

MICIP Portfolio Report

Madison Academy

Goals Included

Active

- Increase Student Achievement Scores on Nationally ...
-

Buildings Included

Open-Active

- Madison Academy
 - Madison Academy
-

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Madison Academy

Increase Student Achievement Scores on Nationally ...

Status: ACTIVE

Statement: Our goal is to provide opportunities for students, families and teachers to build a strong connection together to increase academic engagement and improve ELA and Math NWEA scores by 15 percentile points in K-8 and SAT and PSAT by 10% in 9-11th grades by Sept. 2025. The goal of Madison Academy is for all students in grades K-8 to reach the 50th percentile or above of achievement according to NWEA's MAP Growth assessments.

Madison Academy High School goal is to increase students overall EBRW and Math scores by 30 points each by September 2024 as measured by college board assessments (SAT and PSAT).

Created Date: 09/01/2021

Target Completion Date: 09/01/2024

Data Set Name: Madison Academy

Name	Data Source
Student Assessment: Student Growth	MI School Data
Student Assessment: Student Growth	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data

Data Story Name: Madison Academy

Initial Data Analysis: See analyze data for full needs assessment/analysis.

Initial Initiative Inventory and Analysis: See analyze data for full needs assessment/analysis.

Gap Analysis: See analyze data for full needs assessment/analysis.

District Data Story Summary: See analyze data for full needs assessment/analysis.

Analysis:

Root Cause



Five Whys

- Why: ELEM/MS NWEA Reading GROWTH: Reading: In the school year of 2020-2021, the average for students who met goals were 29%.

In the school year 2021-2022, the average for students who met goals was 57.5%

THIS School year 2022-2023, the school average overall is 67.94% of the students met their projected goal

Reading PROFICIENCY 22-23- Percentage of students at or above the 50th percentile=43.86

ELEM/MS 2022-23 School Year -ELA HMH Module/Unit Assessment Average: 55.87%

ELEM/MS Data from the 2022 Spring testing cycle showed Madison at 32% proficiency compared to the local comparison at 17%, compared to the state average of 45% proficiency. This shows that we are out performing the similar districts, but lower than the state average. Even though we are continuing to improve we have identified the following barriers/obstacles that have to be overcome:

New Curriculum was implemented- Staff had to learn new material and pacing
Lack of Certified Staff members -Teacher attrition
Trauma, Mental health, anxiety
Lead (Flint water) over 85% of our student population has been exposed
Students are coming in with larger gaps between where they are and the grade-level norm
Students are less motivated intrinsically and have lower expectations for their personal performance
Students have outside interests that conflict with school
Low parent involvement
High number of inappropriate Behaviors

During the 22-23 school year we implemented the HMH curriculum for both math and reading. We are providing additional training this fall 8/23 and 8/24 on how to better pace out the curriculum and utilize it for maximum results. Utilizing HMH will help us align the rigor level of the objective to the lesson, eliminate gaps and misunderstanding from grade level to grade level, and unify the school with terminology and vocabulary.

Next Steps: Our goal is to train newly hired teachers and support staff on digging into NWEA data (learning continuum) in efforts to plan scaffolding and differentiated instruction.

Continue to tackle the development of behavior and social skills (PBIS)
Increased Professional Development
Whole group NWEA (as an intervention)
Individualized Modeling and training to improve classroom instruction
HMH which aligns better with pacing guides
Utilize the re-teach and challenge sections of the program
More training to focus on NWEA (understanding RIT scores and reference charts)
MATH4Flint Program and Intervention teacher
MTSS Reading groups
Utilize the AMIRA reading program
SEL Groups
We are also brainstorming on how to increase student motivation and

engagement moving into the new school year.

Ideas: Incorporating Kagan Structures
Incentives for student achievement
Parent Involvement
PBIS celebrations
Overall, we have made a significant increase in the goals met from the past two school years, but it is not yet up to the school goal of 80% of the students meeting their personal goals. We are committed to continued implementation of school wide intervention based on individual and classroom focus areas, in addition to the items listed above, to help close the achievement gap and move the 80% goal.

HS Data from the 2022 Spring testing cycle showed Madison at 16% proficiency compared to the local comparison at 14%, compared to the state average of 45% proficiency. This shows that we are out performing the similar districts, but lower than the state average.

NWEA growth data:

The goal for all classes was for 80% of students to meet growth targets. The outcomes for growth in English were approximately 54%

In an effort to decrease the achievement gap of all students and raise achievement scores of all subgroups, we will strategically focus on individual intervention for all students in grades 9, 10, 11. We are focused on teacher professional development geared towards research-based instructional strategies, with specific SAT/PSAT strategies and other testing strategies that are implemented in a cross-curricular method, across all subject matters.

