

# MICIP Portfolio Report

## Hope Academy of West Michigan

---

### Goals Included

#### Active

- Improving Literacy
- 

### Buildings Included

#### Open-Active

- Hope Academy of West Michigan
- 

### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Hope Academy of West Michigan

---

### Improving Literacy

*Status:* ACTIVE

*Statement:* Reading Goal - By June 2025, 70% of Hope 2nd-8th graders will show significant growth from Fall 2023 to Spring 2024 in NWEA and Acadience in Reading.

*Created Date:* 06/09/2021

*Target Completion Date:* 06/20/2025

**Strategies:**

(1/3): MTSS - Literacy (Reading)

Owner: Kristen Petrick

Start Date: 06/09/2021

Due Date: 06/19/2025

**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:** \$1.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- Presentations

Audience

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Provide professional development for teachers on instructional best practices for literacy, including differentiation, using data to drive instruction, and building foundational skills.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Create and monitor an	Art Garner	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
assessment system that includes screening, benchmarking and progress monitoring to gauge progress over time and enable responsive intervention. Assessment tools include Acadience, WIDA, and NWEA MAP.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and monitor an implementation plan of our new tier 1 reading curriculum (Into Reading), embedding instructional best practices while using the resource with fidelity.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement and monitor a strategic intervention system with flexible groupings that is guided by data and implemented by reading, math, and ML interventionists to meet student needs.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor the implementation of Personalized Competency-Based Education (PCBE) within the literacy block, connecting resources, data and best practices to the framework, while providing support to teachers accordingly.	Art Garner	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize digital tools for collecting and analyzing evidence toward literacy goals/standards to ensure alignment in classroom assignments with the standards and accurate reporting as it pertains to student proficiency.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
After- and summer-school programming (teachers, paraprofessionals, and Boys and Girls Club contracted staff) to address math and reading skill gaps as measured by NWEA MAP and Acadience screeners.	Art Garner	07/01/2023	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom teachers and ML interventionist staff will monitor student progress towards linguistic proficiency and meet with students on goal setting and strategies to boost achievement.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom instruction, HAWK time, and reading and ML interventionist time with students will lead to 70% of 4-12th grade students achieving	Elisabeth Demaar	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
their 9-week progress goals in the four domains of WIDA.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Classroom instruction, HAWK time, and reading interventionist time with students will lead to 70% of non-ML K-6th grade students achieving their Acadience growth targets between Fall 2023 and Spring 2024.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/3): Essential Coaching Practices for Elementary Literacy**

**Owner:** Art Garner

**Start Date:** 06/09/2021

**Due Date:** 06/19/2025

**Summary:** Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

**Buildings:** All Active Buildings

**Total Budget:** \$1.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations

Audience

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Utilize Learning Labs and other informal methods of instructional observations to grow practice.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Implement and monitor a coaching model that	Art Garner	06/09/2021	06/19/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
supports a "to, with, and by" structure for instructional growth, scaffolding and personalizing support for teaching staff toward both district goals, as well as personal growth goals.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize the Statewide Coaches Network to build capacity and support for instructional leadership.	Art Garner	06/09/2021	06/19/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



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

**Owner:** Heidi Cate

**Start Date:** 10/19/2023

**Due Date:** 06/20/2025

**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:** \$60,000.00

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

**Communication:**

Method

- Other
- School Board Meeting
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
The program expert (school leader) will coordinate and review data from assessments to monitor the progress in literacy skills of students participating in after-school tutoring and adjust instruction accordingly.	Art Garner	10/19/2023	06/20/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Summer school tutoring for students identified as behind grade level on standardized tests including NWEA to be	Heidi Cate	10/19/2023	06/20/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
provided by 3 highly qualified teachers, 4 days/ week for 3 hours/day for a period of 6 weeks at a rate of \$30/hour plus benefits.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Afterschool program provided by Boys and Girls Club for up to 30 students four days a week for 36 weeks - 3 hours/ day. Sessions will provide tutoring assistance. There will be 3 youth development staff and one lead individual.	Heidi Cate	10/19/2023	06/20/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				