

# MICIP Portfolio Report

## St. Johns Public Schools

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### Goals Included

#### Active

- Increase Academic Achievement in all Content Areas
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### Buildings Included

#### Open-Active

- Eureka School
  - Gateway North Elementary Schools
  - Oakview South Elementary School
  - Riley Elementary School
  - St. Johns High School
  - St. Johns Middle School
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## St. Johns Public Schools

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### Increase Academic Achievement in all Content Areas

*Status:* ACTIVE

*Statement:* Our goal is to increase academic achievement in all content areas so we are at least 15% higher than the state average as measured by M-STEP.

*Created Date:* 04/25/2022

*Target Completion Date:* 06/29/2029

*Data Story Name:* Increase Academic Achievement in all Content Areas

*Initial Data Analysis:* Our data has not returned to pre-pandemic levels. We have small gains in some areas, but overall we still have ground to make up.

*Initial Initiative Inventory and Analysis:* We currently have literacy and math coaches at the elementary level. We have interventionists at the elementary level. We offer after school support for students in K-8, and have started a credit recovery class at the high school. Expanding these opportunities can help to address unfinished learning and get students to grade-level academic standards.

*Gap Analysis:* We desire to function within an MTSS model, which has 80% of students meeting benchmarks. We are currently below this level in almost every measure we utilize.

*District Data Story Summary:* Although our students are scoring below where they were before the pandemic, we have systems in place that if we expand access we can not only get students back to pre-pandemic levels, but within our goal of an MTSS model where 80% of students are at benchmark.

**Strategies:**

(1/14): **Math Recovery Professional Learning / Whole Number Topics**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** "Math Recovery® provides dynamic professional learning which impacts the way educators think about student numeracy learning."

Educators learn to design, implement, and analyze mathematics whole number instruction based on individual student learning. Research based diagnostic assessments, learning progressions, and high quality instructional tools help participants increase student understanding and achievement. Learning progressions include early number, addition and subtraction, place value and multiplication and division. AVMR® Course 2 requires completion of AVMR® Course 1"

**Buildings**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School
- St. Johns High School
- St. Johns Middle School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
AVMR Course 1 & 2	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Eureka School</li> <li>• Gateway North Elementary Schools</li> <li>• Oakview South Elementary School</li> <li>• Riley Elementary School</li> </ul>				
AVMR Fractions Course	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Eureka School</li> <li>• Gateway North Elementary Schools</li> <li>• Oakview South Elementary School</li> <li>• Riley Elementary School</li> </ul>				
Math Recovery Conference	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Eureka School</li> <li>• Gateway North Elementary Schools</li> <li>• Oakview South Elementary School</li> <li>• Riley Elementary School</li> </ul>				

**(2/14): MTSS Framework (General)**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** "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:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Data Team Meetings	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 Interventions	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Eureka School</li> <li>• Gateway North Elementary Schools</li> <li>• Oakview South Elementary School</li> <li>• Riley Elementary School</li> </ul>				
Tier 3 Interventions	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Eureka School</li> <li>• Gateway North Elementary Schools</li> <li>• Oakview South Elementary School</li> <li>• Riley Elementary School</li> </ul>				
Implement PBIS Framework	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
CICO	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• St. Johns Middle School</li> </ul>				
Tier 1 Interventions	Mike Winkel	04/26/2023	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/14): Essential Coaching Practices for Elementary Literacy**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy

- 1) Coaches have specialized literacy knowledge and skills beyond initial teacher preparation
- 2) Effective literacy coaches apply adult learning principles.
- 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships
- 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators.
- 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning.
- 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels
- 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

**Buildings**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Essential Coaching Practices Training	Mike Winkel	04/26/2023	06/30/2028	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(4/14): Essential Instructional Practices Grades K-3**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**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 literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects 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 and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

**Buildings**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Essential Instructional Practices Grades K-3 Training	Mike Winkel	04/26/2023	06/30/2028	ON TARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(5/14): Essential Instructional Practices Grades 4-5**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

**Buildings**

- Eureka School
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Essential Instructional Practices Grades 4-5 Training	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



**(6/14): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students’ academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state’s literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students’ language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students’ knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the “meta” level, e.g. talking about talk)"

**Buildings**

- St. Johns High School
- St. Johns Middle School
- Wilson Center - STRIVE Academy

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Essential Practices for Disciplinary Literacy Training	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/14): Camp Invention**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** Now more than ever, kids need fun, open-ended experiences that can help them build their problem-solving power and make their own creative mark on the world. That’s exactly what Camp Invention® delivers.

