

MICIP Portfolio Report

Lapeer Community Schools

Goals Included

Active

- Improve ELA M-Step, PSAT and Evidenced Based Read...
 - Improve math state assessments
-

Buildings Included

Open-Active

- C.K. Schickler Elementary School
 - Center for Innovation
 - Elva Lynch Elementary School
 - Emma Murphy Elementary School
 - Lapeer High School
 - Rolland Warner Campus 6/7
 - Turrill Elementary School
 - Zemmer Campus 8/9
-

Plan Components Included

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Activity Text

Activity Buildings

MICIP Portfolio Report

Lapeer Community Schools

Improve math state assessments

Status: ACTIVE

Statement: LCS will implement a comprehensive Multi Tiered System of Support for mathematics to enhance the instructional model as shown by an increase in math proficiency to 50% of students by 2025 as measured by state math assessments.

Created Date: 03/09/2021

Target Completion Date: 06/29/2025

Data Set Name: Math District Proficiency

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
Lapeer - mstep-psat-sat 2015-2019	Other
Lapeer vs. Other Districts mstep-sat-psat 2019	Other
Math Programs Prog. Eval Summary 2020-21	Other
22-23 Perception Data	Google Survey Form
NWEA Fall 2023	NWEA
Lapeer trend data MSTEP, PSAT, SAT	Other

Data Story Name: Math District Proficiency

Initial Data Analysis: Academic:

Five grade levels scoring at 40% or below on State assessments (MSTEP, PSAT, SAT) for the 2019-2020 school year. After reviewing the State assessment trend for the 22-23 school year, it was observed that 8 grade levels were performing at or below 41% proficient. Fall 2023 NWEA data for grades K-8 shows an average percentile for rmath at 44%. This is below the district goal of an average 50th percentile. NWEA scores for K-5 are significantly higher than grades 6-8. This information shows the district that system of supports for intervention needs to be implemented at the secondary level.

Students with disabilities scoring more than 35% lower than peers at all schools and grade

levels on State assessments for the 2019-2020 school year.

Economically disadvantaged students scoring more than 20% lower than peers at all schools and grade levels except – Elementary grade 4 on State assessments for the 2019-2020 school year.

Less than - 20% of Community High School students met the college readiness benchmark in math in 22-23 school year. However, the mean score has increased from the 21-22 school (360.4 to 377.9).

Demographic:

33% of teacher are new to the district in the last 5 years

Higher at Lynch (40%), Turrill (53%) and Rolland-Warner (37%)

20% of teachers are new to the district in the last 2 years

Principal and administrator changes at 4 of the 8 buildings

Staff perceptions about math were mixed at different grade levels regarding programming.

Program Process:

Math program evaluations from Invesitgations, CMP3, and HMH indicated that

- stakeholders express a high level of interest in, support for, and committment to the programs.

- teachers do not implement the evidence-based strategies with fidelity, nor carry out responsibilities by their proposed timelines.- staff do not use clearly defined protocols to collect and analyze summative and formative data to identify intended and unintended consequences. - adequate resouces are available for full implementation, including time for staff collaboration in various forms.- sufficient funds have been allocated and continue to be managed by the building principal or program director.

- 20-21 Learning coach plans reveal 8.9% of coaching cycles focused solely on math (20 out of 224 coaching cycles district wide) -Lynch 4, Schickler 2, Murphy 1, Turrill 2, middle school 13, LHS 0. In 22-23, there was 1 coaching cycle at LHS involving math, 12 at Zemmer and 16 at RW. Additional support is needed as there were close to 300 coaching cycles that took place. Math interventionists at the secondary level will support this needs.

- Math intervention/guided academics classes at the secondary level make up 7% of all students compared to more than 59-75% of non-proficient students. A need for sections of Guided Academics is present in the secondary buildings.

- Math intervention is provided at elementary level in -% of all grade levels K-5

- As it relates to academics, the ASCD Whole Child Survey Tool revealed a high level of support at the elementary level of personnel welcoming and including all families as partners in their chidren's education and significant members of the school community (one of their top 5 indicators), whereas at the secondary level, program evaluations indicate a need for additional parent resources to support their student at home in math.

- As it relates to academics, the ASCD Whole Child Survey Tool revealed 43% of buildings (Lynch, Murphy, RW) scored as one of their top 5 indicators that teachers use a range of diagnositc, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching and learning activities to maximize student progress.- At the elemenary level, the program evaluation indicates that walkthroughs typically focus on ELA. The focus has been on reading and not math.- At the secondary level, the program evaluation indicates additional time is necessary to develop power

standards, success criteria checklists, and cross-grade level collaboration about student evaluation.

- The District Wide Title I Onsite review indicated a change required in data analysis of ethnic diversity as a subgroup, no matter the size of the subgroup.

Initial Initiative Inventory and Analysis: What is the connection to district mission?

-Mission Statement: LCS is a dynamic community organization embracing our students with a quality learning environment, developing independent and confident learners for the future.

