

# MICIP Portfolio Report

## Weston Preparatory Academy

---

### Goals Included

#### Active

- Increase the number of students who meet grade lev...
- 

### Buildings Included

#### Open-Active

- Weston Preparatory Academy
- 

### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Weston Preparatory Academy

---

### Increase the number of students who meet grade lev...

*Status:* ACTIVE

*Statement:* Increase the number of students who meet grade level academic standards in math. We will improve from 5% (9 students out of 171) to 30% by the spring of 2027.

*Created Date:* 05/15/2023

*Target Completion Date:* 05/20/2027

*Data Story Name:* Increase M-STEP Math Proficiency

*Initial Data Analysis:* From looking at the data there is a disconnect between our NWEA Math growth scores and our math M-Step proficiency scores. When talking about our NWEA growth dating back to the 2017/2018 school year, our overall growth percentage in math has been higher than our growth percentage in reading. However, when you look at our M-Step proficiency scores, Every grade level had a higher percentage in ELA proficiency than math during the 2020/2021 school year. During that year our 5th, 6th and 8th grade classes had 0% proficiency in math. This trend continued during the 2021/2022 school year. ELA proficiency was higher across grade levels. We again saw 0% proficiency in 5th and 6th grade.

*Initial Initiative Inventory and Analysis:* In keeping with Weston Academy's mission, we contribute to the education of our students by utilizing academic skills, creativity, and technology through well-defined academic goals and behavior expectations. We provide parents with information, resources and support to improve their student's math skills through access to our online math program, parent-teacher conferences, data analysis meetings, after-school tutoring, and daily intervention. Teachers have received professional development for our GO Math curriculum, Compass Learning, and Google Certification. The math improvement initiative is funded by Title funds, government funding, as well as the Oakland University School Improvement Grant and additional financial support. These financial sources will be used for staff salaries, teacher professional development, curriculum, and technology.

*Gap Analysis:* Our students' growth is one of our greatest strengths. Out of the portfolio of schools under CS partners, Weston had the most growth on benchmark and state exams. As an entire school 68% of our students reached their math goal on the NWEA benchmark assessment. Our teachers noticed that there is a difference in the types of questions being asked on the two assessments. The NWEA is mostly multiple choice, while the M-Step has more open ended questions that force the students to come up with an answer with no choices. The learners' needs that are going unmet are working on higher order thinking questions and having time to collaborate and discuss questions that have multiple steps or

involve critical thinking. Part of the issue is that our older students are striving to increase their math fluency. When students have difficulty with solving addition, subtraction, multiplication, and division problems it makes it more difficult to work on higher order thinking skills.

*District Data Story Summary:* The evidence for outcomes are based on our proficiency data for the M-Step assessment. We looked at the proficiency data for each grade level as well as for the entire school. When looking at each grade level, the highest percentage of proficiency was in 3rd grade with 15% of the class. In both 5th and 6th grade 0% of the students were proficient. When looking at the whole school, only 5% of our students are proficient. When we compared those numbers to previous years, as an entire school in 2017/2018 we were at 3% proficient and in 2018/2019 we were at 6% proficient. These numbers are far below the goal of 47%.

The district programs and support services we have at Weston to meet our students' needs are our intervention classes for both middle school and elementary school, after school tutoring, summer school, and online math programs like Math seeds and Compass Learning. Our staff is encouraged to sign up for professional development opportunities through Wayne RESA. We communicate with our parents with our MIstar parent portal, which grants them access to student progress throughout the year. At our parent-teacher conferences we provide NWEA/M-STEP data summaries. Parents can also speak with our Chief Academic Officer to gain clarification about the information. One of our major challenges not being addressed by a service, program, or activity is attendance. Last year 60% of our students were chronically absent. When students are not in school we cannot provide instruction. A second challenge is that we have a small staff. We only have two middle school math teachers, and each elementary grade level only has one teacher per grade level. This limits our ability to collaborate and engage in lesson studies and action research. A final challenge is that our students are striving to improve their math fluency. With this problem not being fully addressed by elementary teachers, it makes learning new concepts in middle school more difficult. We do have a process for identifying students who are at the greatest risk. We encourage them to use our after school tutoring program, along with our summer enrichment program to help them get caught up. However, due to the teacher shortage our school had difficulties finding quality teachers. For that reason, we had to place our math intervention teacher into a classroom. This limited our ability to create small groups that specifically focused on math skills.

**Strategies:**

**(1/4): Improving Classroom Mathematical Discourse**

**Owner:** Ryan Mariouw

**Start Date:** 10/04/2023

**Due Date:** 05/20/2027

**Summary:** Effective mathematical discourse increases mathematical reasoning, improves equitable mathematical experiences, and leads to a positive mathematical identity. Teachers will engage in sustained professional learning focused on improving the mathematical discourse present in their classrooms. This learning will take the form of a set of discrete workshop events supported by job-embedded PL such as instructional coaching (choose the Instructional Coaching strategy to accompany this) or Professional Learning Community time dedicated to examining teaching practice. It is recommended that a district use a facilitator (either a district teacher-leader or outside consultant) to structure and implement the workshops.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional Development for teachers	Ryan Mariouw	10/04/2023	05/20/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/4): Instructional Coaching/Consulting for Mathematics**

**Owner:** Ryan Mariouw

**Start Date:** 10/09/2023

**Due Date:** 05/20/2027

**Summary:** "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional Development for Curriculum Coordinator	Ryan Mariouw	10/09/2023	05/20/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/4): Appropriately support fact fluency**

**Owner:** Ryan Mariouw

**Start Date:** 05/16/2023

**Due Date:** 05/20/2027

**Summary:** Spaced practice for fluent retrieval of basic facts should occur AFTER conceptual understanding and the development of appropriate strategies for finding unknown facts using known facts. At this point, students benefit from frequent, spaced, and short fluency practice that includes immediate corrective feedback and slowly adds new facts to a student's known facts. Strategies that track facts a student has mastered are most effective. Research recommends to devote about 10 minutes per intervention session on fact fluency and to structure practice so as to minimize student anxiety.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Math Seeds	Ryan Mariouw	09/06/2023	05/20/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/4): 23g Expanded Learning Time**

**Owner:** Ryan Mariouw

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

**Due Date:** 05/20/2027

**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
Hire a tier 2 math interventionist to support students in kindergarten through fifth grade. The interventionist will work with our MTSS and Curriculum coordinators to determine the students who will need support services as well as create a schedule to ensure all students are receiving small group instruction. NWEA benchmark assessment data will be used to determine the students who need tier 2 support.	Ryan Mariouw	10/20/2023	05/20/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Purchase a new tier 2 math intervention curriculum to support students in kindergarten through fifth grade. The curriculum coordinator will research and evaluate potential options for the new curriculum. They will also	Ryan Mariouw	10/20/2023	05/20/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Speak with members of the Wayne RESA Math Leaders network as well as school leaders in the CS Partner consortium to learn about any successful tier 2 programs they are using at their schools.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Professional development opportunities for elementary and secondary math teachers on tier 1 intervention strategies. Teachers will have one-on-one coaching opportunities as well as work in a PLC with the curriculum coordinator to discuss problems of practice and potential solutions to support student learning. We will also need to provide our tier 2 intervention teacher professional development for our new tier 2 curriculum.</p>	<p>Ryan Mariouw</p>	<p>10/20/2023</p>	<p>05/20/2027</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				