

MICIP Portfolio Report

Light of the World Academy

Goals Included

Active

- Improve Math M-STEP
 - Improve Math NWEA
 - Improve Parent Engagement
-

Buildings Included

Open-Active

- Light of the World Academy
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Plan Components Included

Goal Summary

Data

 Data Story

Strategy

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MICIP Portfolio Report

Light of the World Academy

Improve Math NWEA

Status: ACTIVE

Statement: Our goal is for 7 of 9 grade levels to meet their grade-level norm projected growth by 2023.

Created Date: 06/30/2021

Target Completion Date: 06/15/2024

Data Story Name: Math

Initial Data Analysis: During the 2020-2021 school year, only 2 of 9 grade levels had above 50% of their students meet or exceed their projected growth. 7 of 9 grade levels therefore underperformed in mathematics this year. 6 of 9 grade levels did not meet grade level expectations for proficiency on the spring 2021 test.

Initial Initiative Inventory and Analysis: Light of the World Academy is a Montessori school that uses a whole child approach and a variety of didactic materials to teach all subjects including mathematics. We follow the child and differentiate in order to ensure a deep level of understanding. Currently, LOTWA has sought to align the CCSS to the Montessori scope and sequence through the use of a Year at a Glance (YAAG) that all teachers have access to and have worked in grade level teams to create. We have also hired a math consultant who is Montessori trained as well as state certified in order to coach teachers and work one-on-one with students. Students who fall under a certain percentile also qualify for our multi-tiered system of supports and work 1-3 times per week individually with a intervention specialist. We also invest in a variety of didactic material that concretely teaches math concepts and gives students solid practice. Lastly, we are working to send all of our teachers to Montessori training so they will have a deeper understanding of the math material in order to teach it to the students. The expected outcome is that students will be exposed to all math standards at a deep level in a differentiated way that stays true to the Montessori philosophy. We have seen major gains through our MTSS program and the YAAG, math consultant, and training has helped with consistency in math however, these things have not been in place long enough to assess results. Our MTSS program is funded through Title I. Montessori Training is funded through Title IV.

Gap Analysis: In an attempt to improve math scores in the past, the curriculum we have used has changed several times. These constant changes have required the teachers to learn new systems and the YAAG has had to change along with these resources. Currently the YAAG needs to be updated to fit the Montessori material so pacing can be determined as well as holes that need to be filled through the use of outside resources. We also still have teachers who need to attend Montessori training .

District Data Story Summary: The strengths of our district is a strong sense of our mission and vision and who we are as a school in order to guide our choices; however, it is important that we look deeply at the Montessori content in comparison with the CCSS to

make sure that all students have access to the material needed in order to sufficiently grow. Teachers that are Montessori trained must make adjustments to their curriculum to fit the needs of the school. Students that are a the greatest risk are receiving the support they need, but this cannot make up for gaps taking place in the classroom.

Strategies:

(1/3): MTSS Framework (General)

Owner: Alexis Salisbury

Start Date: 06/30/2021

Due Date: 06/15/2024

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
School will continue to support and run this program	Alexis Salisbury	06/30/2021	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Embedded Formative Assessment

Owner: Alexis Salisbury

Start Date: 06/30/2021

Due Date: 06/15/2024

Summary: Teachers apply formative assessment strategies throughout each lesson as an integral part of mathematics instruction. The aim of formative assessment is to gather information about students' current conceptualizations of mathematics and how they think about particular ideas in math. Teachers intentionally plan to take advantage of opportunities to formatively assess student understandings frequently and regularly. Teachers use the knowledge gained from these formative assessment instances to make in-the-moment instructional decisions that are responsive to students' needs. Examples of student output for formative assessment: work, discourse, thinking, projects, quiz, test, etc.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continue to formatively monitor students - part of our assessment alignment	Alexis Salisbury	06/30/2021	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Alexis Salisbury

Start Date: 11/07/2023

Due Date: 06/15/2024

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
Funding will assist with paying interventionist to provide additional learning time to students who fall within the 1st-25th percentile on NWEA. Interventionist will work with grades K-8 to assist with closing the achievement gaps. Interventionist will be using Montessori Approach, being that Light of the World Academy is a Montessori School, and Engage NY to support interventions.	Alexis Salisbury	11/07/2023	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Math M-STEP

Status: ACTIVE

Statement: Our goal is to hire an interventionist to work with many of the students falling in the 26th-49th percentile in order to have all grade levels reach the 50th percentile on the math M-STEP by 2023.

