

MICIP Portfolio Report

Atherton Community Schools

Goals Included

Active

- Improve SEL & SEB
 - Increase NWEA MAP Reading Achievement
-

Buildings Included

Open-Active

- Atherton Elementary School
 - Atherton Jr. / Sr. High School
 - Atherton Vern Van Y Educational Center
-

Plan Components Included

Goal Summary
Strategy
Summary

MICIP Portfolio Report

Atherton Community Schools

Increase NWEA MAP Reading Achievement

Status: ACTIVE

Statement: Our goal is by June 30, 2025, 63% of our students will be reading no more than two grade levels below expected benchmark, currently 55%, as measured by the NWEA MAP Reading assessment.

Created Date: 06/17/2021

Target Completion Date: 06/30/2025

Strategies:

(1/4): Essential Instructional Practices Grades K-3

Owner: Tina Davis

Start Date: 08/01/2021

Due Date: 06/30/2025

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

(2/4): Essential Instructional Practices Grades 4-5

Owner: Tina Davis

Start Date: 08/01/2021

Due Date: 06/30/2025

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 "

(3/4): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom

Owner: Tina Davis

Start Date: 08/01/2021

Due Date: 06/30/2025

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)"

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

Owner: Tina Davis

Start Date: 08/25/2021

Due Date: 06/30/2025

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.

Improve SEL & SEB

Status: ACTIVE

Statement: According to the SRSS Screener survey, 47% of students are identified as at-risk or high-risk, so our goal is to provide Tier I, Tier II, and Tier III SEL and SEB resources to staff and students to reduce the number to 27% by June 30, 2026.

Created Date: 05/09/2022

Target Completion Date: 06/30/2026

Strategies:

(1/3): MTSS Framework (General)

Owner: Tina Davis

Start Date: 05/09/2022

Due Date: 06/30/2024

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."

(2/3): Ruler

Owner: Tina Davis

Start Date: 05/09/2022

Due Date: 06/30/2024

Summary: Social & Emotional Learning Curriculum

(3/3): Restorative Justice Practices

Owner: Tina Davis

Start Date: 06/23/2022

Due Date: 06/30/2024

Summary: Restorative justice (RJ) is an approach to addressing conflict and misconduct that focuses on healing rather than punishment and values accountability over exclusion. RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they've harmed and with their community. (Zehr, 2002; Umbreit, 2011)