

# MICIP Portfolio Report

## Eagle's Nest Academy

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- Eagle's Nest Academy
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# MICIP Portfolio Report

## Eagle's Nest Academy

### MTSS Academic

*Status:* ACTIVE

*Statement:* By Fall of 2025, the academy will increase the percentage of MTSS components scoring in the "Expected Use" category.

*Created Date:* 06/30/2021

*Target Completion Date:* 12/01/2025

*Data Set Name:* Reading and Math Growth

Name	Data Source
Student Assessment: Student Growth	MI School Data
ELA Grades 3-6 Assessments: Proficiency	MI School Data
Math Grades 3-6 Assessments: Proficiency	MI School Data
ENA NWEA Summary Data 21-22	NWEA
MTSS Practice Profile Self- Assessment	District Determined
Student Counts: Attendance	MI School Data
Resource Allocation Review	District Determined

*Data Story Name:* MTSS Academic (Literacy and Mathematics)

*Initial Data Analysis:* Due to low proficiency scores in Reading and Mathematics as measured by the 2021-2022 MSTEP, Eagle's Nest Academy was identified as a partnership district. The academy has an index score of 22.95 which is .05 below the threshold for identification. Analysis of NWEA data revealed similar results for both subjects with an average of 25% of scholars meeting their growth projections.

Based on the Resource Allocation Review, Dimension #5, no inequities were found. The Eagle's Nest Academy Team expressed that classroom size and instructional time were adequate to meet the needs of all scholars. In spite of having no findings regarding inequities in instructional time and classroom size, the team acknowledges that high truancy rates have had a negative impact on academic outcome for scholars. The team also shared concerns regarding an increase in scholar population for future school years. Findings from the MTSS Evaluation Rubric determined that the academy demonstrates developmental and/or expected use in the 5 components of MTSS implementation.

*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 provide extended learning opportunities. The academy strengthens 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 interventionist.

##### 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.

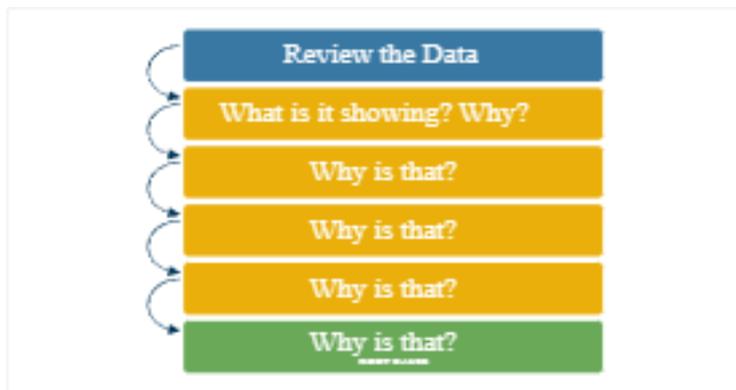
The academy also offers professional development and training opportunities to staff to support their development and ability to provide instruction in foundational reading. The academy has a literacy coach from the Genesee Intermediate School District, as well as, a school coach from EL Education that provide ongoing training in literacy.

**Gap Analysis:** In spite of having above average combined growth (48.4 MGP) on the Michigan Student Test of Educational Progress (M-STEP) during the 2021-2022 school year, the academy continues to perform below average in proficiency. Attendance baseline data for the 2021-2022 school year showed that 33.2% of scholars were not chronically absent which continues to have a negative impact on all scholars. Due to the lack of certified teachers available for hire, the academy consistently employs non-certified teachers of record (50%), requiring additional school level support, job embedded professional development, and a tiered support system.

**District Data Story Summary:** In the past the academy struggled to implement systems that have high yielding academic results for scholars. During the 2022-2023 school year the academy has implemented weekly job embedded professional development and has found success in regard to teacher retention and academic growth.

### Analysis:

#### Root Cause



#### Five Whys

- Why: Scholars demonstrate a lack of proficiency in Reading and Mathematics.
- Why: Due to the global pandemic scholars have not received an adequate amount of personalized instruction based on their unique academic needs.
- Why: Based on the need for personalized instruction and support teachers needed a coordinated, tiered system of supports to address scholars' needs.

**Challenge Statement:** The district needs to allocate resources to develop and implement a Multi-Tiered System of Supports to increase academic growth and proficiency.

