

# MICIP Portfolio Report

## Rutherford Winans Academy

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### Goals Included

#### Active

- Improve Overall achievement in ELA- MSTEP, ELMB, a...
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### Buildings Included

#### Open-Active

- Rutherford Winans Academy
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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

## Rutherford Winans Academy

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### Improve Overall achievement in ELA- MSTEP, ELMB, a...

*Status:* ACTIVE

*Statement:* Our goal is to implement the developmental, accelerated, and preventive reading program requirements that will continuously diagnose and accelerate the reading performance of all students at Rutherford Winans Academy by a minimum 25% by June 2027 as indicated on MSTEP and Early Literacy and Math Benchmark Assessments.

*Created Date:* 06/29/2021

*Target Completion Date:* 06/28/2027

*Data Story Name:* Literacy-Reading

*Initial Data Analysis:* The data is showing 84% of our students body have met not met the achievement norms for MAP NWEA testing in Reading.

*Initial Initiative Inventory and Analysis:* Several initiatives were targeted to help improve literacy:\* Hired a literacy Interventionist.\* Utilization of Exact Path, for students to have individual learning path. \* Professional Development on the use of the reading curriculum - Comprehension \* After school tutoring for those students identified with low scores in Reading MAP

*Gap Analysis:* Currently our Reading scores shows 16% of our student population above the 50 percentile and we would like for 100% of students above the 50 percentile.

*District Data Story Summary:* All students are underperforming district expectations in literacy. Students in grades 5-6are performing lowest overall and there are significant gaps for students with disabilities.

**Strategies:**

(1/6): Literacy Essentials

Owner: Tomi Ingram

Start Date: 06/30/2021

Due Date: 06/15/2023

**Summary:** All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That’s why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan’s youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional Learning Reading Strategies for all K-8 teachers	Tomi Ingram	06/30/2021	06/15/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Sr. Director of SRM has the expertise in allocating resources and communicating to MDE	Tomi Ingram	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The school Leader is skilled to address procedure changes to address school-reported challenges.	Tomi Ingram	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The District Instructional Officer of SRM is an expert in instructional pedagogy and state program evaluations, will offer professional development on evidence-based strategies and data use,	Tomi Ingram	06/30/2021	06/15/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
providing solutions for intervention gaps.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-8 teacher stipends will support ELA Core Subject in summer, potentially up to 4 days each week, up to 6 hours per day, to address learning gaps and unfinished learning.	Tomi Ingram	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Expand learning opportunities to weekends, after school & during school day for increased amounts of instruction and learning experiences to students can take place by qualified experts.	Tomi Ingram	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/6): Leveled Literacy Intervention**

**Owner:** Ingra Howard

**Start Date:** 06/30/2021

**Due Date:** 06/15/2023

**Summary:** Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
All staff, including intervention specialist and resource teachers, will provide differentiated instruction based on formative and summative data.	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and use flexible delivery models to meet student needs.	Ingra Howard	06/30/2021	06/30/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Additional Instruction time in small groups for students who are below grade level.	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Phonemic Awareness support and intervention	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After School Tutoring for struggling students in ELA	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/6): MTSS - Literacy (Reading)**

**Owner:** Ingra Howard

**Start Date:** 06/30/2021

**Due Date:** 06/15/2023

**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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
IRIPS for all students in K-3 Grade	Ingra Howard	06/30/2021	06/30/2022	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Academic Team will ensure monitoring of Tiered students in ELA	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/6): Family Engagement Tied to Learning**

**Owner:** Luis Calderon

**Start Date:** 06/30/2021

**Due Date:** 06/15/2023

**Summary:** "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children’s education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Communicate student progress to parents on a regular basis	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School will initiate support to parents who have children's reading below grade level, which include materials, information, extra instructional time, special programs, etc	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Assit Parents in becoming active partners with their schools to support their students' literacy growth	Ingra Howard	06/30/2021	06/15/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School will disseminate information in regards to literacy to all parents	Ingra Howard	06/30/2021	06/15/2023	OVERDUE

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



**(5/6): 23g Expanded Learning Time**

**Owner:** Tomi Ingram

**Start Date:** 10/31/2023

**Due Date:** 06/28/2027

**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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Expand learning opportunities to weekends, after school & during school day for increased amounts of instruction and learning experiences for Tiered 2 and Tiered 3 students.	Ingra Howard	10/31/2023	06/28/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Instructional Coach offers professional development on evidence-based strategies and data use, providing solutions for intervention learning gaps in ELA for Tier 2 and 3, 3rd - 6th graders	Ingra Howard	10/31/2023	06/28/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Substitute coverage for job embedded professional development for 3rd-6th grade teachers in intervention strategies, data use and instructional systems of support for Tier 2 & 3 learners.	Ingra Howard	10/31/2023	06/28/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will contract qualified interventionists to provide supplemental instruction for Tier 2 & 3 students in reading. The Interventionists will implement evidence-based interventions and supplemental support in ELA for 3rd - 6th grade.	Ingra Howard	10/31/2023	06/28/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Resources for supplemental instruction based on student data, Lexile levels and early warning support text.	Ingra Howard	10/31/2023	06/28/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(6/6): 23g Intensive, Individualized Support**

**Owner:** Tomi Ingram

**Start Date:** 10/31/2023

**Due Date:** 06/28/2027

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Expand learning opportunities to weekends, after school & during school day for increased amounts of instruction and learning experiences to students can take place by qualified experts.	Tomi Ingram	10/31/2023	06/29/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				