Next Steps: Our goal is to train newly hired teachers and support staff on digging into NWEA data (learning continuum) in efforts to plan scaffolding and differentiated instruction.

- ☒ Fidelity in PBIS (behavior and social skills)
- ☒ Increased Professional Development for staff
- ☒ Whole group NWEA focus (as an intervention)
- ☒ New curriculum implementation: HMH which aligns better with pacing guides
- ☒ More training to focus on NWEA (understanding RIT scores and reference charts)

We are committed to continued implementation of school wide intervention based on individual and classroom focus areas, in addition to the items listed above, to help close the achievement gap and move the 80% goal.

ELEM/MS Math - NWEA GROWTH: Math: In the school year of 2020-2021, the average for students who met goals were 22.7%.

In the school year 2021-2022, the average for students who met goals was 61.6%.

THIS school year 2022-2023, the School average overall is 70.99% of the students met their projected goal

Math PROFICIENCY 22-23- Percentage of students at or above the 50th percentile=34.9%

ELEM/MS 2022-23 School Year -MATH HMH Module/Unit Assessment Average: 77.66%

ELEM/MS Data from the 2022 Spring testing cycle showed Madison at % proficiency compared to the local comparison at 9%, compared to the state average of 34% proficiency. This shows that we are out performing the similar districts, but much lower than the state average. Even though we are continuing to improve we have identified the

following barriers/obstacles that have to be overcome:

New Curriculum was implemented- Staff had to learn new material and pacing
Lack of Certified Staff members -Teacher attrition

Trauma, Mental health, anxiety
Lead (Flint water) over 85% of our student population has been exposed
Students are coming in with larger gaps between where they are and the grade-level norm
Students are less motivated intrinsically and have lower expectations for their personal performance
Students have outside interests that conflict with school
Low parent involvement
High number of inappropriate Behaviors

During the 22-23 school year we implemented the HMH curriculum for both math and reading. We are providing additional training this fall 8/23 and 8/24 on how to better pace out the curriculum and utilize it for maximum results. Utilizing HMH will help us align the rigor level of the objective to the lesson, eliminate gaps and misunderstanding from grade level to grade level, and unify the school with terminology and vocabulary.
Next Steps: Our goal is to train newly hired teachers and support staff on digging into NWEA data (learning continuum) in efforts to plan scaffolding and differentiated instruction.

Continue to tackle the development of behavior and social skills (PBIS)
Increased Professional Development
Whole group NWEA (as an intervention)
Individualized Modeling and training to improve classroom instruction
HMH which aligns better with pacing guides
Utilize the re-teach and challenge sections of the program
More training to focus on NWEA (understanding RIT scores and reference charts)
MATH4Flint Program and Intervention teacher
MTSS Reading groups
Utilize the AMIRA reading program
SEL Groups
We are also brainstorming on how to increase student motivation and engagement moving into the new school year.

Ideas:
Incorporating Kagan Structures
Incentives for student achievement
Parent Involvement
PBIS celebrations

Overall, we have made a significant increase in the goals met from the past two school years, but it is not yet up to the school goal of 80% of the students meeting their personal goals. We are committed to continued implementation of school wide intervention based on individual and classroom focus areas, in addition to the items listed above, to help close the achievement gap and move the 80% goal.

HS Data from the 2022 Spring testing cycle showed Madison at 4% proficiency compared to the local comparison at 4%, compared to the state average of 34% proficiency. This shows that we are comparative to local districts, but lower than the state average.

NWEA growth data - The goal for all classes was for 80% of students to meet growth targets. The outcomes for growth in math were approximately 61%.

79% of all 11th graders met their projected growth goal versus 41% in 2022, as we implemented MTSS for all 11th graders.

In an effort to decrease the achievement gap of all students and raise achievement scores of all subgroups, we will strategically focus on individual intervention for all students in grades 9, 10, 11. We are focused on teacher professional development geared towards research-based instructional strategies, with specific SAT/PSAT strategies and other testing strategies that are implemented in a cross-curricular method, across all subject matters.

Next Steps: Our goal is to train newly hired teachers and support staff on digging into NWEA data (learning continuum) in efforts to plan scaffolding and differentiated instruction.

- ☒ Fidelity in PBIS (behavior and social skills)
- ☒ Increased Professional Development for staff
- ☒ Whole group NWEA focus (as an intervention)
- ☒ New curriculum implementation: HMH which aligns better with pacing guides
- ☒ More training to focus on NWEA (understanding RIT scores and reference charts)

We are committed to continued implementation of school wide intervention based on individual and classroom focus areas, in addition to the items listed above, to help close the achievement gap and move the 80% goal.

