

# MICIP Portfolio Report

## Taylor Preparatory High School

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### Goals Included

#### Active

- ELA Growth
  - Family Engagement
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### Buildings Included

#### Open-Active

- Taylor Preparatory High School
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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

# MICIP Portfolio Report

## Taylor Preparatory High School

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### ELA Growth

*Status:* ACTIVE

*Statement:* Our goal is to implement our curricular tools with fidelity in order to increase ELA PSAT scores in ELA by 5%

*Created Date:* 04/30/2021

*Target Completion Date:* 09/05/2025

**Strategies:**

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

Owner: Alaina Dwyer

Start Date: 09/07/2021

Due Date: 06/16/2023

**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:** \$111,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Staff
- School Board
- Parents

### (2/3): MTSS Framework (General)

*Owner:* Alaina Dwyer

*Start Date:* 04/30/2021

*Due Date:* 06/16/2023

*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:* \$111,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

#### *Communication:*

Method	Audience
<ul style="list-style-type: none"><li>• School Board Meeting</li></ul>	<ul style="list-style-type: none"><li>• Staff</li></ul>
<ul style="list-style-type: none"><li>• Presentations</li></ul>	<ul style="list-style-type: none"><li>• School Board</li></ul>
<ul style="list-style-type: none"><li>• Parent Newsletter</li></ul>	<ul style="list-style-type: none"><li>• Parents</li></ul>

**(3/3): Lexia Reading**

**Owner:** Alaina Dwyer

**Start Date:** 04/06/2023

**Due Date:** 09/05/2025

**Summary:** Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

**Buildings:** All Active Buildings

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

- Other Title Funds (Federal Funds)

**Communication:**

**Method**

- Parent Newsletter

**Audience**

- Community-at-Large

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## Family Engagement

*Status:* ACTIVE

*Statement:* Our goal is to provide an additional family engagement event quarterly.

*Created Date:* 05/08/2021

*Target Completion Date:* 06/22/2024

**Strategies:**

(1/2): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Ronald Pummill

Start Date: 09/07/2021

Due Date: 06/22/2024

**Summary:** "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

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**Buildings:** All Active Buildings

**Total Budget:** \$7,000.00

- General Fund (Other)
- Discretionary Payment (State Funds)

**Communication:**

Method

- Presentations
- Parent Newsletter
- Social Media

Audience

- Parents

**(2/2): Dual Enrollment Programs**

**Owner:** Alaina Dwyer

**Start Date:** 09/07/2021

**Due Date:** 06/17/2023

**Summary:** Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

**Buildings:** All Active Buildings

**Total Budget:** \$300.00

- 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)
- Other State Funds (State Funds)

**Communication:**

Method	Audience
<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> </ul>