-Vision Statement: Excellence in all we do for our students, our schools and our community through:

-Continuous improvement;

-Diligent effort; and

-Innovative design

What personnel are involved in the implementation?

-Teachers K-12

-Administrators

-Learning Coaches

-Paraprofessionals

What is the expected outcome?

-All students will be proficient in mathematics.

What evidence for outcomes are there thus far?

-Data from state assessments

What is the financial commitment and source of funding?

-Title II funds LABs and data days

-Title II funds PD for teachers at the district and building level

-General Funds pays for students materials and teacher manuals

-Title I and 31a for Instructional Coaching

What fidelity measures exist?

-Building walk-through documentation

-Pacing guides

-KUDs (what students need to know, understand and be able to do) and gap documents

-Building coach plans

-PLC process

What professional development exists including coaches and performance feedback?

-Learning Coaches to support implementation of PD (from district level and building level), PLC groups

-Coaching for GA teachers on using reports in NWEA reports

-Lab classrooms

-Math Leadership meetings at the GISD

-CMP3 Users conference

-Data analysis days

In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings.

Lapeer Initiatives:

-Programs we use:

- Investigations K-5 (Realize for technology component)
- Connected Mathematics Project (CMP3) 6-8 (Realize for technology component)
- Houghton Mifflin Harcourt (HMH) 9-12 (technology component as well)
- Math Recovery
- Guided Academics for MTSS at the secondary level
- MTSS at the elementary level
- KUDs to determine what students need to know, understand and do
- KUDs to determine gaps
- Instructional coaching
- Workshop model
- Parent outreach

Mathematics Curriculum Implementation:

- Elementary Investigations – implemented 6 years ago with heavy focus on PD in years 1-4 (not years 5 and 6 due to secondary math being a focus, as well as a focus on ELA)
- Middle School CMP3 – implemented 5 years ago with heavy focus on PD in years 1-4 (not year 5 due to COVID)
- High School HMH- implemented 4 years ago with heavy focus on PD in years 1-2 (not 3 and 4 due to staff not finding value in outside presenters and COVID)
- Professional Development was provided for the new adoption of curriculum, but there is no on-site training since.
- We have a need for new teacher PD on the Launch, Explore and Summarize model for instruction to include mathematical practices
- Classroom walkthroughs are conducted, but are not always focused on math. There is no grade specific “look fors” document for math
- Parents are not feeling prepared to help students at home in math.

Professional Learning Communities

- District goal was to develop, support and sustain high-quality collaborative processes that improve teacher performance and student achievement. 100% of teachers will contribute to PLC focused on 4 questions; What do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching?
- Within PLC, grade level teams work to determine KUD (What students need to be able to know, understand and do) documents to ensure the adopted resource is meeting the standards.
- 100% of teachers and administrators will participate in Instructional Rounds and use data to inform building SIP and district goals.
- Lab classroom opportunities available
- 100% of principals and learning coaches will have individual and group coaching cycle plans to include student-centered, measurable goals and measurement (assessment) methods aligned to cycle goals and content standards.
- All staff have received limited professional learning in the area of math over the past year, due to COVID.
- Teacher perception data indicates a need for additional PD for new teachers, as well as continuing PD based on teacher need

-Implementation with fidelity needs to occur at all grade levels

District Data Teams

-District goal was to implement MTSS in grades K-12 that is high quality to include evidence-based instruction.

-All buildings analyze student data during data days to determine and plan interventions.

-One result of this work, elementary buildings conduct data days with fidelity, secondary do not.

-Another result, elementary interventions focus mainly on reading and math is secondary.

-Elementary District Data Teams currently meet three times a year to create IRIP, plan targeted supports, and evaluate the effectiveness of interventions.

-Secondary Data Teams consist of guided academic teachers only and interventions are not written in terms of tiered support.

-Limited intervention opportunities are provided for students struggling to master grade level expectations. The use of formative assessment to monitor and adjust instruction or provide additional support based on student mastery of key concepts is inconsistent.

-The development of implementation guides has not taken place due to principal turnover at the middle school level and staff turnover district wide.

Gap Analysis: Our district continues with a downward trend in mathematics achievement at the secondary level as measured by MSTEP, PSAT and SAT. NWEA levels are also far below the district goal.

Analysis of subgroup data within the district at all levels demonstrates a significant gap between student's proficiency in economically disadvantaged students, and students with disabilities.

District Data Story Summary: The district's overall K-12 math proficiency is not meeting expectations or State targets annually and are scoring significantly below on State assessments. Some buildings and grade spans are outperforming others. Subgroups such as economically disadvantaged, ELL and special education students are performing lower. Staff have been provided introductory training, grade spans not fully implementing the new math curriculum are scoring below others. There has been a surge of new teacher hires who have not had the introductory professional development and therefore not trained on the philosophical beliefs of the district when adopting the new curriculum (such as the launch, explore and summarize model of mathematics or the mathematical practices which are part of the Common Core Standards embedded in the new curriculum). Limited intervention opportunities are provided for students struggling to master grade level expectations. Parents are not feeling prepared to help students at home in math. IXL is one of the few interventions K-12 that are available in math. Secondary math interventionists are beginning their second year at the high school so there is not data available as of yet to measure on their impact.