**Strategies:**

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

Owner: Tamiko Walton

Start Date: 06/30/2021

Due Date: 11/30/2025

**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

**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 and Progress Monitoring	Tamiko Walton	06/30/2021	11/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development for Staff	Tamiko Walton	06/30/2021	11/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS Focused Instructional Coaching	Tamiko Walton	06/30/2021	11/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide students, age-appropriate career information, exposure, and experiences.	Tamiko Walton	06/30/2021	11/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/2): 23g Tutoring**

**Owner:** Tamiko Walton

**Start Date:** 10/30/2023

**Due Date:** 12/01/2025

**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

**Total Budget:** \$80,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

**Audience**

- Educators
- School Board
- Parents

**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.	Tamiko Walton	10/30/2023	12/01/2025	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Staff will provide small group and individualized tutoring before and/or after school.	Tamiko Walton	10/30/2023	12/01/2025	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	Tamiko Walton	10/30/2023	12/01/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
instruction and needs of the scholars for before and/ or afterschool tutoring.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation will be provided to increase participation in the before and/or afterschool tutoring	Tamiko Walton	10/30/2023	12/01/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Instructional Capacity

*Status:* ACTIVE

*Statement:* By June of 2025, the academy will increase teacher instructional capacity and confidence to improve student achievement.

*Created Date:* 06/22/2023

*Target Completion Date:* 06/29/2025

*Data Set Name:* Instructional Capacity

Name	Data Source
RAR #5 ENA Instruction: Time Allotment	District Determined
ENA Instructional Review, March 2023	District Determined
PLA Coaching and Instructional Model	District Determined

*Data Story Name:* Instructional Capacity

*Initial Data Analysis:* 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.

Although the results of the Resource Allocation Review did not show an inequity regarding time allotment, the team acknowledges that there is an instructional capacity deficit regarding their knowledge of MTSS.

*Initial Initiative Inventory and Analysis:* Eagle’s Nest Academy is currently engaging in professional development to increase the instructional capacity of its team members. Through the Teacher and School Leader grant the academy has contracted GPS Solutions to engage Multi-Tiered System of Support (MTSS) bi-monthly. The academy also engaged an Early Literacy Coach from the local Intermediate School District to assist them in increasing literacy achievement. In addition, the academy was intentional about training its teachers (1/2 non-certified) in instructional practices on a weekly basis. For Summer 2023 the instructional team will engage in self-based study on the MTSS process.

The academy will begin the onboarding process for the PLA Coaching Cycle for instructional practice July and August of 2023. Teachers and leaders will participate in 1-2 weeks of training to learn all 10 domains of the cycle.

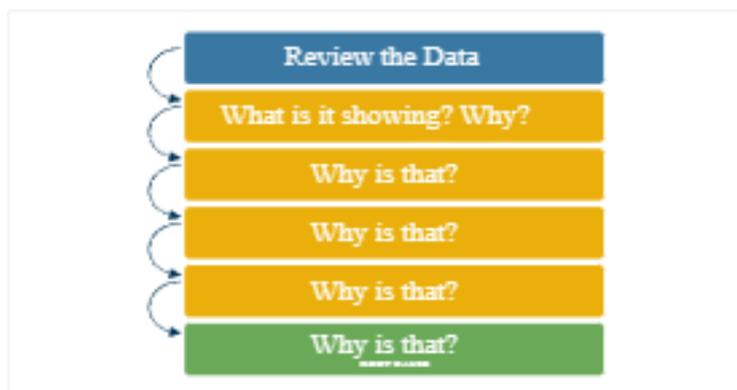
*Gap Analysis:* In spite of current practices to increase instructional capacity for team members the academy continues to experience gaps between academic growth and achievement. Academic data continues to show low proficiency results.

The academy currently has a variety of supports in place to incentivize the recruitment of highly qualified teachers. The academy leverages the Teacher and School Leader Grant to provide performance-based compensation and tuition reimbursement. In addition, the academy provides ongoing, staff-embedded professional development. In spite of these initiatives the academy has been unsuccessful in hiring highly qualified, certified teachers.

*District Data Story Summary:* The academy has implemented some foundational practices that will support increasing the instructional capacity of its teachers; however, academic achievement and hiring of highly qualified team members is disproportionate.

### Analysis:

#### Root Cause



#### Five Whys

- Why: There is a national teacher shortage; however, there is a greater shortage of teachers in Flint, MI.
- Why: The academy has a mixture of certified and non-certified team members.
- Why: The academy has implemented some foundational practices that will support increasing the instructional capacity of its teachers; however, academic achievement and hiring of highly qualified team members is lacking in comparison to the need of the scholars who are 3-5 school years behind academically.

*Challenge Statement:* If the academy focuses on teacher development through job embedded professional learning and allocating resources from the Michigan Grow Your Own Grant and the Teacher and School Leader Grant, then the instructional capacity of classroom educators will improve, so that academic achievement of students will increase.

