

MICIP Portfolio Report

Wellspring Preparatory High School

Goals Included

Active

- Chronic Student Absenteeism
 - College Readiness Benchmark - Math
-

Buildings Included

Open-Active

- Wellspring Preparatory High School
-

Plan Components Included

Goal Summary

Strategy

Summary

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MICIP Portfolio Report

Wellspring Preparatory High School

College Readiness Benchmark - Math

Status: ACTIVE

Statement: Increase the percentage of students in Grade 11 meeting the Math benchmark by 15% from 25% to 40% as measured by the SAT by Spring 2026.

Created Date: 03/25/2021

Target Completion Date: 06/30/2026

Strategies:

(1/3): Instructional Coaching/Consulting for Mathematics

Owner: Emily Hurrell

Start Date: 09/07/2021

Due Date: 06/30/2026

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

Total Budget: \$240,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

- | | |
|-----------------|----------|
| Method | Audience |
| • Presentations | • Staff |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Sign Instructional Coaches up for Cognitive Coaching PD through Kent ISD	Emily Hurrell	09/07/2021	06/18/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Schedule Monthly Meetings with Instructional Team and Math Department	Emily Hurrell	09/07/2021	09/30/2021	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hold Monthly Meetings with Instructional Coaches and Math Department/Monitor Data	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional and non-instructional staff: Academic Specialists,	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Paraprofessionals, College & Career Coaches, Success Coaches, Instructional Coaches				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Data-Based, Decision Making

Owner: Emily Hurrell

Start Date: 09/07/2021

Due Date: 06/30/2026

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: \$90,000.00

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

Communication:

Method	Audience
• Presentations	• Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Schedule Monthly CPT Meetings to Review Data	Emily Hurrell	09/07/2021	09/30/2021	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monitor Data and Adjust Instruction	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplemental instructional support including Academic Specialists	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): MTSS Framework (General)

Owner: Emily Hurrell

Start Date: 06/28/2021

Due Date: 06/30/2026

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

Total Budget: \$1.00

- General Fund (Other)

Communication:

- | | |
|-----------------|----------|
| Method | Audience |
| • Presentations | • Staff |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Schedule Monthly Data Analysis Meetings to Review Data w/ Individual Teachers during O3 Cycle	Emily Hurrell	06/28/2021	06/30/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 7% for Wellspring Prep SAT Benchmarks - Class of 2021		06/30/2025	ONTARGET
Increase by 15% for Wellspring Prep SAT Benchmarks - Class of 2021		06/30/2026	ONTARGET

Impact Notes

Date	Note	Author
04/28/2022	We are currently awaiting the SAT results from the Spring 2022 administration to determine progress towards our interim and end targets.	Emily Hurrell

Adjust Notes

Date	Note	Author
05/02/2024	<p>Data trends have shown inconsistent growth in the percentage of students meeting the SAT benchmark in math (25% to 35% to 25%). We have the right monitoring tools to give us the information needed to consider adjusting our goal and interim target measures. With the development of a mock PSAT/SAT test that can provide teachers with immediate results, we can monitor student proficiency more than once a year on SAT standards.</p> <p>The timelines for our interim and end targets need to adjusted forward to allow for more time to make progress toward the interim targets and end goal. The original goal and interim targets were all lofty. Unfortunately, we have not seen improvement at the lofty pace we hoped.</p> <p>The impact of these adjustments will mean that we have time to adjust the strategies and activities identified to better support our students as well as implement the strategies and activities identified with better fidelity. The goal would be continued progress forward. We have allowed three years to implement the plan as originally written, which is sufficient time to gather data that determined we were not yet on track to meet the interim and end targets or goal as currently written.</p> <p>We need to provide better support and resources to implement the strategy and activities as written. This includes a well-laid out assessment cycle that includes data analysis + intervention planning done at an individual or team teaching level rather than through larger team settings.</p>	Emily Hurrell

Activity Status:

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Sign Instructional Coaches up for Cognitive Coaching PD through Kent ISD	Emily Hurrell	09/07/2021	06/18/2022	COMPLETE
Schedule Monthly Meetings with Instructional Team and Math Department	Emily Hurrell	09/07/2021	09/30/2021	COMPLETE
Hold Monthly Meetings with Instructional Coaches and Math Department/Monitor Data	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET
Instructional and non-instructional staff: Academic Specialists, Paraprofessionals, College & Career Coaches, Success Coaches, Instructional Coaches	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
Schedule Monthly CPT Meetings to Review Data	Emily Hurrell	09/07/2021	09/30/2021	COMPLETE
Monitor Data and Adjust Instruction	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET
Supplemental instructional support including Academic Specialists	Emily Hurrell	09/07/2021	06/30/2026	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Schedule Monthly Data Analysis Meetings to Review Data w/ Individual Teachers during O3 Cycle	Emily Hurrell	06/28/2021	06/30/2026	ONTARGET