Based on the MTSS pyramid, we have a higher number of students requiring tier 3 and 2 services than we have identified in tier 1. Therefore, the amount of intervention time required to service all students makes it challenging to meet all needs at all grade levels. What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

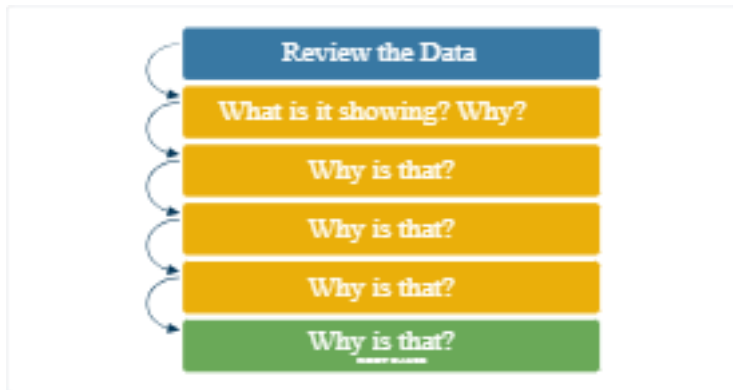
K-5 MTSS block within the day 6-12 Guided Academics MTSS elective courses Required PLC

build in the contractual day and Data Analysis Days in ELA and math Learning Coaches at each building focused on Tier 1

District Learning Coaches to include Technology, New Teacher and Data Analysis Secondary Interventionists, After School Tutoring/Credit Recovery for Secondary, and summer school are also opportunities used to support learner needs.

Analysis:

Root Cause



Five Whys

- Why: Why? Why are students scoring in downward trend in mathematics in their middle- and high-school courses and some elementary buildings and grade spans are outperforming other? Not all teachers received in-depth professional development to have a clear vision for Board approved math resources that align to the district's philosophical beliefs for applying mathematical practices within teaching to common core standards.
- Why: Math has not been the professional development priority in all buildings. Buildings utilizing math support from a learning coach have remained focused on ongoing KUD development, data days and professional development. Some buildings have a higher new teacher turnover and ELA has taken priority at the elementary level as it pertains to professional development opportunities.
- Why: Learning coach focus in most buildings has focused on tier 1 instruction in ELA and student centered instruction. Our vision for coaching is to support teachers in KUD development and identifying gaps, analyzing multiple points of student data, tiered instruction and formative assessment with immediate feedback.
While we have utilized outside presenters in the past, we have found that some do not meet our expectations for growing teacher capacity in applying mathematical practices in their instruction. K-5 Investigations training from the company is not the same quality we initially received when first adopted, CMP3 is high quality but as a result of COVID the workshops were canceled, and purchasing HMH training was not a priority at the high school due to poor quality of outside trainers. High School teachers preferred to host in district lesson studies and labs but as a result of COVID this was pushed back a full year. We have found at the levels where these vendors do not meet the expectations our learning coaches are trying to fill the gaps for training.

- Why: The combination of math being a lower priority for new teachers and quality of outside trainers resulted in math not being a priority focus for coaching. The district needs to require coaching cycles for a percentage of their time.
- Why: All new teachers and teachers new to math content need professional development in the form of coaching and in-depth training on incorporating mathematical practices within instruction, KUD development, analyzing multiple points of student data, tiered instruction and formative assessment along the way and providing immediate feedback.

Challenge Statement: The district needs to focus on training, monitoring, and learning coach support for K-12 math instructors to include work on developing success criteria, applying mathematical practices, and collaboration about formative assessment, as well as additional math intervention and supports for students who are not mastering key math concepts in order to improve performance outcomes.

Strategies:

(1/4): MTSS Framework (General)

Owner: Michelle Bradford

Start Date: 03/28/2023

Due Date: 06/29/2025

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: \$3,000,000.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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:

- | | |
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| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Email Campaign • District Website Update • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop and implement a PD plan for all appropriate staff in math curriculum and best practices for instruction to include Essential Practices for Disciplinary Literacy in	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Secondary Classrooms, KUD, Kagan, Essential Practices for Early Mathematics, etc.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will support each school to engage in continuous improvement of MTSS to be measured by the DCA.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff collaboration including PLC's, Data Days, and Lab classrooms.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Select, provide, and adjust intervention/instruction/enrichment opportunities at Tier 1, 2, 3 using the NCTM 8 Mathematical Practices to include IXL as well as other technology related applications.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and follow a coaching schedule to support math teachers K-12 through learning coaches, drop out prevention coordinators, and instructional rounds . The instructional coach supports professional inquiry and student growth through job-embedded professional learning and empowerment for all staff. Coaches facilitate opportunities for learning by posing questions,	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>challenging thinking, and examining ideas and relationships. We support staff in data analysis, planning, reflection, goal-setting and problem resolution through collaboration with other professionals. The secondary drop-out prevention coordinator will provide direct intervention support to students and as a coach, instructional support to staff. As a secondary drop-out prevention coordinator, this individual will work as an interventionist with students identified as in need of Tier 3 support in the Multi-Tiered System of Support (MTSS), based on behavioral and academic criteria. The coordinator will build an intervention plan based on needs, monitor and support students through the pyramid of options outlined in the secondary MTSS protocol. Additionally, the coordinator will collaborate with teachers, counselors and administrators to monitor students, analyze data, evaluate progress, make adjustments and plan a sustainable course of action. The coordinator will also communicate with appropriate stakeholders, including parents. As a</p>				

Activity	Owner	Start Date	Due Date	Status
coordinator, this individual will provide PD to staff on best-practice strategies to support at-risk students in need of Tier 2 and 3 supports, provide leadership in the use of the Early Warning System (EWS) and support fidelity of implementation of MTSS at the secondary level.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Jennifer Mudge

Start Date: 03/28/2023

Due Date: 06/29/2025

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: \$2,500,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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"> • School Board Meeting • Email Campaign • District Website Update • Parent Newsletter 	<ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize a process that helps identify and support students by implementing systems to ensure students are healthy, safe, engaged supported, and challenged at Tier1, 2, and 3 to include Drop Out prevention coordinators, PBIS	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
frameworks, SEL support to be measured by EWIMS data, perception survey data, and PBIS TFI				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement a PD schedule for teachers and appropriate staff for training supporting the Whol	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/29/2025

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

- Lapeer High School
- Rolland Warner Campus 6/7
- Zemmer Campus 8/9

Total Budget: \$350,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 2 and 3 interventions will include Guided Academics. Guided Academics is a class designed to provide academic intervention in math. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions,	Jennifer Mudge	10/06/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA class.</p> <p>Program Goals Assess reading, using NWEA MAP Growth Assessment, M-STEP, PSAT, and/or SAT as the initial assessment(s) used to determine if a student needs additional assistance. To provide students with appropriate differentiated instruction through the use of small group and/or individual strategies that will accelerate the students' academic progress. To provide students, as needed, with immediate interventions so they do not fall behind academically and ensure that they meet core content standards. To provide students with supports, strategies, and resources to promote increased independence and confidence. To monitor student progress to ensure students are succeeding in the general education curriculum. To communicate effectively</p>				

Activity	Owner	Start Date	Due Date	Status
<p>with parents to promote involvement, support and participation in reaching student goals, support student progress, and assist during scheduled meetings and activities. This strategy will be monitored by the School Improvement and Grant Coordinator.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Tier 2 and 3 interventions will include after school tutoring/credit recovery 2 days a week after school at the secondary level. Certified staff will be providing the tutoring in the content areas that are needed by students. This will be monitored by the School Improvement and Grant Coordinator.</p>	<p>Jennifer Mudge</p>	<p>10/06/2023</p>	<p>06/29/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Lapeer High School • Zemmer Campus 8/9 				
<p>Interventionists at the high school level. The interventionist enhances student achievement through expert knowledge of best-practice teaching strategies, accelerated learning, and use of assessment to monitor and adjust instruction. The interventionist may provide instruction in the context of a Guided Academics Course or through push-in</p>	<p>Jennifer Mudge</p>	<p>10/06/2023</p>	<p>06/29/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>support in the regular classroom. The interventionist collaborates with instructional staff to ensure alignment across tiers of support as well as coordinate instruction/strategies to effectively meet student needs. This will be monitored by the School Improvement and Grant Coordinator.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Lapeer High School 				

(4/4): 23g Expanded Learning Time

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/29/2025

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

- Lapeer High School
- Zemmer Campus 8/9

Total Budget: \$60,000.00

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

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Email Campaign • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer school is a credit recovery opportunity for students in high school seeking to gain credits they previously were not able to capture. Courses offered are both face to face and virtual, all students must be present regardless of the platform. Participation in this program provides the	Jennifer Mudge	10/06/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>opportunity for high school students to successfully complete credits/courses that they previously failed. Summer School offers both face to face and virtual courses, all students must be present regardless of the platform The program utilizes Pearson Connexus as the online vendor/ platform. Student attendance during summer school is mandatory. Students missing more than ONE day of summer school will be dropped from the program. Additionally, students will be dropped for misbehaviors. Students do have access to the courses 24/7, which provides an even greater chance for successful completion. Certified teachers will be grading the coursework and monitor students' progress and assist the students with time management, so the students can earn the credit(s). The program will be monitored by the School Improvement and Grant Administrator.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Improve ELA M-Step, PSAT and Evidenced Based Read...

Status: ACTIVE

Statement: LCS will implement a comprehensive Multi Tiered System of Support for ELA to enhance the instructional model as shown by an increase in ELA proficiency to 70% of students by 2025 as measured by state Reading assessments.

