

MICIP Portfolio Report

Michigan International Prep School

Goals Included

Active

- Increase Student Achievement Through Alignment of ...
-

Buildings Included

Open-Active

- Michigan International Prep School
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Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Communication

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Michigan International Prep School

Increase Student Achievement Through Alignment of ...

Status: ACTIVE

Statement: Our goal is to increase academic achievement of all students by aligning K12 curriculum, instruction, and assessment through implementing multi-tiered intervention and support strategies as measured by increased graduation rates to at least 67% and grade level completion of course expectations.

Created Date: 06/01/2021

Target Completion Date: 06/30/2026

Data Story Name: Alignment of Instruction and Supports

Initial Data Analysis: Overall student growth and proficiency are low across all assessments and grade levels. Other sources of data such as parent/student perception surveys and PD evaluations indicate areas of challenge in curriculum alignment and engagement. Data indicate a low percentage of students successfully complete courses.

Initial Initiative Inventory and Analysis:

- Technology programs/devices: Chromebooks, iPads, Lincoln Learning, Edmentum, Edgenuity, iReady
- Professional learning: Asynchronous & Synchronous student engagement, focus standards, Google tools for course development
- Reading and math intervention live lessons & skill-based groups
- 1-to-1 Tutoring

We currently provide students with a diverse range of learning tools and options as well as tier 2 and 3 supports but do not have a strong system for ensuring students have appropriate tier 1 core curriculum & instruction support.

Gap Analysis: Our district continues with a downward trend in reading and mathematics achievement and student growth as measured by the M-STEP and NWEA and a low course completion rate. Our goal for 2026 is for 80% of students across all grade levels K-12 to demonstrate at least one year's growth as measured by the NWEA MAP and M-STEP.

District Data Story Summary: All students are underperforming in district expectations for reading and math growth and proficiency. African American students and English language learning have the most significant gaps in performance.

Resource Allocation Review (RAR)

To ensure that the allocation and utilization of resources are related to identified needs, and the resources are equitably aligned with the plan to improve outcomes for each and every student, Option 2 of the Universal Teir was selected. The RAR specifcally focused on the Student Support Team (SST) which is part of Strategy 2 Mutlitiered Systems of Support (MTSS).

The sources of funding to directly support SST which is part of Strategy 2 MTSS are as follows: Title I, Title II, Title IV, 31a, and General Fund.

Below are the resources currently allocated to support the strategy.

Funds are used to pay for academic interventionists to provide academic support for any and all students who fall behind pacing and/or are not meeting grade level standards. Funds are used to pay for every student to have a mentor who meets with them weekly, monitors their pacing, monitors their academic performance, and collaborates with teachers so all students are supported and have an equal opportunity to be academically successful.

Instructional resource time is allocated so all students have the equal opportunity to attend live lessons, open office hours, and individual and small group sessions to receive additional academic support.

Funds have been allocated to create and maintain a proprietary dashboard that automatically gathers and displays performance data on all students so teachers and mentors can daily monitor student academic performance.

Additional investment was made in our SIS (PowerSchool) for add-ons that allow us to improve our communication with families.

We have hired a data analysis expert to verify the resources are utilized as allocated and the goal is being achieved through the strategy.

A portion of these funds are being used to fill positions that are difficult to fulfill.

We have two contingency plans for if we have the funds but can't provide the resource, particularly for the interventionist positions. First, we will have teachers pick up more interventionist type support. Second, we will continue posting and searching other avenues to try and fill needed spots.

The State of Michigan created a a funding inequity for students by freezing funding and giving non-cyberschools a \$500 per pupil increase. The impact of the freeze and probited access to increase funding is still being assessed.

Resources being utilized for other items include moving a high school mathematics teachers into a full-time interventionist/tutor role to reach out to struggling students in the high school and offer direct, one on one support. This is an intentional approach to reduce and strive for complete elimination of students who struggle in mathematics failing to graduate on time.

A substantial amount of funding would be made available and resouces reallocated if students could complete state testing in neighboring schools.

Strategies:

(1/6): Instructional Student Engagement Strategies

Owner: Roy Sovis

Start Date: 06/29/2021

Due Date: 06/28/2024

Summary: Instructional Student Engagement Strategies- Teachers will increase student engagement by intentionally selecting a strategy from one of many different resources that provide instructional strategies (e.g., the Study Team Teaching Strategies from CPM, or the Cultures of Thinking Routines, etc). The strategy chosen should be selected purposefully and used to carefully plan lessons to engage students in the learning of specific content.

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Online Learning Professional Development for K-12 Teachers - Five sessions during district PD days will be monitored through PD evaluations and teacher observation of live lessons to view implementation of strategies learned. 23/24 - Troy Hicks (PD for 6-12 on digital writing and teaching) and Data Driven small groups K-12	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Aligned Materials and Supplies - K-12 teachers will acquire materials to support ELA, Math, Science and Social studies proficiency, prior to the beginning of the academic school year. The Director of Curriculum and Instruction, in conjunction with the Instructional Coaching	Roy Sovis	07/29/2022	06/28/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<p>Team, will provide a researched and evidence-based list of supplies, materials, and digital resources that are aligned to CCSS ELA and Math, Michigan Social Studies and Science standards.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Monitoring Instructional Implementation - The Director of Curriculum and Instruction will join at least one live lesson, per teacher, per term (twice a year). Notes and rubric-scored data aligned to implementation of research-based instructional strategies for effective online learning will be used to identify areas of teacher needs and strengths. From this data the Director of Curriculum and Instruction will create a plan for improvement.</p>	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Standards-Based Professional Development - Instructional Coaches along with support from Director of Curriculum and Instruction, will scaffold professional learning for teachers on designing and implementing standards-based curriculum. This will be accomplished through book studies, ongoing professional learning sessions, online learning,</p>	Roy Sovis	06/30/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>and embedded coaching. Professional learning will include the development of varied formative assessments, cognitively engaging online activities, and student voice and choice in various learning styles. In 23/24 school year focus will be on: Literacy Footprints K-5 and Formative Assessment K-12</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Tier 1/2/3 Support - Tier 1 - Broad spectrum instructional strategies in the general classroom Tier 2 - Small groups, study sessions, interventionists, etc. Tier 3 - Individualized support for students with SES needs or Special Education needs</p>	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Curriculum Development - Teachers K-12 will develop a process for creating and aligning K-12 curriculum, instruction, and assessment. 23/24 - New 9th grade Live Lesson courses with teacher-created curriculum</p>	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Standards-Based Assessments - K-12 Teachers with assistance of interventionists will create standards-based assessments aligned to Michigan ELA, Math,</p>	Roy Sovis	07/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Science, and Social Studies state standards. Support will be provided through individual subject-based and school-wide professional development opportunities.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Aligning Processes and Practices - Develop a cohesive instructional manual for deadlines/ processes with instruction/ assessment, and course completion expectations.	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches - Coaches will provide instructional support to K-5, 6-8, and 9-12 teams on standards-based instruction, formative assessment, and cognitive engagement through modeling, and PLC facilitation. Instructional support by Coaches will include collaborating on expanded learning time for all students which will include on-on-one tutoring and small group instruction.	Roy Sovis	06/29/2021	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Increasing Focus in Maintaining Cohorts 9-12 - Using data to determine whether students are in cohort, finding students that are at risk of falling out of cohort, determining reasoning for falling out of	Roy Sovis	07/01/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
cohort, and providing tier 2/3 support for these students.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Academic Advocates - This strategy is designed to proactively provide freshman students advanced Tier I academic intervention when needed. Each MIPS teacher will be paired with 2 or 3 mentors who will increase weekly monitoring of student performance. Through increased meeting time with students teachers provide small group and individualized small group instruction when students are struggling.	Roy Sovis	06/29/2021	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Resource Allocation Review (RAR) - Academic interventionists to provide academic support for any and all students, Instructional resource time is allocated so all students have the equal opportunity to attend live lessons, open office hours, and individual and small group sessions to receive additional academic support.	Roy Sovis	06/29/2021	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-5 Academic Interventionists - Interventionists will provide high quality focused support to students	Roy Sovis	06/29/2021	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>individually and in small groups to increase mathematics and reading academic achievement so students can perform at grade level or higher. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The tutoring during expanded learning time is customized to be student centered based on achievement and other SES data.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(2/6): MTSS Framework (General)

Owner: Roy Sovis

Start Date: 06/15/2022

Due Date: 06/28/2024

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."

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
SST Team - The Student Support Team (SST) at Michigan International Prep School (MIPS) exists within the framework of Multi-Tiered Systems of Support (MTSS) to assess and identify barriers to learning and provide collaborative, wrap-around advocacy to students and families. Assess and identify barriers to learning and provide collaborative, research-based, wrap-around support to students and families within the MTSS. Work across disciplines and functional areas maximizing the ability to	Roy Sovis	07/01/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>deliver impact beyond a “one-size-fits-all” model to create a fundamentally different educational experience that supports equitable outputs for all students. Commit to improving services through data informed decision making, partnering with external stakeholders, and listening to and learning from our students, families, and staff. Ensure timely engagement of services are administered by the Student Intervention Teams (SITs) to individuals at the Tier 2 and Tier 3 levels and is dedicated to clearly aligned roles, responsibilities, documentation, and conducting cost and time studies at every step of the process.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>SES - Our Social Emotional Services team provides extra support to our students who are struggling in the area of social-emotional development. MIPS staff team members work with students and families that may want additional support to help students be successful. The SES team uses one-on-one check-ins with the student to see how they are feeling, recommending other clubs and groups to students and</p>	<p>Roy Sovis</p>	<p>07/29/2022</p>	<p>06/28/2024</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>referring students to a partnering counseling agency for sessions as needed. The SES team works to recognize that students' lives outside of school can impact their school motivation, effort, and focus. The SES team identifies those things for each individual student and creates plans/opportunities to help decrease student social emotional barriers and help them fully engage in their educational experience.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Tier 1/2/3 Supports - Tier 1 - Mentor/student meetings, mentor/student/parent consultation with SES team and referral for needs assessment as applicable, Youth Mental Health First Aid Training and other professional development training about student social emotional needs. Tier 2 - Needs/strengths assessment, Individual and/or support group meetings with SES team members. Tier 3 - Referral to Wellspring Therapy services, coordination of care with outside agencies.</p>	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Truancy - Continue partnership with cooperative counties; develop in-house truancy</p>	Charles Carver	07/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
process for engaging truant students.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ASE Team - Our Academic Success and Engagement team works directly with our mentor staff to ensure that these students are provided resources to increase both academic and engagement. This team helps the mentor create goal setting strategies for Home Coaches & students, and provides resources for extra parental support.	Roy Sovis	07/01/2023	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mentor Training/ Accountability - Training mentors, creating consistent expectations for each grade level band, accountability for mentor staff. Differentiate training and support for K-5 versus 6-12 mentors. Interdisciplinary Process for Mentors - Create an interdisciplinary process for mentors to address student needs and assess growth	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Training - Staff wide training on MTSS supports	Roy Sovis	07/29/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Extra Curricular Involvement - Develop a policy for extracurricular involvement for students who are behind pace or failing courses.	Roy Sovis	07/29/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Explanation: Extra curricular activities and clubs boost student morale and allow our virtual students socialization. Students involvement in MIPS clubs and extracurriculars is encouraged if the student is currently meeting academic requirements and expectations, specifically within the 2-week window. These requirements include passing current courses and being on track to complete all 10 necessary courses per academic school year. Some opportunities like Friday Friends/Study Halls/The Hive will still be available to all students to allow for engagement and</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Data Management - Verifying accuracy of and updating our process for managing student data - powerschool, dashboard, etc. The project team will work to procure the associated data from MIPS staff, analyze the data to create meaningful results, in both descriptive and inferential statistics, produce data visualization to help “tell the story” of the data, and provide results for both internal and external stakeholders.</p>	<p>Roy Sovis</p>	<p>07/01/2023</p>	<p>06/28/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Activity	Owner	Start Date	Due Date	Status
Resource Allocation Review (RAR) - Mentor who meets with students weekly, monitors their pacing, monitors their academic performance, and collaborates with teachers, maintain a proprietary dashboard that automatically gathers and displays performance data, SIS (PowerSchool) for add-ons.	Roy Sovis	06/15/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/6): Career Zone Awareness (K-6)

Owner: Roy Sovis

Start Date: 06/28/2023

Due Date: 07/01/2026

Summary: Students become familiar with careers through learning that connects classroom instruction to future work. Students are introduced to various types of careers, including nontraditional for their gender. This strategy addresses the practices that local districts and schools can implement to assure students have career focused experiences K-12. This strategy also addresses the legislative requirements for Public Act 231 of 2018 and focuses on K-6 implementation.

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Contextualized Academics - Career Zone through Academic Subject Matter - Focus on each career zone in a specific grade/subject matter.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Career Exploration (7-8)

Owner: Roy Sovis

Start Date: 06/28/2023

Due Date: 07/01/2026

Summary: This strategy addresses the practices that local districts and schools can implement to assure students have career focused experiences K-12. This strategy also addresses the legislative requirements for Public Act 231 of 2018 and focuses on K-6 implementation.

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Contextualized Academics - Deliver Core Academic Career Content through Subject Matter - Career Exploration activities will be embedded in the core curriculum areas through a career focused education. Each career cluster will be addressed in a specific grade/subject matter.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize Xello to areas of student interest and expertise.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Assist students in developing an EDP on Xello.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide information on a variety of careers and current and projected job openings in Michigan along with actual and projected wages (see Hot Jobs List).	Roy Sovis	06/28/2023	07/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grade 8: Review and revise EDP and add any desired goals.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grade 8: Review, edit, and expand Talent Portfolio in Xello.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
7th Grade - Students will begin a talent portfolio that will be used throughout the remainder of their school career.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grade 7: Provide students with an overview as to the purpose of the Talent Portfolio and brainstorm content that aligns with individual career interests and goals that demonstrate talents, experiences, certifications and marketable skills.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/6): Career Preparation (9-12)

Owner: Roy Sovis

Start Date: 06/28/2023

Due Date: 07/01/2026

Summary: This strategy addresses the practices that local districts and schools can implement to assure students have career focused experiences K-12. This strategy also addresses the legislative requirements for Public Act 231 of 2018.

Communication:

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Coordinate employability preparation activities (such as: resume writing, talent portfolio, requesting a letter of support, and requesting both a letter of reference and a school record) with help from counselors.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Class level/small group/ individual student advisement with counselor to plan career focus and appropriate coursework.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide an annual opportunity for students to review and revise their EDP.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Students will have ongoing opportunities to add to and revise their talent portfolios.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide annual opportunity to update and add to the	Roy Sovis	06/28/2023	07/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Talent Portfolio on Xello.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Students with information and opportunities to enroll in Career and Technical Education (CTE), Early College and Dual Enrollment programming.	Roy Sovis	06/28/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(6/6): 23g Expanded Learning Time

Owner: Roy Sovis

Start Date: 11/09/2023

Due Date: 09/30/2025

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.

Communication:

Method

- Email Campaign
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
K-5 Academic Interventionists - Elementary Principal will oversee the K-5 Reading Intervention program to continually monitor so that program is implemented with fidelity by the Reading Interventionist. Students are identified through screening assessments, parental and student interviews to identify COVID learning loss, and achievement scores in current academic work. The Reading Interventionist will meet with identified students during expanded learning time and customize it according to screening data and other SES data.	Roy Sovis	11/09/2023	09/30/2025	ONTARGET

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