# MICIP Portfolio Report

## Black River Public School

## Goals Included

### Active
- Improve ELA PSAT and SAT EBRW
- K-8 ELA
- K-8 Math

## Buildings Included

### Open-Active
- Black River Public School Elementary
- Black River Public School Middle/High

## Plan Components Included

Goal Summary
Strategy
    Summary
    Implementation Plan
        Buildings

# MICIP Portfolio Report

## Black River Public School

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## Improve ELA PSAT and SAT EBRW

*Status:* ACTIVE

*Statement:* Our school goal is to raise 11th grade SAT EBRW and M-STEP and 8th grade PSAT EBRW proficiency by 3% by 2024.

*Created Date:* 08/04/2022          *Target Completion Date:* 06/15/2024

*Strategies:*

*(1/2):* Formative Assessment Process

*Owner:* Peter Middleton

*Start Date:* 08/24/2022                              *Due Date:* 06/15/2024

*Summary:* Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (https://famemichigan.org/).

*Buildings*
- Black River Public School Middle/High

*(2/2):* Teacher Collaborative Routines

*Owner:* Peter Middleton

*Start Date:* 08/04/2022                    *Due Date:* 06/15/2024

*Summary:* Install and monitor Teacher Collaborative Routines which includes:  Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

*Buildings*
- Black River Public School Middle/High

## K-8 ELA

*Status:* ACTIVE

*Statement:* Our goal is to increase the percent of students proficient on STAR Reading, ERBW, and NWEA ELA by 2% by the end of the 2023-2024 school year.

*Created Date:* 09/12/2023        *Target Completion Date:* 06/30/2024

## K-8 ELA

*Strategies:*

*(1/6):* Lexia Reading

*Owner:* Carrie Ames

*Start Date:* 09/12/2023                    *Due Date:* 06/30/2024

*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*
- Black River Public School Elementary

*(2/6):* MTSS - Literacy (Reading)

*Owner:* Carrie Ames

*Start Date:* 09/12/2023                    *Due Date:* 06/30/2024

*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*
- Black River Public School Elementary

*(3/6):* Formative Assessment Process

*Owner:* Carrie Ames

*Start Date:* 09/12/2023         *Due Date:* 06/30/2024

*Summary:* Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (https://famemichigan.org/).

*Buildings*
- Black River Public School Middle/High

*(4/6):* Shared Book Reading

*Owner:* Carrie Ames

*Start Date:* 09/12/2023                    *Due Date:* 06/30/2024

*Summary:* Shared Book Reading encompasses practices that adults can use when reading with young children to enhance language and literacy skills. During shared book reading, an adult reads a book to an individual child or to a group of children and uses one or more planned or structured interactive techniques to actively engage the children in the text. The adult may direct the children's attention to illustrations, print, or word meanings. The adult may engage children in discussions focused on understanding the meaning or sequence of events in a story or on understanding an expository passage. Adults may ask children questions, give explanations, and draw connections between events in the text and those in the children's own lives as a way of expanding on the text and scaffolding children's learning experiences to support language development, emergent reading, and comprehension. Importantly, the adult engages in one or more interactive techniques to draw attention to aspects of the text being read.

*Buildings*
- Black River Public School Elementary

*(5/6):* Essential Instructional Practices Grades K-3

*Owner:* Carrie Ames

*Start Date:* 09/15/2023          *Due Date:* 06/30/2024

*Summary:* Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy.  The 10 Practices are: 1)  Deliberate, research-informed efforts to foster literacymotivation and engagement within and across lessons 2) Read alouds of age-appropriate books and othermaterials, print or digital 3) Small group and individual instruction, using a variety of groupingstrategies, most often with flexible groups formed and instructiontargeted to children's observed and assessed needs in specificaspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5)Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary andcontent knowledge 8)  Abundant reading material and reading opportunities inthe classroom 9) Ongoing observation and assessment of children'slanguage and literacy development that informs theireducation 10) Collaboration with families in promoting literacy

*Buildings*
- Black River Public School Elementary

*(6/6):* 23g Expanded Learning Time

*Owner:* Carrie Ames

*Start Date:* 10/30/2023          *Due Date:* 06/30/2024

*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*

- Black River Public School Elementary

## K-8 Math

*Status:* ACTIVE

*Statement:* Our goal is to increase the percent of students proficient in math by 2% by the end of the 2023-2024 school year.

*Created Date:* 09/12/2023        *Target Completion Date:* 06/30/2024

## K-8 Math

*Strategies:*

*(1/4):* MTSS: Academic

*Owner:* Carrie Ames

*Start Date:* 09/12/2023　　　　　　　*Due Date:* 06/30/2024

*Summary:* A concentrated focus on the academic needs of a district after a thorough data analysis identifying strengths and growth opportunities across multiple content areas and grade levels. "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

*Buildings*
- Black River Public School Elementary

*(2/4):* Improving Classroom Mathematical Discourse

*Owner:* Carrie Ames

*Start Date:* 09/12/2023          *Due Date:* 06/30/2024

*Summary:* Effective mathematical discourse increases mathematical reasoning, improves equitable mathematical experiences, and leads to a positive mathematical identity.  Teachers will engage in sustained professional learning focused on improving the mathematical discourse present in their classrooms. This learning will take the form of a set of discrete workshop events supported by job-embedded PL such as instructional coaching (choose the Instructional Coaching strategy to accompany this) or Professional Learning Community time dedicated to examining teaching practice. It is recommended that a district use a facilitator (either a district teacher-leader or outside consultant) to structure and implement the workshops.

*Buildings*
- Black River Public School Elementary

*(3/4):* Embedded Formative Assessment

*Owner:* Carrie Ames

*Start Date:* 09/12/2023          *Due Date:* 06/30/2024

*Summary:* Teachers apply formative assessment strategies throughout each lesson as an integral part of mathematics instruction. The aim of formative assessment is to gather information about students' current conceptualizations of mathematics and how they think about particular ideas in math. Teachers intentionally plan to take advantage of opportunities to formatively assess student understandings frequently and regularly. Teachers use the knowledge gained from these formative assessment instances to make in-the-moment instructional decisions that are responsive to students' needs. Examples of student output for formative assessment: work, discourse, thinking, projects, quiz, test, etc.

*Buildings*
- Black River Public School Elementary

*(4/4):* 23g Expanded Learning Time

*Owner:* Carrie Ames

*Start Date:* 10/30/2023          *Due Date:* 06/30/2024

*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*
- Black River Public School Elementary