Created Date: 04/05/2022

Target Completion Date: 06/30/2025

Data Set Name: ELA District Proficiency

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
English Learner Data: English Learner Dashboard	MI School Data
Subgroups, ELA M-STEP 2021	Other
Mstep 17-21 from GISD	Other
MATH-ELA Sp2021 PSAT 9-10 & SATs	Other
2021 MSTEP DATA - Bldg	Other
ELA=Math Sp2021 MSTEP 3-9 & PSAT GISD/LISD	District Determined
Math-ELA Sp2021 PSAT 9/10 & SAT	District Determined
MSTEP Trend	District Determined
22-23 Perception Data	District Determined
Fall 2023 NWEA Data	NWEA
2023 Trend Data MSTEP, PSAT/SAT	District Determined

Data Story Name: ELA District Proficiency

Initial Data Analysis: Academic: Four grade levels scoring at 50% or below on State assessments (MSTEP, PSAT, SAT) for the 2020-21 school year, with six grade levels demonstrating a decrease in proficiency compared to the previous State assessment.

After reviewing MSTEP trend data since the 20-21 school year, we have observed that grades 6, 7, and 8 have shown a decrease in proficiency which puts them below the state average. This downward trend has also been observed on the EBRW for 9th and 11th grades. Fall 2023 NWEA data for grades K-8 shows an average percentile for reading at 48.6%. This is far below the district goal of an average 70th percentile. In grades K-3, IRip data shows decrease from 40% of students in grades K-3 requiring an IRip in the fall to 37% in the spring. This information shows the district that the system of supports for intervention needs to be implemented at the secondary level.

Students with disabilities scoring more than 35% lower than peers at all schools and grade levels. MSTEP: 41% difference between students with disabilities at the 4th grade. Economically disadvantaged students scoring more than 20% lower than peers at all schools and grade levels except MSTEP: 4th, 5th and 6th 14% of Community High School students were proficient on SAT Evidenced-Based Reading & Writing.

NWEA K-8, students average on winter 2021 assessment is 48th percentile with all grade levels increasing in percentile except 1st grade from previous year. 35% scoring above the 60th percentile, 23% scoring between 41st and 60th percentile, 22% scoring between 21st and 40th percentile, and 20% scoring below 20th percentile.

Demographic: 33% of teachers are new to the district in the last 5 years Higher at Lynch (40%), Turrill (53%) and Rolland-Warner (37%) 20% of teachers are new to the district in the last 2 years Principal and administrator changes at 2 of the 8 buildings

Staff perceptions:

Program Process: ELA program evaluations from MAISA: Stakeholders feel well-prepared to implement MAISA having mentor texts, new teacher PD, LAB when subs are available, classroom libraries, and guided reading materials.

Staff express concern over gaps, time involved in reading each lesson and rigor

Students seem engaged depending on the teacher's presentation and planning

Concerns identified through DRA, NWEA, writing assessments. Possible solution is Fountas & Pinnell K-5 and high school SpringBoard

Staff can seamlessly integrate the program with district workshop initiatives

Needed supports: LAB for new teachers, refresher LAB for others, articulate research behind implementation and program

Majority of teachers implement with fidelity, some integration of other materials

Defined protocols in place for PLC's, data days, running records and DRA (K-5), NWEA (K-8)

Out of control concerns for implementation include lack of subs for training, covid, time for teaching all components of ELA daily

Secondary level indicate additional time is necessary to develop quality KUD, success criteria checklist, and cross-grade collaboration

Initial Initiative Inventory and Analysis: What is the connection to district mission? -Mission

Statement: LCS is a dynamic community organization embracing our students with a quality learning environment, developing independent and confident learners for the future.

-Vision Statement: Excellence in all we do for our students, our schools and our community through: -Continuous improvement; -Diligent effort; and -Innovative design

What personnel are involved in the implementation? -Teachers K-12 -Administrators - Learning Coaches -Paraprofessionals

What is the expected outcome? -All students will be proficient in English Language Arts.