Monitoring Notes

Monitoring Notes: Data-Based, Decision Making

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/28/2022	<p>The math department meets 1x/month as a collaborative planning team to review current data and plan instruction based upon that data. For each meeting a google form is provided by administration to collect evidence of the discussion that is taking place.</p> <p>Additionally, each math teacher meets with an administrative team member for a O3 (one-on-one) meeting regularly (about 1x/month) to review classroom specific data and plan interventions/extensions.</p> <p>Currently, we have academic specialists pushing into 4/4 Algebra 1 classes and 1/3 Geometry classes to target support to students considered at-risk. Additionally, 2/3 Geometry classes have a Special Education teacher pushing in to provide targeted support to students with IEP goals centered on math skill.</p>	Emily Hurrell

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/28/2022	<p>Currently, we have academic specialists pushing into 4/4 Algebra 1 classes and 1/3 Geometry classes to target support to students considered at-risk. Additionally, 2/3 Geometry classes have a Special Education teacher pushing in to provide targeted support to students with IEP goals centered on math skill.</p>	Emily Hurrell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/28/2022	Currently, we have academic specialists pushing into 4/4 Algebra 1 classes and 1/3 Geometry classes to target support to students considered at-risk. Additionally, 2/3 Geometry classes have a Special Education teacher pushing in to provide targeted support to students with IEP goals centered on math skill. These services are provided through grant dollars.	Emily Hurrell

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/28/2022	We currently staff two instructional coaches who work with all departments at the school. A focus this year has been on spending more time with our math department. The instructional coaches meet with one person from each department, including math, once a week. These meetings may be short one-on-one meetings or observations with feedback in classrooms.	Emily Hurrell

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/28/2022	One math teacher meets with the instructional coaches 1x/week.	Emily Hurrell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/28/2022	We have two instructional coaches on staff. One coach spends 0.4 FTE on instructional coaching and the second coach spends 0.2 FTE on instructional coaching. One of the instructional coaches is a highly effective math teacher based upon prior evaluations.	Emily Hurrell

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/28/2022	<p>The math department meets 1x/month as a collaborative planning team to review current data and plan instruction based upon that data. For each meeting a google form is provided by administration to collect evidence of the discussion that is taking place.</p> <p>Additionally, each math teacher meets with an administrative team member for a O3 (one-on-one) meeting regularly (about 1x/month) to review classroom specific data and plan interventions/extensions.</p>	Emily Hurrell

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/28/2022	<p>The math department meets 1x/month as a collaborative planning team to review current data and plan instruction based upon that data. For each meeting a google form is provided by administration to collect evidence of the discussion that is taking place.</p> <p>Additionally, each math teacher meets with an administrative team member for a O3 (one-on-one) meeting regularly (about 1x/month) to review classroom specific data and plan interventions/extensions.</p>	Emily Hurrell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/28/2022	<p>The math department meets 1x/month as a collaborative planning team to review current data and plan instruction based upon that data. For each meeting a google form is provided by administration to collect evidence of the discussion that is taking place.</p> <p>Additionally, each math teacher meets with an administrative team member for a O3 (one-on-one) meeting regularly (about 1x/month) to review classroom specific data and plan interventions/extensions.</p>	Emily Hurrell

Chronic Student Absenteeism

Status: ACTIVE

Statement: Decrease chronic student absenteeism in Grades 9-12 from 45% to 30% as measured by attendance reports by June 2026.

Created Date: 03/30/2021

Target Completion Date: 06/30/2026

Strategies:

(1/3): MTSS Framework (General)

Owner: Aaron Noordhoek

Start Date: 09/07/2021

Due Date: 06/30/2026

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

Total Budget: \$1.00

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

Communication:

Method	Audience
• School Board Meeting	• Staff
• Presentations	• School Board
• Parent Newsletter	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish an attendance intervention team	Aaron Noordhoek	09/07/2021	09/30/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Outline tiers and intervention supports within each tier	Emily Hurrell	10/01/2021	10/31/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Review Data and Make Adjustments	Emily Hurrell	01/01/2022	01/31/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continue monitoring data and make adjustments	Emily Hurrell	02/01/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): MTSS - PBIS (Behavior)