Created Date: 07/01/2022

Target Completion Date: 06/30/2024

Data Story Name: M-STEP Math

Initial Data Analysis: During the 2020-21 school year Light of the World Academy students were performing at less than 50% proficient in mathematics in all grade levels.

Initial Initiative Inventory and Analysis: Currently we have an MTSS program that caters to around the 25th percentile and below of students in mathematics. We also use an individualized mathematics program that is designed to follow the child. We have a math coach who works with teachers and students who need extra supports.

Gap Analysis: Ideally more than 50% of students would perform proficiently in mathematics. Although students below the 25th percentile are currently receiving extra supports, there is a wide array of students who are not performing at grade level and also not receiving extra supports.

District Data Story Summary: Currently, there are not enough interventions for students in the 26th-49th percentile. These students are not performing at grade level and are also not receiving the level of supports needed. Students who are in intervention do seem to perform better given extra support.

Strategies:

(1/2): Math Recovery Targeted Upper Elementary/ Middle School Intervention

Owner: Alexis Salisbury

Start Date: 08/22/2022

Due Date: 06/30/2024

Summary: Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. Mathematics topics include place value, multiplication and division and structuring number.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire an interventionist to begin supports with students falling in the 26th-49th percentile	Alexis Salisbury	08/23/2022	08/24/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Complete alignment of Albanesi Assessments for all grade levels.	Alexis Salisbury	08/22/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Align work to go along with Albanesi Assessments	Alexis Salisbury	08/22/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): 23g Expanded Learning Time

Owner: Alexis Salisbury

Start Date: 11/07/2023

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
Funding will assist with paying interventionist to provide additional learning time to students who fall within the 1st-25th percentile on NWEA. Interventionist will work with grades K-8 to assist with closing the achievement gaps. Interventionist will be using Montessori Approach, being that Light of the World Academy is a Montessori School, and Engage NY to support interventions.	Alexis Salisbury	11/07/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Improve Parent Engagement

Status: ACTIVE

Statement: Over 85% of Light of the World Academy parents will feel that they have opportunities to learn how to help their children be successful in school by June 2023.

Created Date: 07/01/2022

Target Completion Date: 06/15/2024

Data Story Name: Family Engagement

Initial Data Analysis: LOTWA received a 94.3% in Positive Home-School Relations. Only 73% of parents feel they have opportunities to learn how to help their children be successful in school. Only 74% feel as if they are a part of the mission of the school. There are also several comments regarding wanting to help more at the school and be more involved.

Initial Initiative Inventory and Analysis: Current initiatives that exist regarding communication at LOTWA include a weekly newsletter from the office as well as teacher training on a variety of website builders and newsletter platforms including Google Sites and Wakelet. Teachers are expected to send weekly newsletters. The school also utilizes Facebook to share information and answer questions that arise. In the past (pre-COVID), we also offered evening cafe nights where parents can come to learn more about Montessori and the methodology.

The personnel involved in the implementation of this are the office manager, the principal, and the classroom teachers. The expected outcome is for the parents to feel as if they are a part of the school community and have an understanding of how their child is performing academically. Overall, parents are pleased with the communication however, it can be streamlined and made better. Currently it lacks organization. As of now there is no financial commitment to this goal.

Gap Analysis: With Montessori, parents often aren't familiar with the methodology and therefore are unable to assess how their child is performing academically. The evening cafes are for parent education; however, these are often underattended.

District Data Story Summary: Our strength as a school is a true understanding of our story and a knowing of who we are.

Administration must seek out programs and host sessions for parents on how to be a part of the school community and how to better help their children thrive both at home and school.

Strategies:

(1/1): Family Engagement Tied to Learning

Owner: Alexis Salisbury

Start Date: 06/30/2022

Due Date: 06/15/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementing a schedule and plan for Evening Family Cafes	Alexis Salisbury	06/30/2022	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Make plans and prepare teachers for Parent Observations beginning in November	Alexis Salisbury	06/30/2022	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				