Teaming up with local educators across the country, the National Inventors Hall of Fame® has provided safe and exciting summer camps for 30 years and counting! Each year, we develop and test a new hands-on program to get campers thinking, moving, exploring and creating. That’s why so many parents trust us to help kids build the mindset they need to thrive, now and in the future.

Whether you choose an in-person or at-home experience this summer, we can’t wait to get our camp on with you!

**Buildings**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Camp Invention - Summer Camp	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(8/14): Essential Instructional Practices for Early Mathematics, PreK - Grade 3**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**Summary:** The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students’ learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will be the tool used in the ongoing professional development over a three-year period.

**Buildings**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Essential Instructional Practices for Early Math Training	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(9/14): Improving Classroom Mathematical Discourse**

**Owner:** Mike Winkel

**Start Date:** 04/26/2023

**Due Date:** 06/30/2028

**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**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Number Talks	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Number Talks Training	Mike Winkel	04/26/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(10/14): Math Recovery Targeted Lower Elementary Intervention**

**Owner:** Mike Winkel

**Start Date:** 06/27/2023

**Due Date:** 06/30/2028

**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. MATHematical topics include: Number words and numerals, addition & subtraction, Structuring Number, and Conceptual Place Value.

**Buildings**

- Eureka School
- Gateway North Elementary Schools
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Math Interventions	Mike Winkel	06/27/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(11/14): Math Recovery Targeted Upper Elementary/ Middle School Intervention**

**Owner:** Mike Winkel

**Start Date:** 06/27/2023

**Due Date:** 06/30/2028

**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**

- Eureka School
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Math Interventions	Mike Winkel	06/27/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(12/14): Instructional Coaching/Consulting for Mathematics**

**Owner:** Mike Winkel

**Start Date:** 06/27/2023

**Due Date:** 06/30/2028

**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**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Mike Winkel	06/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaching Training	Mike Winkel	06/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(13/14): Guaranteed and Viable Curriculum**

**Owner:** Mike Winkel

**Start Date:** 06/29/2023

**Due Date:** 06/30/2028

**Summary:** A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Curriculum Review	Mike Winkel	06/29/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



**(14/14): 23g Expanded Learning Time**

**Owner:** Mike Winkel

**Start Date:** 10/24/2023

**Due Date:** 09/30/2025

**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**

- Eureka School
- Gateway North Elementary Schools
- Oakview South Elementary School
- Riley Elementary School
- St. Johns High School
- St. Johns Middle School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Program Manager: Mike Winkel, Curriculum Director; Elementary Literacy Coaches, Elementary Math Coaches, High School Engage Teachers, Secondary Success Coaches, Building Principals	Mike Winkel	10/24/2023	09/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Installation: The Implementation Managers will work to identify students who need expanded learning opportunities to address unfinished learning or to get to grade-level academic standards. They will recruit staff to support Tier 2 and Tier 3 interventions for	Mike Winkel	10/24/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>students before, during, and after the school day as well as during Summer School. They will provide training and develop a list of materials needed in order to provide instruction for students.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Implementation: Staff will provide Tier 2 and Tier 3 interventions to identified students. Implementation Managers will provide coaching support to staff who are implementing the interventions. Transportation will be provide to students so they can access this additional support.</p>	Mike Winkel	10/24/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Monitoring: Implementation Managers will monitor the fidelity of implementation by staff through walkthroughs implementation meetings to ensure each component of the intervention is taking place as described.</p>	Mike Winkel	10/24/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Evaluation: The expanded learning opportunities will be monitored through curriculum based measures of the programs and i-Ready data.</p>	Mike Winkel	10/24/2023	09/30/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				