher

Start Date: 09/07/2022

Due Date: 06/28/2025

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: \$400,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Staff
- Parents

(3/3): Instructional Coaching/Consulting for Mathematics

Owner: Sasha Tarasyeva

Start Date: 09/13/2022

Due Date: 06/28/2025

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Total Budget: \$180,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• Other	• Educators
• School Board Meeting	• Staff
• Presentations	• School Board
• Parent Newsletter	• Parents

Maintain Student Enrollment and Improve Student At...

Status: ACTIVE

Statement: Our goal is to maintain enrollment by 85% through decreasing attrition, increasing new student applications and improving student attendance.

Created Date: 03/15/2021

Target Completion Date: 03/29/2025

Strategies:

(1/2): Families as Supported Partners

Owner: Felecia Letcher

Start Date: 07/27/2022

Due Date: 03/29/2025

Summary: "Authentic family engagement recognizes that all families, regardless of income, education, or cultural background, are involved in their children's learning and want their children to do well. Supports for families should be offered along a continuum that reflects the importance of meeting families where they are and supporting their engagement based on their child's needs (Epstein, 1995). Supporting families as partners in their child's education includes establishing a shared awareness of the strengths and challenges families face. It also acknowledges the importance of supporting parenting skills and establishing a shared understanding of best practices in supporting child and adolescent development. Supporting families as partners in their child's growth, development and learning requires tailoring of supports as these differ for children as they proceed from early childhood through high school and beyond. Programs and schools support families by providing adequate resources and funding for activities, training, and staffing to engage with families (Mapp, & Kuttner, 2013).

Buildings: All Active Buildings

Total Budget: \$688,600.00

- 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

- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

(2/2): CHAMPS

Owner: Felecia Letcher

Start Date: 07/27/2022

Due Date: 03/29/2025

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: \$400,000.00

- 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

- Other
- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents