

MICIP Portfolio Report

George Washington Carver Academy

Goals Included

Active

- Improve Proficiency ELA and Math
 - Whole Child Supports
-

Buildings Included

Open-Active

- George Washington Carver Elementary School
 - George Washington Carver Middle School
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

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 Activity Text

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MICIP Portfolio Report

George Washington Carver Academy

Whole Child Supports

Status: ACTIVE

Statement: During the 2024-2025 school year, George Washington Carver Academy will implement a comprehensive SEL and attendance system to improve student outcomes.

Created Date: 07/28/2022

Target Completion Date: 06/30/2025

Data Story Name: Whole Child Supports

Initial Data Analysis: The data have shown increased chronic absenteeism. It was also discovered that follow ups to absences were inconsistent. Late drops and early pick ups were disruptive to the learning environment.

Initial Initiative Inventory and Analysis: PowerSchoolStudent Information System manages student demographic data and daily attendance.

SchoologyLearning Management System manages student academic data and daily attendance.

SchoolPassVisitor management system tracks late arrivals and early dismissals.

Gap Analysis: On average, our students have a 77% monthly attendance rate. GWCA would like to achieve a 85% monthly attendance rate.

District Data Story Summary: The data has shown chronic absenteeism. Students face various challenges in attendance due to transportation, at-risk living status, and other parental factors.

Strategies:

(1/3): MTSS - PBIS (Behavior)

Owner: Theresa Edwards

Start Date: 09/01/2023

Due Date: 06/30/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory 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
Designate 5 Success Mentors to target chronically absent students.	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Host quarterly Parent Engagement Events	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Research and develop a comprehensive attendance system.	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide attendance incentives for scholars.	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Social Emotional Learning (SEL) CASEL

Owner: Theresa Edwards

Start Date: 09/01/2023

Due Date: 06/30/2025

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide Restorative Practices Training	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide CASEL Schoolwide SEL training	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Enhance Calming Spaces	Sylvia Brown	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Update PBIS Incentive Sensory Room	Sylvia Brown	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire a Culture Monitor/ Behavior Specialist	Sylvia Brown	09/01/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Non-Violent Crisis Intervention Training	Sylvia Brown	09/01/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Culturally Responsive School Leadership Training	Theresa Edwards	09/01/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Tutoring

Owner: Theresa Edwards

Start Date: 10/31/2023

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After School Tutoring	Theresa Edwards	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire Tutors	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Bus Transportation for 2 days a week	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide security for after school	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire Coordinator for afterschool	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase Supplies and Materials	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide In School Tutoring	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contract vendor K-12 Learning	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Pay stipend for Coordinator of K-12 program	Sylvia Brown	10/31/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve Proficiency ELA and Math

Status: ACTIVE

Statement: By 2024-25 George Washington Carver Academy will increase the percentage of students who are proficient in ELA and Math on local and state assessments so that the school will improve its overall proficiency as measured by the school index.

Created Date: 06/21/2023

Target Completion Date: 09/01/2025

Data Story Name: Improve Academic Proficiency

Initial Data Analysis: ELA -The data tells us that students in grades K- 8 are significantly low in reading and reading comprehension, on average between 1-2 grade levels behind. Students who receive instruction (in all three tiers) have significant learning gaps due to the impact of the pandemic on academic achievement.

Math- The students are underperforming in mathematics.

Overall Summary:

As a result of a resource allocation review, focused on ELA, Math, and attendance we analyzed our State and local assessment data via MiSchool Data, School Index Growth, and Proficiency as well as the NWEA data. Utilizing the information collected we determined an inequity within our MTSS framework and practices in the referral and data analysis process.

A. It revealed inconsistencies in identifying scholars and providing needed support in a timely manner to address academic and attendance barriers.

B. It revealed our math curriculum Eureka Math resource did not provide the scaffolding and intervention resources to assist teachers with closing the 2-3 grade level deficiency gaps. The program is geared towards at grade level or advanced levels. In addition, it revealed our scholars needed more exposure to MSTEP style questions during regular instruction.

To address the first barrier MTSS - our strategy will be the following. Revise the process for referring scholars, define a timeline for handling referrals, and research and select a data analysis tool to have a central location for data and aid in analyzing the data.

Implementing timelines and checks and balances for the process. Add an additional MTSS specialist to assist with handling the caseloads and analyzing data.

