

# MICIP Portfolio Report

## Eagle's Nest Academy

---

### Goals Included

#### Active

- ELA M-STEP Proficiency

---

### Buildings Included

#### Open-Active

- Eagle's Nest Academy

---

### Plan Components Included

Goal Summary

Data

    Data Set

    Data Story

Analysis

    Root Cause

    Challenge Statement

Strategy

    Summary

    Implementation Plan

        Buildings

        Funding

        Communication

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Eagle's Nest Academy

### ELA M-STEP Proficiency

*Status:* ACTIVE

*Statement:* By June 30, 2026 Eagle's Nest Academy will increase reading proficiency by 20% as measured by the Michigan Student Test of Educational Progress.

*Created Date:* 06/30/2021

*Target Completion Date:* 06/30/2026

*Data Set Name:* Reading Growth

Name	Data Source
Student Assessment: Student Growth	MI School Data
Dashboard & Accountability Scorecard: At Risk Student	MI School Data

*Data Story Name:* Reading Growth

*Initial Data Analysis:* During the 2018-2019 academic school year Eagle's Nest Academy experienced academic growth in English Language Arts slightly above the 50th percentile as measured by the M-STEP.

*Initial Initiative Inventory and Analysis:* Eagle's Nest Academy's mission is to provide scholars with a quality education that prepares them to SOAR ASAP. The A in the acronym ASAP is academically. Current initiatives at the academy are designed to close the achievement gap for scholars by increasing their academic growth towards 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 provided extended learning opportunities. The academy strenghtens its core instruction through use of the gradual release of independence model and differentiation. In addition, ongoing professional development is provided.

Multi-Tiered System of Support for Reading

Universal Screener

The North West Evaluation Assessment (NWEA) is used as a universal screener to identify scholars who have a reading deficiency. Next the data is analyzed against the national norms for each grade level and school level averages. Then the instructional team uses a secondary assessment and school assessments to gather specific data about the skills that the scholars may need to reinforce. Next the scholars are placed in a tier based on their NWEA assessment results and formative assessments and observations conducted by the teacher of record and interventionst.

Small Groups and One on One

After the scholars have been placed into tiers the intervention team, including the teacher

of record, begins to provide small group and/or one on one intervention. Intervention is provided using the districts chosen intervention tools that focuses on phonics, phonemic awareness, fluency, and reading comprehension. The tools chosen are aligned with the core curriculum.

#### Progress Monitoring

The intervention team progress monitors the scholars weekly. The data gathered supports continuing intervention, modifying intervention, or exiting the scholar from the chosen intervention.

#### After School Tutoring

The academy also implements after school tutoring to provide additional intervention and learning opportunities to families. Scholars identified as needing the most support due to the severity of their reading deficiency are personally invited to attend tutoring. Tutoring is offered 3 days each week for 1 additional hour a day. Tutors progress monitor scholars and make adjustments to their sessions based on the needs of scholars.

#### Core Instruction

The academy understands that intervention is ineffective without strong core instructional practices. The academy attempts to strengthen its core instructional practices by implementing the Gradual Release of Instruction Model. The GRIM is the act of the teacher explicitly teaching a concept or skill through direct instruction and modeling, followed by practicing the expected outcome with scholars before releasing them to complete the task on their own. During the independent practice the teacher will differentiate the lesson for scholars and use various methods to help learners who are experiencing challenges. The academy also offers professional development and training opportunities to staff to support their development and ability to provide instruction in foundational reading. The academy has a literacy coach from the Genesee Intermediate School District, as well as, a school coach from EL Education that provide ongoing training in literacy.

*Gap Analysis:* In spite of having above average growth on the Michigan Student Test of Educational Progress (M-STEP) during the 2018-2019 school year 95% of the scholars in grades 3-6 were not proficient in reading.

*District Data Story Summary:* The scholars attending Eagle's Nest Academy are not developing the foundation reading skills to demonstrate reading proficiency. K-6 scholars are deficient in all elements of literacy, phonics, phonemic awareness, fluency, and reading comprehension.

### Analysis:

#### Root Cause



### *Five Whys*

- Why: Scholars lack foundational reading skills.
- Why: Scholars have received ineffective reading instruction at the primary level.
- Why: Scholars are receiving ineffective reading instruction at the primary level due to their failure to attend pre-kindergarten programs and the lack of experienced teachers.
- Why: The lack of teaching experience in teaching literacy is due to the teacher shortage that has resulted in the academy using substitute teachers.
- Why: The academy uses substitute teachers because of high turnover of teachers.
- Why: The teacher shortage in Michigan has increased, with large amounts of teachers leaving the field within the first 5 years of their careers. Due to the teacher shortage the academy employs substitute teachers and these are normally temporary positions which can result in turnover. In addition, teachers at the academy stated that the position can be overwhelming with multiple responsibilities (providing intervention, creating IRIPs etc). Teachers also stated that providing instruction to our population of scholars is difficult due to the low academic achievement of the scholars and their academic deficits. Teachers also stated that low salary and the cost of benefits compared to other school districts is a reason for turnover.

*Challenge Statement:* The district needs to allocate resources to hire and retain an effective instructional staff, while providing training and professional development to its current team members in literacy instruction that will continue to foster academic growth toward reading proficiency.

**Strategies:**

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

**Owner:** DeNesha Rawls-Smith

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

**Due Date:** 06/30/2026

**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

**Total Budget:** \$60,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- Other
- School Board Meeting
- Parent Newsletter

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Small Group Intervention	DeNesha Rawls-Smith	06/30/2021	06/30/2026	ONTARGET
Professional Development for Staff	DeNesha Rawls-Smith	06/30/2021	06/30/2026	ONTARGET

*(2/2): Reading A-Z*

*Owner:* DeNesha Rawls-Smith

*Start Date:* 11/08/2022

*Due Date:* 06/30/2026

*Summary:* Online program

*Buildings:* All Active Buildings

*Total Budget:* \$1,300.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)

*Communication:*

**Method**

- Other
- School Board Meeting
- Parent Newsletter

**Audience**

- Educators
- Staff
- School Board
- Parents

*Strategy Implementation Plan Activities*

<b>Activity</b>	<b>Owner</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Status</b>
All scholars will complete a reading diagnostic via The Reading A-Z platform. Instructional team members in collaboration with the principal and instructional coach, will use data from the diagnostic to inform small group instruction during daily intervention. Teachers of record will assign literature to scholars for daily listening and reading. In addition, scholars will be given an opportunity during independent practice time to read and take quizzes within the platform. Quiz data will be reviewed regularly to determine what strategies scholars need support with.	DeNesha Rawls-Smith	11/08/2022	06/30/2026	ONTARGET