MICIP Portfolio Report

Burton Glen Charter Academy

Goals Included

Active
- Improve Chronic Absenteeism
- Improve ELA M-STEP
- Meet ATS Requirements

Buildings Included

Open-Active
- Burton Glen Charter Academy

Plan Components Included

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MICIP Portfolio Report

Burton Glen Charter Academy

Improve Chronic Absenteeism

Status: ACTIVE

Statement: We will decrease our Chronic Absenteeism data from 52% to 47% by end of the school year 2024.

Created Date: 04/07/2022   *Target Completion Date:* 06/11/2024

Strategies:

(1/2): Safe, Nurturing Environment for All Students

Owner: Aaron Williams

Start Date: 07/27/2022   *Due Date:* 06/30/2023

Summary: Grounded in a safe, orderly, and respectful environment for students, the district addresses students' social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student

Buildings: All Active Buildings

Total Budget: $15,000.00
- 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)
- Other State Funds (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Parent and Family Engagement	Aaron Williams	07/27/2022	06/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Positive Behavioral Intervention and Support (PBIS)

Owner: Aaron Williams

Start Date: 07/27/2022   *Due Date:* 06/11/2024

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes.   Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes.   Student support is provided according to three tiers based on student needs.   It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: $201,250,000.00
- 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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Social Emotional Support staff	Aaron Williams	07/27/2022	06/11/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Parent and Family Engagement	Aaron Williams	07/27/2022	06/11/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for BG-Chronic Absenteeism		06/10/2024	COMPLETE

Impact Notes

Date	Note	Author
05/08/2024	We have made progress on the interim and end targets according to our chronic absenteeism YTD data showing monthly as well as an average, and average of each grade level's chronic absenteeism.	Kristene Chappell

Adjust Notes:

No Data Available

Activity Status:

Safe, Nurturing Environment for All Students Activities

Activity	Owner	Start Date	Due Date	Status
Parent and Family Engagement	Aaron Williams	07/27/2022	06/30/2023	COMPLETE

Positive Behavioral Intervention and Support (PBIS) Activities

Activity	Owner	Start Date	Due Date	Status
Social Emotional Support staff	Aaron Williams	07/27/2022	06/11/2024	COMPLETE
Parent and Family Engagement	Aaron Williams	07/27/2022	06/11/2024	COMPLETE

Monitoring Notes

Monitoring Notes: Positive Behavioral Intervention and Support (PBIS)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/08/2024	As of 5/8/2024, we are -5% (45%) of reducing our chronic absenteeism YTD. We have met our goal from last year which was 52%. Each month, this school year, we have been under 52% as seen in data chart displayed below:	Kristene Chappell

Evidence Data Set for 'As of 5/8/2024,...'

Date	Data Name	Provider
05/08/2024	Chronic Absenteeism Rate by Month 23/24	Chronic Absenteeism Rate by Month 23 24.PNG
05/08/2024	YTD Chronic Absenteeism by Grade Level and Overall Average	Chronic Absenteeism YTD by Grade Level and Average.PNG

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/08/2024	We have added support, and/or continued support in the areas of greatest need, for students and their families, when it comes to chronic absenteeism in order to limit or decline events that keep students from attending school on a regular basis: 3 Academic Behavior Support Specialists, Transportation Liaison, 2 Attendance Liaisons, and a Community in Schools Liaison.	Kristene Chappell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/08/2024	Burton Glen has been able to uphold these positions each new school year, therefore building upon what we have already implemented with more focus and fidelity.	Kristene Chappell

Monitoring Notes: Safe, Nurturing Environment for All Students

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/08/2024	Burton Glen has made many family and student engagement activities.	Kristene Chappell

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/08/2024	Parent involvement and family events have increased in popularity.	Kristene Chappell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Improve ELA M-STEP

Status: ACTIVE

Statement: Our goal is to provide stronger core instruction for students by strenthening foundational skills, writing, fluency skills and comprehension skills and improving attendance in order to improve ELA M-STEP scores by 10% by 2024

Created Date: 04/12/2021   *Target Completion Date:* 10/31/2025

Improve ELA M-STEP

Strategies:

(1/1): Corrective Reading (beginning reading)

Owner: Aaron Williams

Start Date: 06/01/2021   *Due Date:* 10/31/2024

Summary: Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level. The program has four levels that correspond to students' decoding skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of 4-5 students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons 4-5 times a week.

