# MICIP Portfolio Report

## Linden Charter Academy

**Goals Included**

**Active**
- 7 Steps Implementation for EL Populations
- Decrease Chronic Absenteeism and Controllable Attr...
- Improve ELA M-Step Growth
- In School Tutoring for Homeless subgroup populatio...

**Buildings Included**

**Open-Active**
- Linden Charter Academy

**Plan Components Included**

Goal Summary
Strategy
    Summary
    Implementation Plan
        Buildings
        Funding
        Communication
        Activities
            Activity Text
            Activity Buildings

## Improve ELA M-Step Growth

*Status:* ACTIVE

*Statement:* Increase overall reading achievement (in identified subgroups - SWD and students in bottom 25th percentile) by strengthening foundational skills prior to student enrollment in grades 3-8 as measured by state and local assessments and stages of literacy development.
Goal Due Date: June 2028

*Created Date:* 03/03/2021                    *Target Completion Date:* 06/16/2028

*Strategies:*

*(1/1):* Corrective Reading (beginning reading)

*Owner:* Chelsea Cox

*Start Date:* 08/30/2021                    *Due Date:* 06/16/2028

*Summary:* Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level. The program has four levels that correspond to students' decoding skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of 4-5 students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons 4-5 times a week.

*Buildings:* All Active Buildings

*Total Budget:* $1,911,700.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

*Communication:*

Method
- Email Campaign

Audience
- School Board
- Staff
- Educators
- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Progress Monitoring | Chelsea Cox | 08/30/2021 | 06/14/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Mastery Tests | Chelsea Cox | 08/30/2021 | 06/14/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Direct Instructional Staff | Chelsea Cox | 08/30/2021 | 06/14/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| ELA subscriptions & supplies | Chelsea Cox | 08/31/2021 | 06/14/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|----------|-------|------------|----------|--------|
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

## Decrease Chronic Absenteeism and Controllable Attr...

*Status:* ACTIVE

*Statement:* Our goal is to decrease chronic absenteeism and controllable attrition by 10% by June 2028 by creating an attendance team to identify at-risk students and provide early intervention and support to those families as measured by attendance tracking.

*Created Date:* 03/05/2021                    *Target Completion Date:* 06/16/2028

*Strategies:*

*(1/1):* Family Engagement Tied to Learning

*Owner:* Corinne Weaver

*Start Date:* 08/30/2021                    *Due Date:* 06/13/2025

*Summary:* "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

*Buildings:* All Active Buildings

*Total Budget:* $107,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

*Communication:*

Method
- School Board Meeting
- Presentations
- Parent Newsletter

Audience
- Staff
- School Board
- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Identify at-risk students within the building. | Corinne Weaver | 08/30/2022 | 06/13/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Place and train instructional staff in MTSS intervention system | Corinne Weaver | 08/30/2022 | 06/13/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Monitor student | Corinne | 08/30/2021 | 06/13/2025 | COMPLETE |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| attendance and attrition | Weaver | | | |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Monitoring Tiered Intervention Plans - MTSS team meets with Tier III families every 4 - 6 weeks to review progress, intervention, and ACAP next steps. | Julie Dixon | 08/30/2021 | 06/13/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Tiered Intervention Approach - Identify Chronic Absenteeism intervention strategies at Tier I - Tier III. | Julie Dixon | 08/30/2021 | 06/13/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Monitoring Tiered Intervention Plans - Meet as a staff to monitor and adjust Tier I and II implementation. | Julie Dixon | 08/30/2021 | 06/13/2025 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

# 7 Steps Implementation for EL Populations

*Status:* ACTIVE

*Statement:* Our goal is to fully implement 7 Steps Process in order to increase ELA M-Step scores by 10% for EL students by Spring 2031.

*Created Date:* 12/12/2024          *Target Completion Date:* 07/01/2031

# 7 Steps Implementation for EL Populations

*Strategies:*

*(1/1):* 23g Tutoring

*Owner:* Julie Dixon

*Start Date:* 12/12/2024　　　　　　　　　*Due Date:* 07/01/2031

*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:* $300,000.00
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

*Communication:*

Method
- School Board Meeting
- Email Campaign
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| EL Tutoring | Julie Dixon | 12/12/2024 | 07/01/2031 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

# In School Tutoring for Homeless subgroup populatio...

*Status:* ACTIVE

*Statement:* Our goal is to provide opportunities for in school tutoring, in order to improve ELA M-Step scores for homeless students by 10% by 2030.

*Created Date:* 12/12/2024              *Target Completion Date:* 06/28/2030

In School Tutoring for Homeless subgroup populatio...

*Strategies:*

*(1/1):* ClassWide Peer Tutoring

*Owner:* Julie Dixon

*Start Date:* 12/12/2024                                      *Due Date:* 06/28/2030

*Summary:* ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor. Pairs of students take turns tutoring each other to reinforce concepts and skills initially taught by the teacher. The teacher creates age-appropriate peer teaching materials for the peer tutors; these materials take into account tutees' language skills and disabilities.

*Buildings:* All Active Buildings

*Total Budget:* $125,000.00
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

*Communication:*

Method
- School Board Meeting
- Presentations
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| Amira Learning | Julie Dixon | 12/12/2024 | 06/28/2030 | ONTARGET |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |