

MICIP Portfolio Report

Renaissance Public School Academy

Goals Included

Active

- Improve ELA as measured by NWEA
 - Improve Math as measured by NWEA
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Buildings Included

Open-Active

- Renaissance Public School 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

Renaissance Public School Academy

Improve ELA as measured by NWEA

Status: ACTIVE

Statement: Our goal is to increase achievement of Informational Text: Language, Craft and Structure in grades 2-5 as measured by NWEA from 56% to 75% by Winter 2025.

Created Date: 02/18/2021

Target Completion Date: 02/28/2025

Data Story Name: Students will demonstrate ELA proficiency and growth.

Initial Data Analysis:

The ELA data shows that student achievement is rebounding, but has not fully returned to pre-pandemic levels. We believe interruptions to learning are reflected in our current scores. Our schoolwide averages appear stable. We are seeing variations in performance at individual grade levels. The performance of our younger students is beginning to recover in response to implemented strategies.

Initial Initiative Inventory and Analysis: Bookworms instructional materials

Bookworms Intensive interventions resources

UFLI intervention resources

Guided Reading Library

Small Group Instruction

Individualized Reading Intervention Plans

English Language Learner support

Independent Reading Conferences

Literacy Coach Meetings

Michigan Reading Association Conference

Data Analysis

Early Literacy Network

Text-Dependent Analysis

At Home Reading Plans

To address this data so far, we have adopted new literacy instructional resources to strengthen our Tier 1 instruction, and it has shown a modest, positive impact on student's acquisition of foundational reading skills. We are increasing our literacy interventionists to provide focused tutoring on specifically identified phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

Gap Analysis: So far, students are closing the gap between their current performance and grade level expectations, and we want them to be consistently demonstrating above grade level understanding of literacy concepts. We would like the median achievement at all grade levels to consistently exceed the 50% national norm. In fall 2023, our school wide median achievement percentile is 49. We would like the NWEA Median Conditional Growth Percentile (MCGP) to consistently exceed 50%. In fall 2023, our school wide MCGP is 45.5.

A chart is included above that details performance by grade level.

District Data Story Summary: In summary, the data shows that students are making progress toward demonstrating mastery of literacy foundational skills, and the efforts we have made so far need to be continued and accelerated to support student achievement. We would like to review our Tier 1 instructional expectations to ensure fidelity of implementation across all classrooms.

Strategies:

(1/4): MTSS - Literacy (Reading)

Owner: Henry Mayer

Start Date: 04/16/2021

Due Date: 02/28/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Title I Interventionists	Henry Mayer	04/16/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
English Language Learner support	Henry Mayer	04/16/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Independent Reading Practices	Henry Mayer	04/16/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Instructional Coach	Henry Mayer	04/16/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Guided Reading Library in grades 5-8	Henry Mayer	04/16/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
GIRESD Reading Conference	Megan Nix	04/16/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 1 Instructional Resources: Bookworms, K-4	Megan Nix	08/01/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): Michigan Department of Education Early Literacy Coaching Model

Owner: Henry Mayer

Start Date: 05/19/2021

Due Date: 02/28/2025

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan’s Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Early Literacy Network	Henry Mayer	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Home Reading Plan	Henry Mayer	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Henry Mayer

Start Date: 10/24/2023

Due Date: 02/28/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Individual and Small Group Instruction: Use of MTSS to meet student reading support needs across all grade levels K-8; Staffing to provide Tier 2 tutoring intervention support to students not yet meeting the benchmarks on district wide and classroom based assessments for reading; Regular progress monitoring to assess student’s individual learning and target specific literacy concepts; Increase student engagement and confidence with reading skills.	Henry Mayer	10/24/2023	02/28/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Henry Mayer

Start Date: 10/24/2023

Due Date: 02/28/2025

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
<p>Summer Reading Camp: Rams Camp will provide research based interventions to students who have shown academic need based on assessments. Students will be invited to attend Rams Camp based on spring assessment data and teacher recommendations. We will provide books weekly to those students who have been identified based on our screeners and digging deeper progress monitoring assessments. Certified staff will meet regularly with students to create meaningful relationships, provide intervention based on needs, focus on reading habits, and encourage joy in reading to build life-long readers.</p>	Henry Mayer	10/24/2023	02/28/2025	ONTARGET
<p>Activity Buildings: All Buildings in Implementation Plan</p>				

Activity	Owner	Start Date	Due Date	Status
<p>Before and After School Literacy support: Staffing to provide tutoring intervention support, Use of MTSS to invite students not yet meeting the benchmarks on district wide and classroom based assessments for reading; Opportunities for students and families to self-select to participate to strengthen student’s reading skills, Regular progress monitoring to assess student’s individual learning and target specific reading concepts; Increase student engagement and confidence with literacy skills; Provide additional instructional time to boost reading skills without interrupting learning time in other content areas.</p>	Henry Mayer	10/24/2023	02/28/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Improve Math as measured by NWEA

Status: ACTIVE

Statement: Our goal is to increase achievement in Operations and Algebraic Thinking in grades 2-5 as measured by NWEA from 44% to 65% by Winter 2025.

Created Date: 02/18/2021

Target Completion Date: 02/28/2025

Data Story Name: Students will demonstrate mathematics proficiency.

Initial Data Analysis: The math data shows that there is a gap between current student achievement and grade level expectations. Achievement decreased following the pandemic, and has yet to fully recover to previous performance levels. We believe interruptions to learning are reflected in our current scores.

Initial Initiative Inventory and Analysis: Savvas enVision Mathematics instructional resources

Ottawa ISD Delta Math intervention resources

Math Facts Fluency

Small Group Instruction

AVMR Math Recovery Training

Inquiry-based instruction

Depth of teacher guided questioning

To address this data so far, we have adopted new mathematics instructional resources to strengthen our Tier 1 instruction and provide vertical alignment across grade levels.

It has shown inconsistent impact after the first year of implementation. Teachers have now had the opportunity to become familiar with the resources. We have adjusted the content pacing guides going into our second year and expect to see a greater impact on student achievement. We are adding the support of two full time math interventionists to push into classrooms and provide just-in-time support for concepts not yet mastered.

Gap Analysis: So far, students are below grade level expectations in demonstrating math proficiency, when we want them to be consistently demonstrating above grade level understanding of math concepts. We would like the median achievement at all grade levels to consistently exceed the 50% national norm. In fall 2023, our school wide median achievement percentile is 37. We would like the NWEA Median Conditional Growth Percentile (MCGP) to consistently exceed 50%. In fall 2023, our school wide MCGP is 30. A chart is included above that details performance by grade level.

District Data Story Summary: In summary, the data shows that students have not yet recovered from the impact of the pandemic and the efforts we have made so far need to be continued and accelerated to support student achievement. We would like to review our Tier 1 instructional expectations to ensure fidelity of implementation across all classrooms.

Strategies:

(1/4): Instructional Coaching/Consulting for Mathematics

Owner: Henry Mayer

Start Date: 05/19/2021

Due Date: 02/28/2025

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Support teachers in creation and implementation of 1 point rubrics	Henry Mayer	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): MTSS Framework (General)

Owner: Henry Mayer

Start Date: 05/19/2021

Due Date: 02/28/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Title I Interventionist	Henry Mayer	08/01/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Group Instruction	Henry Mayer	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Recovery	Henry Mayer	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 1 Instructional Resources: enVision Mathematics, K-8	Megan Nix	08/01/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Number Routines	Megan Nix	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Integration of Math into PBL Units	Megan Nix	05/19/2021	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Henry Mayer

Start Date: 10/24/2023

Due Date: 02/28/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Individual and Small Group Instruction: Use of MTSS to meet student mathematics support needs across all grade levels K-8; Staffing to provide Tier 2 tutoring intervention support to students not yet meeting the benchmarks on district wide and classroom based assessments for math; Regular progress monitoring to assess student’s individual learning and target specific mathematics concepts; Increase student engagement and confidence with math skills.	Henry Mayer	10/24/2023	02/28/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/4): 23g Expanded Learning Time

Owner: Henry Mayer

Start Date: 10/30/2023

Due Date: 02/28/2025

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
<p>Summer Math Camp: Rams Camp will provide research based interventions to students who have shown academic need based on assessments. Students will be invited to attend Rams Camp based on spring assessment data and teacher recommendations. We will provide resources weekly to those students who have been identified based on our screeners and digging deeper progress monitoring assessments. Certified staff will meet regularly with students to create meaningful relationships, provide intervention based on needs, focus on math habits, and encourage joy in math and to help students redefine their self-image as someone who can successfully apply math understanding in new</p>	Henry Mayer	10/30/2023	02/28/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
situations.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Before and After School Mathematics support: Staffing to provide tutoring intervention support, Use of MTSS to invite students not yet meeting the benchmarks on district wide and classroom based assessments for math; Opportunities for students and families to self-select to participate to strengthen their math skills, Regular progress monitoring to assess student’s individual learning and target specific mathematics concepts; Increase student engagement and confidence with math skills; Provide additional instructional time to boost math skills without interrupting learning time in other content areas.	Henry Mayer	10/30/2023	02/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				