

# MICIP Portfolio Report

## Discovery Creative Pathways

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### Goals Included

#### Active

- Improve ELA Proficiency
- Improve Math Proficiency

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### Buildings Included

#### Open-Active

- Discovery Creative Pathways - Harper Woods
- Discovery Creative Pathways - Redford

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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

## Discovery Creative Pathways

### Improve ELA Proficiency

*Status:* ACTIVE

*Statement:* By Spring of 2026, at least 30% of students in grades 3-8 will meet proficiency on the MSTEP ELA assessment.

*Created Date:* 10/20/2023

*Target Completion Date:* 06/06/2026

*Data Story Name:* Improve Reading Proficiency

*Initial Data Analysis:* Reading and Math MSTEP proficiency percentages are well below state targets.

Due to low subgroup proficiency scores in Reading and Mathematics as measured by the 2021-2022 MSTEP, DCPHW was identified for additional targeted support (ATS). The academy has an index score of 29.14.

DCP HARPER WOODS: ELA NWEA BOY Data: 25.3% of our DCPHW scholars are at the 50th percentile or above. 74.7% of our DCPHW scholars are below the 50th percentile. Dibbles (K-6):

278/416 students tested performed well below benchmark and are in the red 76/416 students tested performed below benchmark and in the yellow 62/416 students are in the green or well below (at benchmark or above benchmark)

DCP Redford Currently:

19% of our DCP Redford scholars are at the 50th percentile or above in NWEA Reading 13% of our DCP Redford scholars are at the 50th percentile or above in NWEA Math Dibels (K-6) 135/178 = 76% of scholars are in the red which is well below benchmark 26/178 = 15% of scholars are in yellow which is below benchmark 12/178 = 6.7% of scholars are in green which is at benchmark 4/178 = 2.2% of scholars are in blue which is above benchmark

Analysis of NWEA data revealed similar results for both subjects with an average of 25% of scholars meeting their growth projections.

*Initial Initiative Inventory and Analysis:* Current initiatives in the district are designed to close the achievement gap for scholars by increasing their academic growth toward proficiency. The academy currently uses a multi-tiered system of support to support promote academic growth in Reading. After-school tutoring is also used to provide extended learning opportunities. The academy strengthens its core instruction through the use of the gradual release of the independence model and differentiation. In addition, ongoing professional development is provided.

The NWEA assessment is given three times a year and is used as a universal screener to identify scholars who have a reading deficiency.

The district uses small Group and One-on-one instruction to address the needs of scholars based on data from NWEA.

Overall our findings show that the various initiatives we have in place begin to address the severe learning gaps of our scholars. After further review, we noticed we are in need of extra resources to support math and ELA initiatives. Such as additional staff, personalized learning platforms, and parent workshops, and tutoring.

*Gap Analysis:* The percent of students proficient on ELA MSTEP is 63% percentage points below the state proficiency target of 60%

DCP Harper Woods: Currently: 25.3% of our DCPHW scholars are at the 50th percentile or above on NWEA, This is a gap of 25% from our expected goal.

DCP Redford: 19% of our DCPHW scholars are at the 50th percentile or above on NWEA, This is a gap of 31% from our expected goal.

*District Data Story Summary:* We provide tiered support for scholars through MTSS based on data. Tier 1 classroom instruction includes small group instruction to meet the diverse needs of students. Our daily schedule includes a 30-minute block to address scholars' personalized learning needs.

Scholars are progress monitored through NWEA, personalized learning programs, small group targeted instruction, and interventionist-led programming. Through progress monitoring our data tells us our scholars are performing well below targets and are in need of additional support.

## Strategies:

(1/2): MTSS - Literacy (Reading)

Owner: Erika Dietz

Start Date: 10/20/2023

Due Date: 06/06/2024

**Summary:** The reading components of a Multi-Tiered System of Supports include 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
Provide interventionist to support students in 3-8 grade levels	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches to provide support in tier 1 implementation	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Personalized learning Plans	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## (2/2): 23g Tutoring

**Owner:** Erika Dietz

**Start Date:** 10/20/2023

**Due Date:** 06/06/2024

**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
Staff will provide small group and individualized tutoring before and/or after school.	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Instructional Specialist to provide implementation support	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Professional Learning - Professional learning will take place around the evidence-based strategies to be used during the before and/or tutoring.	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<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.	Erika Dietz	10/20/2023	06/06/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation will be provided to increase participation in the before and/or afterschool tutoring	Erika Dietz	10/20/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Improve Math Proficiency

**Status:** ACTIVE

**Statement:** By Spring of 2026, at least 30% of students in grades 3-8 will meet proficiency on the MSTEP Math assessment.