Buildings: All Active Buildings

Total Budget: $1,434,679.00
- 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
- School Board Meeting

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Implementation Coaching	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Academic Intervention Coach/Instructional Coaches	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Direct Instructional Staff	Aaron Williams	08/29/2022	04/14/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Social Emotional Support Staff	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Before/After School Tutoring	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Retention Bonuses	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Parent and Family Engagement	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Student Mentoring Program: Future Man Success Prep	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Supplemental Supplies, Materials, Subscriptions, and Technology	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Support for students experiencing homelessness through a homeless student set aside	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Summer 2023 Program	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
To see all students in grades 3-8 at a 3.0 or above on the Interim Assessments. for SchoolInterimReport		10/31/2025	COMPLETE

Impact Notes

Date	Note	Author
05/27/2022	We are making progress by improving from Interim 1 to Interim 2.	Aaron Williams

Adjust Notes:

No Data Available

Activity Status:

Corrective Reading (beginning reading) Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Implementation Coaching	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Academic Intervention Coach/Instructional Coaches	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Direct Instructional Staff	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Social Emotional Support Staff	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Before/After School Tutoring	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Retention Bonuses	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Parent and Family Engagement	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Student Mentoring Program: Future Man Success Prep	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Supplemental Supplies, Materials, Subscriptions, and Technology	Aaron Williams	08/29/2022	04/14/2023	COMPLETE
Support for students	Aaron	08/29/2022	04/14/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
experiencing homelessness through a homeless student set aside	Williams			
Summer 2023 Program	Aaron Williams	08/29/2022	04/14/2023	COMPLETE

Monitoring Notes

Monitoring Notes: Corrective Reading (beginning reading)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Meet ATS Requirements

Status: ACTIVE

Statement: Burton Glen will ensure 100 percent of special education students are tested on MSTEP.

Created Date: 04/04/2024   *Target Completion Date:* 10/31/2029

Meet ATS Requirements

Strategies:

(1/1): ATTENDANCE Tier 2 Chronic Absenteeism

Owner: Kristene Chappell

Start Date: 05/20/2024   *Due Date:* 10/31/2029

Summary: As a non-profit initiative, Attendance Works collaborates with schools, districts, states, communities and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities. The organization provides resources, materials, guidance, and research to guide districts and schools to better systems and approaches to address chronic absenteeism.
Capacity Building: Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

Actionable Data: Collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. These data will inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action.

Positive Engagement: Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade.

Strategic Partnerships: Strengthen and expand partnerships between the district, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

Adequate, Equitable Resources: Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

Shared Accountability: Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. Create systems and cross-departmental and infrastructure support for attendance, and hold stakeholders – students, families, educators, agencies and community partners – responsible for helping to reduce chronic absence.

Buildings: All Active Buildings

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)

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

Communication:

Method
- Other
- School Board Meeting
- Presentations

Audience
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Liaisons supporting our special education students by consistently contacting parents when they are absent.	Aaron Williams	05/20/2024	10/31/2029	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Ensure accurate counts of tested students during MSTEP testing.	Kristene Chappell	05/20/2024	10/31/2029	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 100% for Special Education Percentages Complete		10/31/2024	ONTARGET
Increase by 100% for Special Education Percentages Complete		10/25/2025	ONTARGET
Increase by 100% for Special Education Percentages Complete		10/30/2026	ONTARGET
Increase by 100% for Special Education Percentages Complete		10/29/2027	ONTARGET

Measure	Owner	Due Date	Status
Increase by 100% for Special Education Percentages Complete		10/27/2028	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

ATTENDANCE Tier 2 Chronic Absenteeism Activities

Activity	Owner	Start Date	Due Date	Status
Attendance Liaisons supporting our special education students by consistently contacting parents when they are absent.	Aaron Williams	05/20/2024	10/31/2029	UPCOMING
Ensure accurate counts of tested students during MSTEP testing.	Kristene Chappell	05/20/2024	10/31/2029	UPCOMING

Monitoring Notes

Monitoring Notes: ATTENDANCE Tier 2 Chronic Absenteeism

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available