ELEM/MS 2022-23 School Year -Science HMH Module/Unit Assessment Average:
67.99%

Science 5th Grade MSTEP:

2022- 13.3% Proficiency

2023- 24% Preliminary Proficiency

Science 8th Grade MSTEP:

2022- 25% Proficiency

2023- 20% Preliminary Proficiency

Data from the 2022 Spring testing cycle showed Madison at 19% proficiency compared to the local comparison at 12%, compared to the state average of 38% proficiency. This shows that we are out performing the similar districts, but much lower than the state average.

In years past we have pulled from a variety of curriculum resources to match the required objectives. Therefore, there has been no continuity between grades and what is being taught. However, this recent school year 22-23 we have adopted the HMH curriculum for Science and Social Studies and are requiring the staff to use the curriculum. We are hopeful that this will help us better to align both rigor and grade level instruction to the state standards. Additionally, going forward we are planning to do MSTEP preparations throughout the whole school year focusing on the proven lowest areas and highest areas of need.

Science 11th grade M-STEP:

2022- 6% Proficiency

2023- 10% Preliminary Proficiency

Data from the 2022 Spring testing cycle showed Madison at 6% proficiency compared to the local comparison at 11%, compared to the state average of 26% proficiency.

Preliminary data from the 2023 Spring testing cycle showed Madison at 10% proficiency compared to the local comparison at 11%.

Preliminary data shows that Madison students are steadily growing and increasing in science proficiency. We have recently adopted the HMH curriculum for Science and Social Studies and are requiring the staff to use the curriculum. Additionally, we have hired an additional social studies teacher and we are hopeful that this will help us better to align both rigor and grade level instruction to the state standards. Additionally, going forward we are planning to do M-STEP preparations throughout the whole school year focusing on the proven lowest areas and highest areas of need.

ELEM/MS 2022-23 School Year -Social Studies HMH Module/Unit Assessment Average:
63.26%

Social Studies 5th Grade MSTEP:

2022- 0% Proficiency

2023- 0% Preliminary Proficiency

Social Studies 8th Grade MSTEP:

2022- 12.5%% Proficiency

2023- 8% Preliminary Proficiency

Data from the 2022 Spring testing cycle showed Madison at 6% proficiency compared to the local comparison at 5%, compared to the state average of 26% proficiency. This shows that we are out performing the similar districts, but much lower than the state average.

In years past we have pulled from a variety of curriculum resources to math the required objectives. Therefore, there has been no continuity between grades and what is being taught. However, this recent school year 22-23 we have adopted the HMH curriculum for Science and Social Studies and are requiring the staff to use the curriculum. We are hopeful that this will help us better to align both rigor and grade level instruction to the state standards. Additionally, going forward we are planning to do M-STEP preparations throughout the whole school year focusing on the proven lowest areas and highest areas of need.

Social Studies 11th grade M-STEP:

2022- 8% Proficiency

2023- 15% Preliminary Proficiency

Data from the 2022 Spring testing cycle showed Madison at 8% proficiency compared to the local comparison at 11%, compared to the state average of 27% proficiency.

Preliminary data form the 2023 Spring testing cycle showed Madison at 15% proficiency compared to the local comparison at 11%.

Preliminary data shows that Madison students are steadily growing and increasing in science proficiency. We have recently adopted the HMH curriculum for Science and Social Studies and are requiring the staff to use the curriculum. Additionally, we have hired an additional social studies teacher and we are hopeful that this will help us better to align both rigor and grade level instruction to the state standards. Additionally, going forward we are planning to do MSTEP preparations throughout the whole school year focusing on the proven lowest areas and highest areas of need.

Challenge Statement: The district needs to allocate resources towards afterschool/summer programming, innovative teaching practices, absenteeism and academic proficiency.

Strategies:

(1/2): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Jenna Badgley

Start Date: 05/17/2023

Due Date: 09/01/2024

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

Buildings: All Active Buildings

Total Budget: \$2,232,207.00

- 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)

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Support Staff	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS- HQ Paraprofessionals	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Building-COVID	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Educational/Instructional Technology	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MV Student Supports	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Professional Development	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Pupil Experiences	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Summer Programming	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Virtual Program	Jenna Badgley	05/17/2023	09/01/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(2/2): 23g Expanded Learning Time

Owner: Jenna Badgley

Start Date: 10/31/2023

Due Date: 09/01/2024

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: All Active Buildings

Total Budget: \$100,000.00

- Other State Funds (State Funds)

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • Other • School Board Meeting • Email Campaign • Presentations • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Managers will implement and oversee 23g strategy activities.	Jenna Badgley	10/31/2023	09/01/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Summer Programming- K-12 Students below grade level in the core content areas will engage in small group multi-tiered instruction by Academy teachers to remediate standards not yet mastered.	Jenna Badgley	10/31/2023	09/01/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				