**Created Date:** 10/20/2023

**Target Completion Date:** 06/06/2026

**Data Story Name:** Improve Math Proficiency

**Initial Data Analysis:** Reading and Math MSTEP proficiency percentages are well below state targets.

Due to low subgroup proficiency scores in Reading and Mathematics as measured by the 2021-2022 MSTEP, DCPHW was identified for additional targeted support (ATS). The academy has an index score of 29.14.

Harper Woods: Math NWEA BOY Data: 15.7% of our DCPHW scholars are at the 50th percentile or above. 84.3% of our DCPHW scholars are below the 50th percentile.

Redford: Currently 13% of our DCP Redford scholars are at the 50th percentile or above in NWEA Math

**Initial Initiative Inventory and Analysis:** Current initiatives in the district are designed to close the achievement gap for scholars by increasing their academic growth toward proficiency. The academy currently uses a multi-tiered system of support to support promote academic growth in Math. After-school tutoring is also used to provide extended learning opportunities. The academy strengthens its core instruction through the use of the gradual release of the independence model and differentiation. In addition, ongoing professional development is provided.

The NWEA assessment is given three times a year and is used as a universal screener to identify scholars who have a reading deficiency.

The district uses small Group and One-on-one instruction to address the needs of scholars based on data from NWEA.

Overall our findings show that the various initiatives we have in place begin to address the severe learning gaps of our scholars. After further review, we noticed we are in need of extra resources to support math and ELA initiatives. Such as additional staff, personalized learning platforms, and parent workshops, and tutoring.

**Gap Analysis:** The percent of students proficient on Math MSTEP is 41% percentage points below the state proficiency target of 47.55%

DCP Harper Woods: Currently: 15.7% of our DCPHW scholars are at the 50th percentile or above., This is a gap of 34.4% from our expected goal.

DCP Redford: 13% of our DCPHW scholars are at the 50th percentile or above on NWEA, This is a gap of 37% from our expected goal.

**District Data Story Summary:** We provide tiered support for scholars through MTSS based on data. Tier 1 classroom instruction includes small group instruction to meet the diverse needs of students. Our daily schedule includes a 30-minute block to address scholars'

personalized learning needs.

Scholars are progress monitored through NWEA, personalized learning programs, small group targeted instruction, and interventionist-led programming. Through progress monitoring our data tells us our scholars are performing well below targets and are in need of additional support.



## Strategies:

### (1/3): MTSS Framework (General)

**Owner:** Erika Dietz

**Start Date:** 10/23/2023

**Due Date:** 06/06/2024

**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

**Buildings:** All Active Buildings

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide interventionist to support students in 3-8 grade levels	Erika Dietz	10/23/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
instructional Coaches to provide support in tier 1 implementation	Erika Dietz	10/23/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Personalized learning Plans	Erika Dietz	10/23/2023	06/06/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## (2/3): 23g Expanded Learning Time

**Owner:** Erika Dietz

**Start Date:** 10/23/2023

**Due Date:** 06/06/2024

**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
Provide tutoring	Erika Dietz	10/23/2023	06/06/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Instructional Specialist to provide implementation support	Erika Dietz	10/23/2023	06/06/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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

**Owner:** Erika Dietz

**Start Date:** 11/03/2023

**Due Date:** 06/06/2026

**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
Professional Learning - Professional learning will take place around the evidence-based strategies to be used during the before and/or tutoring.	Erika Dietz	11/03/2023	06/06/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Staff will provide small group and individualized tutoring before and/or after school.	Erika Dietz	11/03/2023	06/06/2026	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.	Erika Dietz	11/03/2023	06/06/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Transportation will be provided to increase participation in the before and/or afterschool tutoring	Erika Dietz	11/03/2023	06/06/2026	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Specialist to provide implementation support	Erika Dietz	11/03/2023	06/06/2026	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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

Karen Orpe

[korpe@dcpschools.org](mailto:korpe@dcpschools.org)