**Strategies:**

(1/1): Talent Management

Owner: Briona Smiley

Start Date: 06/22/2023

Due Date: 06/29/2025

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings: All Active Buildings

Total Budget: \$62,000.00

- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

Communication:

- | Method                 | Audience       |
|------------------------|----------------|
| • School Board Meeting | • Educators    |
| • Brochure             | • Staff        |
| • Parent Newsletter    | • School Board |
| • Social Media         |                |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Grow your Own	Briona Smiley	10/25/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff Capacity Building	Tamiko Walton	10/26/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## MTSS Affective

**Status:** ACTIVE

**Statement:** By 2025 Eagle's Nest Academy will update its polices and practices as part of implementing its affective MTSS in order to align school and classroom practices and increase positive attendance to 90%.

**Created Date:** 06/26/2023

**Target Completion Date:** 06/30/2025

**Data Set Name:** MTSS Affective

Name	Data Source
ENA MTSS Evaluation Rubric	District Determined
Student Counts: Attendance	MI School Data
Resource Allocation Review #6: Positive and Inviting School Climate	Google Survey Form
ENA Family Engagement Baseline Data	Other

**Data Story Name:** MTSS Affective

**Initial Data Analysis:** The academy is at a developing or implementing MTSS phase. The academy tends to have high daily attendance percentages; however, the truancy rates are equally high (85% of scholars are experiencing truancy during the school year). The academy has high expectations for a positive school culture and climate which is evident regarding relational capacity and interactions school-wide; however, the practices within some classrooms and amongst some staff and students exemplify counter-cultural actions. We further observed this when we completed the Resource Allocation Review, where an inequity was discovered between school-level practices and some classroom level practices.

**Initial Initiative Inventory and Analysis:** Currently the academy implements 2-weeks of "Character Camp". Character Camp allows staff and scholars an opportunity to learn and practice school and classroom level expectations. The academy has built a culture of positive behavior by acknowledging and rewarding scholars who meet school and classroom expectations. The academy also uses a PBIS system to incentivize proper conduct within the academy.

**Gap Analysis:** In-spite of initiatives and incentives to encourage positive behavior; scholars experience truancy at extremely high rates and misalignment between school-wide and classroom level practices.

**District Data Story Summary:** Eagle's Nest Academy has school-wide expectations for high relational capacity, preserving dignity, and attendance; however, the academy continues to see a misalignment between the theory and practice in these areas.

**Analysis:**

## Root Cause



## Five Whys

- Why: The academy has school-wide polices and procedures that are counter-cultural to its thoughts and beliefs around conduct, attendance, and disciplining with dignity.
- Why: The academy inherited, without interrogation, a Student Discipline and Attendance policies that were more reactive and punitive verses positive and proactive.
- Why: As a result of leading and learning during a global pandemic; the academy did not have an opportunity and capacity to review questionable polices or practices and align with current beliefs and values.

**Challenge Statement:** If the academy adopts and implements policies that reflect current values and beliefs, then the scholars and staff will have positive relational capacity and practices, that will increase attendance and overall learning and behavior practices.

## Strategies:

(1/2): ATTENDANCE Tier 2 Chronic Absenteeism

Owner: DeNesha Rawls-Smith

Start Date: 06/26/2023

Due Date: 06/30/2025

**Summary:** As a non-profit initiative, Attendance Works collaborates with schools, districts, states, communities and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities. The organization provides resources, materials, guidance, and research to guide districts and schools to better systems and approaches to address chronic absenteeism.

**Capacity Building:** Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

**Actionable Data:** Collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. These data will inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action.

**Positive Engagement:** Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade.

**Strategic Partnerships:** Strengthen and expand partnerships between the district, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

**Adequate, Equitable Resources:** Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

**Shared Accountability:** Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. Create systems and cross-departmental and infrastructure support for attendance, and hold stakeholders – students, families, educators, agencies and community partners – responsible for helping to reduce chronic absence.

**Buildings:** All Active Buildings

**Total Budget:** \$12,000.00

- Other Federal Funds (Federal Funds)
- Other State Funds (State Funds)

*Communication:*

Method

- Other
- School Board Meeting
- Parent Newsletter
- Social Media

Audience

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

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Positive and Proactive, Tier 1 activities aligned with the Attendance Playbook.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier II Supports for eliminating chronic absenteeism.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier III, intensive supports, to eliminate chronic absenteeism.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/2): MTSS - PBIS (Behavior)**

**Owner:** DeNesha Rawls-Smith

**Start Date:** 06/26/2023

**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

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

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- Other
- School Board Meeting
- Parent Newsletter
- Social Media

Audience

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tier I strategies to foster positive behavior.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier II strategies to foster positive behavior.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier III strategies to foster positive behavior.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
In response to an inequity found in the Resource Allocation Review the academy will modify school behavior polices.	DeNesha Rawls-Smith	06/26/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Contact Information to Request 23g Services

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