

# MICIP Portfolio Report

## Wayland Union Schools

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### Goals Included

#### Active

- Evidence-Based Reading and Writing
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### Buildings Included

#### Open-Active

- Baker Elementary School
  - Career Connections Academy
  - Dorr Elementary School
  - Pine Street Elementary
  - Steeby Elementary School
  - Wayland Union High School
  - Wayland Union Middle School
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Wayland Union Schools

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### Evidence-Based Reading and Writing

*Status:* ACTIVE

*Statement:* When presented with information (text, math problems, tables, charts, maps, etc.), 80% of all Wayland Union Schools students will be proficient in making a claim, supporting that claim with evidence, and provide reasoning for their claim by 2024, as measured by local assessments.

*Created Date:* 06/28/2021

*Target Completion Date:* 06/30/2024

*Data Story Name:* ELA

*Initial Data Analysis:* 63% of WUS juniors met or exceeded benchmark on EBRW of the Spring 2019 SAT Assessment. The subscores show that only 27% met or exceeded benchmark on Command of Evidence and 26% met or exceeded benchmark on Expression of Ideas. When looking at reading and writing/language test scores, 84% of students are either close to being on track for college readiness or need to strengthen their skills in writing.

During the COVID-19 pandemic, WUS experienced a decrease in the percentage of students who achieved a benchmark score on the SAT EBRW assessment. For Spring 2023, 53% of WUS juniors met/exceeded benchmark for EBRW on the SAT. This shows that our students need additional support in the areas of reading, writing, and using evidence from their reading to support their reasoning through their writing.

*Initial Initiative Inventory and Analysis:* The district has aligned literacy practices to the GELN Essential Practices for Literacy and is currently in the process of re-evaluating practices with the revised practices that were updated in 2023.

Grade Levels:

Initiatives/Consistent Programs/Resources Utilized

K-5

Tier 1: Units of Study for Reading, Units of Study for Writing, Saxon Phonics, Heggerty Phonemic Awareness, Learning Without Tears (Y5/K)

Tier 2: Lexia, Rewards, Phonics for Learning, LLI, RAZ Kids, Moby Max, IXL, ReadWorks, Reading Eggs, Road to the Code, Interventions specific to RIT bands, StoryWorks Magazine

Tier 3: Lexia, Interventions specific to IEP goals or ELL plans

6-8:

Tier 1: Commonlit 360 Curriculum

Tier 2: Lexia, Academic Plus, IXL

Tier 3: Interventions specific to IEP goals or ELL plans

9-12:

Tier 1: Penny Kittle Workshop Model, IXL Practice

Tier 2: PRIDE Individual academic support provided when needed

Tier 3: Interventions specific to IEP goals or ELL plans

**Gap Analysis:** In 2019, 63% of students were at or above the benchmark score for career and college readiness for Evidence-Based Reading and Writing as measured by the Spring 2019 SAT assessment. As of 2023, 53% of students are at or above the benchmark score for career and college readiness for Evidence-Based Reading and Writing as measured by the Spring 2023 SAT Assessment. This decrease is attributed in part to the disruption of the COVID-19 pandemic. Our goal is for 80% of students to be at or above benchmark. In order to work toward this goal, additional support is needed for our students in the areas of reading and writing.

Gaps exist between students with/without disabilities as well as students who are/are not economically disadvantaged.

**District Data Story Summary:** Wayland Union Schools has been working on building consistency within grade levels to ensure that all students have exposure to the same content and resources. We have implemented MTSS programming in all buildings to ensure that students have time, built into their school day, to receive individualized assistance and supports to meet their academic needs. While this has helped us to personalize instruction, we know that many of our students will benefit from access to additional instructional time

and supports.

Wayland Union Schools needs to work on vertical alignment of content across grade levels, establish common assessments for each grade level, and establish common assessment scoring criteria. MTSS programming needs to be evaluated to ensure that expected practices are in place consistently in each school building.

