

# MICIP Portfolio Report

## Greater Heights Academy

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### Goals Included

#### Active

- MTSS Academic
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### Buildings Included

#### Open-Active

- Greater Heights Academy
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### Plan Components Included

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# MICIP Portfolio Report

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### MTSS Academic

*Status:* ACTIVE

*Statement:* Our goal is to increase both ELA and Math MSTEP proficiency at least 4 percentage points and in NWEA at least 40% of the full academic year K-6 scholars will meet their Reading and Math growth goals BY 2025.

*Created Date:* 06/27/2022

*Target Completion Date:* 06/30/2025

*Data Story Name:* MTSS Academic

*Initial Data Analysis:* Resource allocation review #5: An inequity was found in class sizes. 1st-3rd grades had more than 24 students which caused challenges in meeting the academic needs of students affected by COVID learning loss.

Based on Spring 2022 NWEA data, in both reading and math, students overall made less than a year of growth and are performing below grade level.

Reading - The grade level proficiency percentages based on the Spring 2022 Northwest Evaluation Association (NWEA) assessment are as follows:

Kindergarten: 0%

1st grade: 16%

2nd grade: 7%

3rd grade: 6%

4th grade: 12%

5th grade: 11%

6th grade: 11%

As a school, the overall proficiency in language arts reading is 8%

Math - The grade level proficiency percentages based on the Spring 2022 Northwest Evaluation Association (NWEA) assessment are as follows:

Kindergarten: 6%

1st grade: 16%

2nd grade: 10%

3rd grade: 0%

4th grade: 0%

5th grade: 3%

6th grade: 0%

As a school, the overall proficiency in math is 6%.

Our last round of state testing demonstrates the same overall information: the vast majority of our 3rd-6th grade students are not scoring at proficient levels on the state assessment in both math and reading.

*Initial Initiative Inventory and Analysis:* In August 2021, GHA's administrative team was

replaced with new leadership as well as a front office manager, every teacher, and teaching assistants. The District-wide Leveled Literacy Intervention (LLI) delivery, continued from the previous school year with one new LLI teacher and a returning LLI teacher. Title I and Section 31A funding were used to hire the staff necessary to provide intervention district-wide.

The additional Title 1 funds were allocated for:

Leveled Readers by HMH (Into Reading) Reading Supplies by HMH Teacher Assistants (Paraprofessionals) Dean of Culture Kickboard Instructional Specialist Instructional Coach Supplemental reading and math supplies Edgenuity Uniforms and Items for the homeless population Art supplies

The connection to the GHA district mission: "To achieve academic success for all scholars through a positive family/school/community partnership" is evident in the personalized intervention with the scholars that creates a positive relationship with the family and is supported through community partnerships that have developed over the year.

The personnel that is involved in the implementation of the LLI program consists of the Instructional Specialist, Instructional Coach, and LLI teachers of which GHA has a total of three to serve our scholars.

The expected outcome of the LLI and support systems through Title 1 funding that surround this program is that the scholars will have the individual attention to bring the levels of comprehension, critical thinking, and problem-solving through reading to a higher level that will indeed raise the NWEA scores and reading levels.

The evidence for the outcomes thus far are:

1- Scholar reading levels have increased incrementally, there was 70% of projected growth met in reading as a result of the implementation of the LLI program.

2- Three LLI reading interventionists have been solidified as full-time.

3- NWEA connections to the LLI intervention are evident in scholar quadrant scores that have brought numerous scholars within 3-5 points of achieving their goals.

4- Reading Advantage: Leveled Literacy Intervention Data shows that in the year 2021 - 2022 the following reading levels have been achieved

28 scholars have increased their reading by 1 level  
15 scholars have increased their reading by 2 levels  
11 scholars have increased their reading by 3 levels  
9 scholars have increased their reading by 4 levels  
5 scholars have increased their reading by 5 levels  
9 scholars have increased their reading by 6 levels or more

Although research shows it takes 2-3 years to see the gains from any new initiative. We are in the 2nd year of the initiation and as stated above growth has been accomplished and yet more growth is needed for all scholars to be successful.

**Gap Analysis:** - Our goal is to increase both ELA and Math MSTEP proficiency at least 4 percentage points by 2025.

-By the 2025 school year at least 40% of the full academic year K-6 scholars will meet their Reading and Math growth goals as measured by the NWEA student growth summary report. (baseline 2021-22 30%)

**District Data Story Summary:** With the total turnover in leadership and teachers for the 2021-2022 school year, the initiatives that were in place for the previous year in LLI (Leveled Literacy Intervention) did continue.

The strengths that have been uncovered in correlation to the LLI Reading Advantage

program based on data from the LLI growth are the following...

9% of scholars had 6 or more levels of growth in reading. 6% of scholars had 5 levels of growth in reading. 8% of scholars had 4 levels of growth in reading. 13% of scholars had 3 levels of growth in reading. 16% of scholars had 2 levels of growth in reading. 28% of scholars had 1 level of growth in reading. 20% of scholars had 0 levels of growth in reading. The growth edges that have been identified are the scholars who from NWEA scores are in the realm of the proximity of reaching their targeted NWEA goals.

The learner needs that are going unmet or not being met adequately/sufficiently would be those scholars that are below the bubble, and yet we as a district have hired additional support to reach all scholars.

The LLI program and Into Reading program that is implemented in the classroom with a small group focus are the district programs, supports, and services that are designated to meet student, classroom, leadership, and support priority growth targets needs.

Major challenges that are not being addressed by a service, program, or activity would be minimal as all scholars are identified and put into their specific targeted group for support. Yes, indeed the learners at the greatest risk are receiving prevention programs, services, and support. As each scholar is identified and placed in their specific targeted group the most at risk, as well as all scholars are supported.

As the LLI program is its own program embedded in the school day, it is supported in the classroom with the teacher continuing with small group instruction utilizing the Fountas & Pinnell Guided Reading program. This is not a duplicative service, yet a continuation and in conjunction with the LLI program, and support attempting to address the same problem. The effectiveness of each is important and it is the combination that supports the scholar. Yet the LLI program is in its own small classroom with less than 5 scholars at a time. Yes, the braiding of funding across the various programs and efforts is within the Title1 budget.

The story that this tells us here at Greater Heights Academy is that the LLI program connected to the small group reading program and support has shown that the scholars have increased in their reading and writing. This is evident in the percentage of scholars who did meet their NWEA goals as well as the percentage of scholars that are within the margin of reaching their goals in the NWEA.

The data also lets us know that it could be in our scholars' best interest to hire a math interventionist for the following school year.

**Strategies:**

(1/3): MTSS - Literacy (Reading)

Owner: Richard Thompson

Start Date: 06/21/2023

Due Date: 06/30/2025

**Summary:** The reading components of a Multi-Tiered System of Supports includes 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:** All Active Buildings

**Total Budget:** \$750,000.00

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

**Communication:**

- |  |   |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> </ul> | <p>Audience</p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|---|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tier 1 - Grade level Whole Group Instruction Into Reading	Richard Thompson	06/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 3 - Watchlist Scholars, Interventionist Support, Child Study Referral and Special Education Support	Richard Thompson	06/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 - Monitor the implementation of small group instruction, Fountas and Pinnell Guided Reading, Close Reading instruction, and Leveled Literacy	Richard Thompson	06/21/2023	06/30/2025	ONTARGET

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

**(2/3): MTSS Framework (General)**

**Owner:** Richard Thompson

**Start Date:** 06/21/2023

**Due Date:** 06/30/2025

**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

**Total Budget:** \$450,000.00

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

**Communication:**

- |  |   |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> </ul> | <p>Audience</p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tier 1 - Whole Group Instruction Eureka Math	Richard Thompson	06/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 - Monitor the implementation of small group instruction, Edgenuity, Zearn, and Math Advantage	Richard Thompson	06/21/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 3 - Watchlist Scholars, Interventionist Support,	Richard Thompson	06/21/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Child Study Referral and Special Education Support				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



**(3/3): 23g Tutoring**

**Owner:** Richard Thompson

**Start Date:** 10/26/2023

**Due Date:** 06/30/2025

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$80,000.00

- Other State Funds (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Email Campaign</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Brochure</li> <li>• Parent Newsletter</li> <li>• Local Newspaper</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Transportation will be provided to increase participation in the before and/or afterschool tutoring	Richard Thompson	10/26/2023	06/30/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Supplies and materials (such as... Such as Software license, grade level materials and texts, diverse libraries , technology) related to the instruction and needs of the scholars for before and/ or afterschool tutoring.	Richard Thompson	10/26/2023	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will provide small group and individualized tutoring before and/or after school.	Richard Thompson	10/26/2023	06/30/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning will take place around the evidence based strategies to be used during the before and/or tutoring.	Richard Thompson	10/26/2023	06/30/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## **Contact Information to Request 23g Services**

**Richard Thompson**

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