Owner: Emily Hurrell

Start Date: 06/28/2021

Due Date: 06/30/2026

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: \$1.00

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

Communication:

- | | |
|-----------------|-----------------|
| Method | Audience |
| • Presentations | • Staff |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Facilitate MTSS - PBIS activities	Shauntrice Smith	06/28/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Check and Connect

Owner: Emily Hurrell

Start Date: 06/28/2021

Due Date: 06/30/2026

Summary: Check & Connect is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations. Students enrolled in Check & Connect are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

Buildings: All Active Buildings

Total Budget: \$35,000.00

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

Communication:

Method	Audience
<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Non-instructional staff including College Career Coach and ECP Success Coach	Shauntrice Smith	06/28/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 7% for Chronic Absenteeism Data		06/30/2025	ONTARGET
Decrease by 12% for Chronic Absenteeism Data		12/30/2025	ONTARGET

Impact Notes

Date	Note	Author
04/28/2022	<p>While the average daily attendance rate at Wellspring Prep typically is above 90% in a normal school year, this year we have continued to see a dip in this rate. During the 2019-20 school year, 9th grade students had an average daily attendance rate of 90.23%, 10th grade students had an average daily attendance rate of 92.14%, 11th grade students had an average daily attendance rate of 90.33%, and 12th grade students had an average daily attendance rate of 92.14%.</p> <p>In comparison, during the 2020-21 school year, 9th grade students had an average daily attendance rate of 73.74%, 10th grade students had an average daily attendance rate of 79.95%, 11th grade students had an average daily attendance rate of 87.76%, and 12th grade students had an average daily attendance rate of 91.24% through the first semester of the 2020-21 school year.</p> <p>This year, 9th grade students had an average daily attendance rate of 76.82%, 10th grade students had an average daily attendance rate of 85.95%, 11th grade students had an average daily attendance rate of 86.19%, and 12th grade students had an average daily attendance rate of 88.75% through the first semester of the 2021-22 school year.</p> <p>Despite the differences in average daily attendance rates the last three years, there is a portion of the student population who were chronically absent in both years (about 15% of the student population). In addition, the percentage of the student population who were chronically absent during the first semester of the 2020-21 school year increased to about 45% of the student population.</p>	Emily Hurrell

Adjust Notes

Date	Note	Author
06/21/2022	Due to other challenges that arose this school year, we have not implemented our activities with fidelity. We did hire a student-family liaison in the second half of the school year to support our efforts with attendance. Due to these obstacles, the timeline for implementation of our activities needs to be adjusted.	Emily Hurrell

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Establish an attendance intervention team	Aaron Noordhoek	09/07/2021	09/30/2022	COMPLETE
Outline tiers and intervention supports within each tier	Emily Hurrell	10/01/2021	10/31/2022	COMPLETE
Review Data and Make Adjustments	Emily Hurrell	01/01/2022	01/31/2023	COMPLETE
Continue monitoring data and make adjustments	Emily Hurrell	02/01/2022	06/30/2026	ONTARGET

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Facilitate MTSS - PBIS activities	Shauntrice Smith	06/28/2021	06/30/2026	ONTARGET

Check and Connect Activities

Activity	Owner	Start Date	Due Date	Status
Non-instructional staff including College Career Coach and ECP Success Coach	Shauntrice Smith	06/28/2021	06/30/2026	ONTARGET

Monitoring Notes

Monitoring Notes: Check and Connect

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/28/2022	The school purchased the check and connect materials and hired a student/family liaison to lead the team. Our academic specialists each have a caseload of students who they check in with each week to support. The school has partnered with EngageMI this year as a community provider to support at-risk students.	Emily Hurrell

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
04/28/2022	The school has a list of students who have not responded to the intervention.	Emily Hurrell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/28/2022	The school purchased the check and connect materials and hired a student/family liaison to lead the team. The school has partnered with EngageMI this year as a community provider to support at-risk students.	Emily Hurrell

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?:*

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

Date	Note	Author
04/28/2022	The administrative team along with the ABSS and Student/Family Liaison are regularly reviewing attendance data (1x/week). The Student/Family Liaison has been following up with families based upon the data reviewed.	Emily Hurrell

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/28/2022	The team has developed a list of students who have not responded to the connections made by the Student/Family Liaison.	Emily Hurrell

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/28/2022	The school used grant funds to hire a Student/Family Liaison to lead the team.	Emily Hurrell