To address the second barrier Math - we researched and discovered Eureka Math Squared curriculum resource provides more resources and scaffolding built in. This curriculum provides the scaffolding and examples that will aid in bridging the gap for our scholars.

Initial Initiative Inventory and Analysis: ELA

CKLA-Core curriculum, lacks cultural alignment, lacks/limited assessments, teachers using unsanctioned resources, differentiation and awareness of current curriculum resources available
 IXL-Supplemental curriculum
 K-12-Intervention curriculum (Afterschool)
 EL-Intervention (In-class/school)
 RazKids-Intervention (In-class/school)
 NWEA-Local reading monitoring; growth indicators
 M-STEP -State reading proficiency assessment

Math

Eureka Math -Core curriculum, lacks cultural alignment, lacks/limited assessments, teachers using unsanctioned resources, differentiation and awareness of current curriculum resources availableIXL-Supplemental curriculumK-12 -Intervention curriculum (Afterschool)NWEA- Local reading monitoring; growth indicatorsM-STEP -State reading proficiency assessmentTPT-Intervention Resources

Gap Analysis: ELA

Core Curriculum Training (CKLA)1. Focus (Identify the gap areas)2. Frequency (5 times per year; 1 Summer, 2 times each semester)3. Modeling (Teacher Leaders, Content Champions lead model instructional facilitation/cycle)

Scheduling

1. 90 minutes needed for teaching CLKA lessons (consider block scheduling for 2023-24 school year)

Curriculum Mapping (Summer Workgroup, Training)1. Establish pacing2. Use for new teacher onboarding and mentoring3. Use to progress monitor teachers/students

Math

Core Curriculum Training (Eureka Math)1. Focus (Identify the gap areas)2. Frequency (5 times per year; 1 Summer, 2 times each semester)3. Modeling (Teacher Leaders, Content Champions lead model instructional facilitation/cycle)

Scheduling

1. SIS training needed for mapping lessons for pacing

Curriculum Mapping (Summer Workgroup, Training)1. Establish pacing using SIS2. Use for new teacher onboarding and mentoring3. Use to progress monitor teachers/students

District Data Story Summary: ELA

Gaps in teacher training on core Reading curriculum and scheduling challenges, planning, and pacing have caused gaps in student achievement.

Math

1. Curriculum mapping that include intervention and scaffolds learning to support students that are above or below grade level. 2. Teachers need additional training that is differentiated based on teacher knowledge and should include modeling for all teachers. 3. Gaps in teacher training on core curriculum and scheduling challenges, planning, and pacing have caused gaps in student achievement.

Strategies:

(1/3): MTSS Framework (General)

Owner: Theresa Edwards

Start Date: 06/28/2023

Due Date: 09/01/2025

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
Hire a MTSS Elementary Support Specialist	Sylvia Brown	06/28/2023	12/01/2023	OVERDUE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> George Washington Carver Elementary School 				
Select and purchase MTSS database software	Sylvia Brown	06/28/2023	12/01/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Train K-5 teachers in the Orton Gillingham approach	Sylvia Brown	06/28/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> George Washington Carver Elementary School 				
IXL Professional Development	Sylvia Brown	06/28/2023	12/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Schedule and utilize intervention hour	Sylvia Brown	06/28/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a comprehensive MTSS system	Theresa Edwards	06/28/2023	09/30/2024	ONTARGET

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

(2/3): Guaranteed and Viable Curriculum

Owner: Theresa Edwards

Start Date: 06/28/2023

Due Date: 09/01/2025

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide ongoing training for Eureka Math	Sylvia Brown	06/28/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide ongoing training for CKLA Reading Curriculum	Sylvia Brown	06/28/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Update pacing guides for teachers	Sylvia Brown	06/28/2023	12/01/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and implement monitoring process	Theresa Edwards	06/28/2023	12/31/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide PowerSchool Training	Sylvia Brown	06/28/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Theresa Edwards

Start Date: 10/31/2023

Due Date: 09/01/2025

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
Summer School	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitoring of 23 Activity	Theresa Edwards	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire Teachers for program	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide stipend for security	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide transportation via bus for scholars 4 days per week	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase Supplies and Materials for instruction	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Training for teachers	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Coordinator for program	Sylvia Brown	10/31/2023	09/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				