

MICIP Portfolio Report

L'Anse Area Schools

Goals Included

Active

- Academics and SEL growth
- Improve Math M-Step

Buildings Included

Open-Active

- L'Anse Area School

Plan Components Included

Goal Summary

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Activity Text

Activity Buildings

MICIP Portfolio Report

L'Anse Area Schools

Improve Math M-Step

Status: **ACTIVE**

Statement: Our goal is to improve math proficiency in grades 3-7 to within 5% of the state average.

Created Date: **01/27/2021**

Target Completion Date: **06/30/2023**

Strategies:

(1/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Susan Tollefson

Start Date: 06/18/2021

Due Date: 06/15/2022

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: \$2,000.00

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

Communication:

Method

- Presentations
- Email Campaign
- School Board Meeting

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

(2/3): Curriculum Planning

Owner: Susan Tollefson

Start Date: 06/18/2021

Due Date: 06/15/2022

Summary: Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

Buildings: All Active Buildings

Total Budget: \$12,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign

Audience

- Educators
- Staff
- School Board

(3/3): EngageNY/Eureka Math

Owner: Susan Tollefson

Start Date: 06/18/2021

Due Date: 06/15/2022

Summary: Eureka Math (Engage NY) is an Open Educational Resource (OER) available to schools. It is a full set of Pre-K-12 mathematics curriculum materials, including student and teacher resources. These materials were designed from the ground up to provide instruction consistent with the Common Core State Standards for Mathematics. As such, these materials develop students' mathematical thinking and reasoning skills in ways consistent with the Michigan Academic Mathematics Standards and the mathematics requirements of the Michigan Merit Curriculum. Engage NY contains the OER student and teacher materials, while Eureka Math has made additional resources such as assessments and professional learning available as paid supplements to the core OER materials.

Buildings: All Active Buildings

Total Budget: \$12,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign

Audience

- Educators
- Staff
- School Board

Academics and SEL growth

Status: **ACTIVE**

Statement: **Our goal is to meet the needs of all students in the areas of behavior, SEL growth, and academics through a whole child approach**

Created Date: **03/30/2023**

Target Completion Date: **06/30/2026**

Strategies:

(1/5): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: **Melissa Scroggs**

Start Date: **04/26/2023**

Due Date: **06/30/2026**

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."

Buildings: **All Active Buildings**

Total Budget: **\$1.00**

- **Other Federal Funds (Federal Funds)**

Communication:

Method

- Other
- School Board Meeting
- Presentations
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------------|-------------------|-----------------|---------------|
| 3-5th Grade Comprehension Strategy Tools | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| Grade Level/Content Meetings | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| Additional support and training for new teachers | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| Title 6 Aides | Melissa Scroggs | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| Online Reading | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|-------|------------|----------|--------|
| Interventions | | | | |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |

(2/5): Guaranteed and Viable Curriculum

Owner: **Melissa Scroggs**

Start Date: **05/04/2023**

Due Date: **06/30/2026**

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

Total Budget: \$20,000.00

- Other Federal Funds (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|-----------------|------------|------------|----------|
| 1:1 Device Connectivity, purchasing, management and distribution | Melissa Scroggs | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| Professional Learning and Coaching | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| SIS for math | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| Aligning curriculum maps | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| vertically and horizontally | | | | |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| PD Aligned with INTO Reading | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |

(3/5): Student Support Network

Owner: Jennifer Knisely

Start Date: 06/01/2023

Due Date: 06/30/2026

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings: All Active Buildings

Total Budget: \$95,000.00

- Other Federal Funds (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|-----------------|------------|------------|----------|
| School Social Workers in elementary and secondary to plan and monitor SAT plans that provide intensive individualized support to students. Social workers also monitor Early Warning Signs data on course failures, attendance and discipline to drive the BHAT and SAT referral process. This is monitored by quarterly data reviews to determine effectiveness. More SATs are needed currently to respond to learning gaps created during Covid. Social worker is responsible for communication of the SAT plans with teachers and parents and monitoring of their impementation. | Melissa Scroggs | 09/05/2023 | 06/30/2026 | ONTARGET |

| Activity | Owner | Start Date | Due Date | Status |
|--|--------------|------------|------------|----------|
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| School Officer to implement the TEAM (Teaching Educating And Mentoring) program K-12 | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| K-12 Tutoring after school and with Tutor.com | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |
| K-12 Title 1/At Risk Teachers and Aides for support and interventions | Emily Maxson | 09/05/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |

(4/5): 23g Intensive, Individualized Support

Owner: **Melissa Scroggs**

Start Date: **11/09/2023**

Due Date: **06/30/2026**

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Parent Newsletter
- Local Newspaper

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|---|--------------|------------|------------|----------|
| Social worker will implement our MTSS system through data analysis of academics, attendance and discipline. The SSW will schedule Student Assistance Meetings and attend BHAT meetings. At the SAT meetings, individualized plans will be developed with Tier 2 interventions to get kids back on track who have been falling behind. | Lisa Cichosz | 11/09/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings: All Buildings in Implementation Plan</i> | | | | |

(5/5): 23g Expanded Learning Time

Owner: **Melissa Scroggs**

Start Date: **11/09/2023**

Due Date: **06/30/2026**

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

Total Budget: \$100,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

| Activity | Owner | Start Date | Due Date | Status |
|--|-----------------|-------------------|-----------------|---------------|
| 2 MTSS coordinators to oversee SAT meetings and interventions for students | Melissa Scroggs | 11/09/2023 | 06/30/2026 | ONTARGET |
| <i>Activity Buildings:</i> All Buildings in Implementation Plan | | | | |

District Transparency Page Requirements for 23g MI Kids Back on Track

The 23g grant requires eligible grantees to post their approved 23g plan, contact information for parents, and the budget on the district's website transparency page. We decided early on that initial eligibility would not depend on these requirements, but funding release would.

We recommend that these documents be posted together on the district's transparency page under the "23g MI Kids Back on Track Grant" header. More details on what needs to be posted before funding is released are outlined below.

- **The district's MI Kids Back-on-Track plan describes the evidence-based strategies and activities, along with buildings. (23g MICIP Plan)**
 - To satisfy this requirement, the district will post the same PDF of the MICIP 23g plan used in the NexSys 23g grant application that includes the data story, 23g approved strategies, and activities that outline how the strategy will be implemented. This must be posted *before* funds are released.

- **The district implements and maintains functionality on its website homepage, allowing parents, legal guardians, and students to request additional assistance through the MI Kids Back-on-Track program. (23g Parent Contact Information)**
 - To satisfy this requirement, the district will include on the transparency page under 23g MI Kids Back-on-Track a way to request assistance for services outlined in the posted plan. At a minimum, a parent should be able to contact the district through email and a phone number. This must be posted *before* the budget is approved.

- **The district will provide transparency reporting on the MI Kids Back-on-Track program spending on its website. (23g Budget)**
 - To satisfy this requirement, the district will post a PDF of the budget items submitted in the NexSys 23g grant application. This must be posted *after* the budget is approved.

You do not need to submit anything, as the Michigan Department of Education (MDE) staff will check the district's transparency webpage for the links described above when reviewing the budget.