**Strategies:**

(1/4): MTSS Framework (General)

Owner: Teresa Fulk

Start Date: 06/28/2021

Due Date: 06/30/2024

**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

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
MTSS Practice Profile	Teresa Fulk	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): Guaranteed and Viable Curriculum**

**Owner:** Teresa Fulk

**Start Date:** 06/28/2021

**Due Date:** 06/30/2024

**Summary:** A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Y5-12 Curriculum Committees	Teresa Fulk	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLC Team Work	Teresa Fulk	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/4): Formative Assessment Process**

**Owner:** Teresa Fulk

**Start Date:** 06/28/2021

**Due Date:** 06/30/2024

**Summary:** Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website ([www.michiganassessmentconsortium.org](http://www.michiganassessmentconsortium.org)) and the FAME Program website (<https://famemichigan.org/>).

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Y5-12 Curriculum Committees	Teresa Fulk	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLC Team	Teresa Fulk	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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

**Owner:** Teresa Fulk

**Start Date:** 10/25/2023

**Due Date:** 06/30/2024

**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
Before/After School Programming	Teresa Fulk	10/25/2023	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Kids Read Now Summer Reading Program - Subscription to program and supervisor to oversee student participation and engagement.	Teresa Fulk	10/25/2023	06/30/2024	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Dorr Elementary School</li> <li>• Pine Street Elementary</li> <li>• Steeby Elementary School</li> </ul>				
Summer Learning Program/ HS Credit Recovery Summer Program to include wages and benefits for program supervisor, instructional staff, transportation staff and related transportation expenses, supplies, and instructional materials.	Teresa Fulk	10/25/2023	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



Activity	Owner	Start Date	Due Date	Status
Experiential Summer Learning Program	Teresa Fulk	06/03/2024	06/29/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Magoosh Program for Individualized Academic Support for Secondary Students	Teresa Fulk	05/31/2024	06/29/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Career Connections Academy</li> <li>• Pine Street Elementary</li> <li>• Wayland Union High School</li> </ul>				
High Interest, Low Level Reading Materials for Schools and Classrooms to support small group and individualized reading intervention instruction.	Teresa Fulk	01/10/2024	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Subscription to IXL for Summer Learning Program to support individualized instruction and intervention for students in math, reading, science, and social studies.	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer Learning Program subscription to MobyMax to provide students with individualized instruction and intervention in reading, math, science, and social studies.	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Dorr Elementary School</li> <li>• Pine Street Elementary</li> <li>• Steeby Elementary School</li> <li>• Wayland Union Middle School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
Leveled book collections to support individualized and small-group reading instruction.	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Deeper Dive training provided by Open Up Resources. This training will support high school teachers in supporting high school students in individualized and small group math instruction through Tier 2 interventions to increase math proficiency.	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Career Connections Academy</li> <li>• Wayland Union High School</li> </ul>				
Strategic PLC training provided by Open Up Resources. This training will support Middle School teachers in supporting middle school students with individualized and small group Tier 2 instruction for students not meeting proficiency through Tier 1 instruction.	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Wayland Union Middle School</li> </ul>				
Launch Course provided by Open Up Resources for 6th Grade Math Teachers. Training will provide teachers with tools and strategies for engaging 6th-grade math students in individualized and small group Tier 2 instruction.	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Wayland Union Middle School</li> </ul>				
<p>Subscription to CommonLit 360 for MS ELA students and teachers to support assessment, individualized instruction, and small group interventions. Access to CommonLit360 unit skills assessments, quarterly 360 professional development and consulting, access to CommonLit's Assessment Series for purchasing grades access to CommonLit Professional Development Portal, administrator access to formative assessment data tracking.</p>	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Wayland Union Middle School</li> </ul>				
<p>Professional Development for MS ELA teachers provided by CommonLit 360. Training will be provided for analyzing assessment data in order to provide small group instruction and intervention for Tier 2.</p>	Teresa Fulk	01/18/2024	06/29/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>Wayland Union Middle School</li> </ul>				
<p>Attendance at the Rtl at Work Institute. Teachers from each building will attend to learn how to design, analyze, and utilize common assessments to improve instruction, guide interventions, and target</p>	Teresa Fulk	01/19/2024	06/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
interventions to meet individual student needs.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Subscription to Lexia Learning for Summer Learning Program to support individualized instruction and intervention for students in reading.	Teresa Fulk	01/25/2024	06/30/2024	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Dorr Elementary School</li> <li>• Pine Street Elementary</li> <li>• Steeby Elementary School</li> <li>• Wayland Union Middle School</li> </ul>				
23g Grant Oversight and Reporting	Teresa Fulk	01/25/2024	06/29/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				