What evidence for outcomes are there thus far? -Data from State and local assessments
 What is the financial commitment and source of funding? -Title II funds LABs, data days and Instructional Rounds -Title II funds PD for teachers at the district and building level - General Funds and ESSER III (learning loss) pays for student materials, K-5 assessment materials and teacher manuals -Section 35a ELG pays for before and after school interventions, materials for interventions, professional development with a coach and K-2 Spring Conferences-Title I and 31a for Instructional Coaching and Interventionists
 What integrity of implementation measures exist? -Building walk-through documentation - Pacing guides -KUDs (what students need to know, understand and be able to do) and gap documents-Building coach plans -PLC process
 What professional development exists including coaches and performance feedback? - Learning Coaches to support implementation of PD (from district level and building level), PLC groups -Coaching for Guided Academics teachers on using reports in NWEA reports - Lab classrooms -ELA Leadership meetings at the GISD -MRA, AP and SpringBoard conferences -Data analysis days
 ELA Curriculum Implementation: -K-11 MAISA workshop model for instruction– implemented several years ago with heavy focus on PD in years 1-4 -Middle School MAISA units are currently in review with Oakland ISDElementary and High School MAISA units have not been recently updated leaving gaps and not fully aligning to standards.- SpringBoard grades 7-11 implemented as an advance track for students. Students are placed into this pathway based on achievement data in ELA using multiple points of data. - Advanced Placement courses offered at the high school with required teacher training -Classroom walkthroughs are conducted. -Guided Reading and running record requirement for grades K-5 (Richardson or Dorn models)Classroom libraries are provided by teachers and dependent on funding sometimes supplemented by grants.Reading Recovery grade 1New Teacher Learning Coach Cycles and additional PD provided for new teachers
 Guided Academics classes offered at the secondary level, in addition to required ELA courses
 Professional Learning Communities -District goal was to develop, support and sustain high-quality collaborative processes that improve teacher performance and student achievement. 100% of teachers will contribute to PLC focused on 4 questions; What do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Contractual time is built in weekly for grade level and content PLC.
 PLC's work to develop KUD's as part of our quality curriculum process of unpacking standards in order to ensure teachers are providing students what they need to Know, Understand and Do with adopted curriculum resources as well as identify gaps. New teachers to the district throughout the pandemic have not engaged in this work at the elementary level.
Gap Analysis: Our district continues with a downward trend in ELA achievement as measured by MSTEP, PSAT and SAT at the secondary level. NWEA levels are also far below the district goal.
 Analysis of subgroup data within the district at all levels demonstrates a significant gap between student's proficiency in economically disadvantaged students and students with disabilities.

District Data Story Summary: The district's overall K-12 ELA proficiency is not meeting expectations or State targets annually and are scoring below ELA on State assessments and below district expectations on NWEA. Some buildings (elementary) and grade spans are outperforming others. Subgroups such as economically disadvantaged, ELL and special education students are performing lower. Schickler and Turrill 3rd grade MSTEP proficiency scored significantly higher than the State and surrounding elementary buildings.

What learner needs are going unmet or not being met adequately/sufficiently? Based on the MTSS pyramid, we have a higher number of students requiring tier 3 and 2 services than we have identified in tier 1. Therefore, the amount of intervention time required to service all students makes it challenging to meet all needs at all grade levels.

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs? K-5 MTSS block within the day 6-12 Guided Academics MTSS elective courses Required PLC build in the contractual day and Data Analysis Days in ELA and math Learning Coaches at each building focused on Tier 1 and some Reading Recovery trained District Learning Coaches to include Technology, New Teacher and Data Analysis 2nd Grade Word Study Cohort Secondary Interventionists, After School Tutoring/Credit Recovery for Secondary, and summer school are also opportunities used to support learner needs. IXL is used K-12 to support the various needs of the learners.

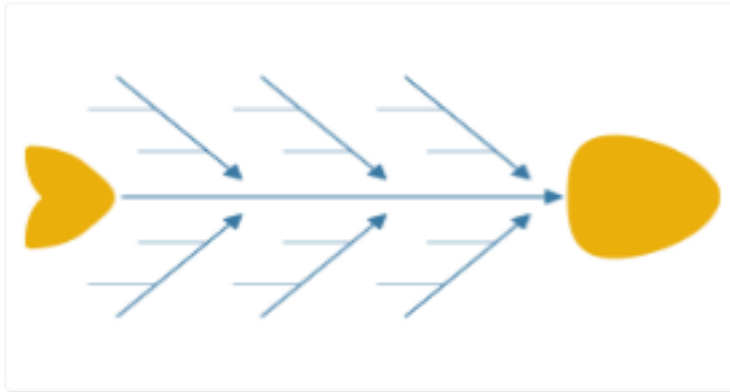
Are there any major challenges not being addressed by a service, program, or activity? Gaps and low rigor exist in current curriculum resources, lack of classroom libraries and shared reading, new teacher turnover, sub shortage to fit in new teacher LAB/Lesson Study/KUD development that supports the workshop model. Sub shortage makes it difficult to pull groups of grade level and content level teachers for KUD development.

Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? Elementary MTSS provides daily time for intervention. Secondary Guided Academics (MTSS) are limited based on available funds and student schedules put constraints on availability. 35a and 31A have been used to pay stipends to teachers to support students before and after school, however, staff willing to participate is low and based on parent willingness and/or transportation.

Is there a braiding of funding across these various programs and efforts? We use Title I, 31a and additional grants to provide various interventions across all grade levels and buildings during the school year as well as extended school year opportunities to include summer school opportunities K-12.

Analysis:

Root Cause



Summary of Fishbone discovery:

The Fishbone activity revealed the following:

Infrastructure-Schedules, programming, and resources
 What's in Place and Working? MTSS-I-Connect intervention
 Assessment system (NWEA & Illuminate)
 Weekly PLC
 Guided Academics: ELA class
 Before and After School Tutoring
 Ongoing embedded PD and coaching

Challenges and Obstacles:
 Elementary: Sub shortage for LAB, PD and KUD development
 Secondary: Consider running more than one GA ELA class per semester
 More time to score and input assessment data
 YR/Traditional schedules make it hard to collaborate around current data
 Class sizes over 30 make it difficult to differentiate and confer w/students
 Switching students at second semester and not teaming impacts relationships and knowing students' strengths & needs (behavioral and academic)
 All ELA teachers are unable to attend after school PLC due to teaching in different buildings and/or more than 1 subject
 Tracking creates a system of inequity (general classes have more students with behavioral and special needs)
 Para and substitute shortage causing gaps in student support and instruction

Leaders-Systemic planning and implementation, knowledge skills, disposition
 What's in Place and Working? Attends PLC regularly
 Meets w/coaches weekly

Challenges/Obstacles
 Training for admin on Readers'/Writers' Workshop and Springboard to improve feedback to teachers
 Need more time to provide feedback and conduct informal walkthroughs

Curriculum-Design and Implementation
 What's in Place and Working?

RW: Guaranteed curriculum for all students
 Clearly defined success criteria, KUDs completed
 K-12 alignment w/MAISA units
 6-12 alignment w/Springboard
 M-STEP practice materials/assessments by unit exist for MAISA units

Challenges/Obstacles

Elementary: Loss of time from classroom
 Need training on KUD development and its purpose
 Not concentrated enough
 MAISA low rigor
 Repetitive units across levels
 Lack of materials, classroom libraries, mentor text, shared reading
 Expired links
 Lacks grammar, phonics, rhyming, phonemic awareness
 Gaps in standards, not in depth
 pre/post assessments too much

Secondary: Use M-STEP materials and formative assessments throughout year
 Create M-STEP materials and formative assessments aligned to Springboard units
 Disciplinary Literacy Essential Practices used across content areas

Instruction-Methods, materials, and resources
 What's in Place and Working?

RW: Guaranteed curriculum for all students
 Quality assessments
 Formative assessment for

each session
Success criteria for each session
Kagan strategies
Workshop training for new teachers available within district

Challenges/Obstacles
Elementary: New teachers to workshop
Lack of common language
Need engaging resources at teacher's fingertips
Digital reading - easily differentiated with digital text
Supplementing with close reading
Provides choice but you need concrete/explicit instruction, too
Assessment doesn't match with all State Assessments

Secondary: Purchase novels for SB to increase student choice and improve motivation/engagement
Examples of student writing aligned to different proficiency levels for students to self-assess
Disciplinary Literacy Essential Practice alignment by unit

Teachers-Knowledge, skills, disposition
What's in Place and Working?

RW: Trained in Kagan, Workshop structure
Majority have consistently taught in grade level/subject area
Experienced department
Works together as a team
Common vision for ELA

Challenges/Obstacles
Elementary: MAISA not user friendly
Teachers need learning materials
Lots of new teachers
Doesn't give time to practice (lower el writing)
Lack of classroom libraries - levels A, B, C, D
More guidance for elements of ELA curriculum like word Study
Access to appropriate resources
Resources are not consistent for teachers

Secondary: Increased demands and global and local crisis have caused a substantial amount of stress, low morale, and burnout-consider prioritizing initiatives and addressing the workload of staff.
Refining conferring and becoming more efficient at data collection and analysis

Students-knowledge, skills, disposition
What's in Place and Working?
In coming students tend to come in at over 50% proficient

Challenges/Obstacles
Global and local crisis have created an abundance of stress for students-more SEL support would help student achievement and emotional health
Student apathy, mental health and attendance issues
Many students entering far below basic in reading/writing skills (i.e. no use of capital letters, punctuation, paragraphing, decoding issues, trouble w/infering, etc.)-More opportunities for GA classes or other more targeted interventions

Supporting Documents

Document Name	Document Summary	Upload Date
Building Fishbone Feedback	Summary of this file contains individual building Fishbone Diagrams on the ELA programming in their building. Diagrams include glows or what is place and working and challenges/obstacles that are in our control and could improve.	01/28/2022
Culminating District Fishbone Input	This file provides culminating input from all buildings on the Fishbone Diagram, both elementary and secondary	01/28/2022

Challenge Statement: The district needs to focus on training, progress monitoring, and learning coach support for K-12 ELA teachers to include work on KUD development and unpacking standards in order to identify gaps within the curriculum resources and

supplement with quality resources and evidenced based instruction.

Strategies:

(1/4): MTSS Framework (General)

Owner: Michelle Bradford

Start Date: 04/18/2022

Due Date: 06/29/2025

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: \$3,500,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff collaboration including PLC's, Data Days, and Lab classrooms.	Michelle Bradford	04/18/2022	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
The district will support each school to engage in	Jennifer Mudge	03/29/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
continuous improvement of MTSS to be measured by the DCA, Schoolwide Essentials Screener, and the RTFI .				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement a PD plan for all appropriate staff in ELA curriculum and best practices for instruction to include Kagan, KUD, Literacy Essentials, F&P, and Reading Recovery	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and follow a coaching schedule to support content area teachers K-12 in the use of disciplinary literacy through learning coaches, drop out prevention coordinators, and instructional rounds . The instructional coach supports professional inquiry and student growth through job-embedded professional learning and empowerment for all staff. Coaches facilitate opportunities for learning by posing questions, challenging thinking, and examining ideas and relationships. We support staff in data analysis, planning, reflection, goal-setting and problem resolution through collaboration with other professionals. The secondary drop-out	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>prevention coordinator will provide direct intervention support to students and as a coach, instructional support to staff. As a secondary drop-out prevention coordinator, this individual will work as an interventionist with students identified as in need of Tier 3 support in the Multi-Tiered System of Support (MTSS), based on behavioral and academic criteria. The coordinator will build an intervention plan based on needs, monitor and support students through the pyramid of options outlined in the secondary MTSS protocol. Additionally, the coordinator will collaborate with teachers, counselors and administrators to monitor students, analyze data, evaluate progress, make adjustments and plan a sustainable course of action. The coordinator will also communicate with appropriate stakeholders, including parents. As a coordinator, this individual will provide PD to staff on best-practice strategies to support at-risk students in need of Tier 2 and 3 supports, provide leadership in the use of the Early Warning System (EWS) and support fidelity of implementation of MTSS</p>				

Activity	Owner	Start Date	Due Date	Status
at the secondary level.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Select, provide, and adjust intervention/instruction/enrichment opportunities at Tier 1, 2, 3 using the Literacy Essentials. Tier 2 and 3 interventions will include IXL which will be used K-12.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Jennifer Mudge

Start Date: 03/29/2023

Due Date: 06/30/2025

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: \$2,000,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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"> • Other • School Board Meeting • Presentations • District Website Update 	<ul style="list-style-type: none"> • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize a process that helps identify and support students by implementing systems to ensure students are healthy, safe, engaged supported, and challenged at Tier 1, 2, and 3.	Jennifer Mudge	03/29/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop and implement a	Jennifer	03/29/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
PD schedule for teachers and appropriate staff for training supporting the Whole Child	Mudge			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/30/2025

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

- Lapeer High School
- Rolland Warner Campus 6/7
- Zemmer Campus 8/9

Total Budget: \$350,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 2 and 3 interventions will include Guided Academics. Guided Academics is a class designed to provide academic intervention in ELA. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are	Jennifer Mudge	10/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA class. Program Goals Assess reading, using NWEA MAP Growth Assessment, M-STEP, PSAT, and/or SAT as the initial assessment(s) used to determine if a student needs additional assistance. To provide students with appropriate differentiated instruction through the use of small group and/or individual strategies that will accelerate the students' academic progress. To provide students, as needed, with immediate interventions so they do not fall behind academically and ensure that they meet core content standards. To provide students with supports, strategies, and resources to promote increased independence and confidence. To monitor student progress to ensure students are succeeding in the general education curriculum. To communicate effectively with parents to promote involvement, support and</p>				

Activity	Owner	Start Date	Due Date	Status
<p>participation in reaching student goals, support student progress, and assist during scheduled meetings and activities. This strategy will be monitored by the School Improvement and Grant Coordinator.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Tier 2 and 3 interventions will include after school tutoring/credit recovery 2 days a week after school at the secondary level. Certified staff will be providing the tutoring in the content areas that are needed by students. This will be monitored by the School Improvement and Grant Coordinator.</p>	<p>Jennifer Mudge</p>	<p>10/06/2023</p>	<p>06/30/2025</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Interventionists at the high school level. The interventionist enhances student achievement through expert knowledge of best-practice teaching strategies, accelerated learning, and use of assessment to monitor and adjust instruction. The interventionist may provide instruction in the context of a Guided Academics Course or through push-in support in the regular classroom. The interventionist collaborates with instructional staff to</p>	<p>Jennifer Mudge</p>	<p>10/06/2023</p>	<p>06/30/2025</p>	<p>ONTARGET</p>

Activity	Owner	Start Date	Due Date	Status
<p>ensure alignment across tiers of support as well as coordinate instruction/ strategies to effectively meet student needs. This will be monitored by the School Improvement and Grant Coordinator.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Lapeer High School 				

(4/4): 23g Expanded Learning Time

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/30/2025

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

- Lapeer High School
- Zemmer Campus 8/9

Total Budget: \$60,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • Other • Email Campaign • District Website Update • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer school is a credit recovery opportunity for students in high school seeking to gain credits they previously were not able to capture. Courses offered are both face to face and virtual, all students must be present regardless of the platform. Participation in this program provides the opportunity for high school students to successfully complete credits/courses that they previously failed.	Jennifer Mudge	10/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Summer School offers both face to face and virtual courses, all students must be present regardless of the platform The program utilizes Pearson Connexus as the online vendor/ platform. Student attendance during summer school is mandatory. Students missing more than ONE day of summer school will be dropped from the program. Additionally, students will be dropped for misbehaviors. Students do have access to the courses 24/7, which provides an even greater chance for successful completion. Certified teachers will be grading the coursework and monitor students' progress and assist the students with time management, so the students can earn the credit(s). The program will be monitored by the School Improvement and Grant Administrator.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				