

MICIP Portfolio Report

Goodrich Area Schools

Goals Included

Active

- Improve percentage of Students Proficient in All S...
-

Buildings Included

Open-Active

- Goodrich High School
 - Goodrich Middle School
 - Oaktree Elementary School
 - Reid Elementary School
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Goodrich Area Schools

Improve percentage of Students Proficient in All S...

Status: ACTIVE

Statement: Goodrich Area Schools will increase the percentage of students that are proficient by 10% in all subject areas by 2026 as measured by State assessments.

Created Date: 06/21/2021

Target Completion Date: 06/29/2026

Data Set Name: Goodrich Math Data

Name	Data Source
Student Assessment: College Readiness SAT Math	MI School Data
Grades 3-8 Assessments: Proficiency Math	MI School Data
Student Assessment: Student Growth	MI School Data
Grades 3-8 Assessments: Proficiency ELA	MI School Data
Grades 3-8 Assessments: Proficiency Social Studies	MI School Data
High School Assessments: Proficiency EBRW	MI School Data
High School Assessments: Proficiency Math	MI School Data
High School Assessments: Proficiency Social Studies	MI School Data
Student Counts: Attendance	MI School Data
Math Goal Monitoring from 2018-2019 Data	Other
Reading Goal Monitoring from 2018-2019 data	Other
At Risk Data from 2018-2019	Other
Process Data	Other
Similar demographic peer	Eidex

Name	Data Source
comparisons	
Perception Survey Data from 2019	Other
Students that leave our district to SOC at another district	Eidex
Where do our SOC students come from?	Eidex
Star math fall to fall data	Eidex
Star Math Winter to Winter	Eidex
Fall to Fall Early Literacy and Reading	Eidex
Winter to Winter Star Early Lit and Reading Data	Eidex
Student Demographics	Munetrix
Grades 3-8 Assessments: Science Proficiency	MI School Data
High School Assessments: Science Proficiency	MI School Data

Data Story Name: Goodrich Curriculum Data

Initial Data Analysis: Academic:

K-8 There is a gap between the percentage of students meeting proficiency in local and Star math assessments compared to the percentage of students meeting proficiency on M-STEP with M-STEP showing lower proficiency. There is a similar gap in ELA, however not as large between the local/Star compared to M-STEP

SS M-STEP student proficiency percentage is well below the goal, but does increase up the grade levels. With the 11 graders at 50% proficiency.

At risk population while lessening the gap over time in grades 3 and 8 still shows that we are not meeting the State threshold of 50% of our at risk students meeting proficiency in the areas of grade 3 ELA, grade 8 math, and 11th grade career and college readiness

There is also a need to track the data of sub group populations through more than just state assessments.

Star math data shows urgent intervention needs the highest in grades 2,4,8 for Fall and 2,6,7,8 for winter

Star reading data shows urgent intervention needs the highest in grades 2,6,7,8 for fall and 3,6,8 for winter.

Benchmark assessments and common local assessments are not in use consistently

across K-12.

Grades 9-12 are lacking a local benchmark assessment.

Process: Opportunities for growth

Curriculum review and updates are needed as well as sharing these updates with all stakeholders-SSR, OES

Intervention and support program evaluations and updates-MTSS/OES

Job embedded PD-SSR

Assessment system documented and followed with fidelity- need to ensure K-12 benchmark assessments, common local assessments, and screeners as well as a tracking process for using this data.

Health and wellness embedded into curriculum- ASCD tool

Whole child support staff: social workers, counselors, community partners- ASCD tool

2018-2019 Same areas of growth based on evaluations across grades 2-12: Self-assessment (OT/MS/HS) and success criteria (OT/MS/HS). In the teacher area of focus overall district more- focus on student talk.

Perception:

High expectations

More collaborative time from teachers

Demographic:

Staffing remains consistent and is predominately white.

Slight increase in SOC

Title I population remains consistent, however amount of intervention time has been lessened due to reduction of staffing.

While the need for more SEL and social work services has increased, there has been a reduction in our support staff for these needs.

Initial Initiative Inventory and Analysis:

2018-2019- All staff worked with Institute for Excellence in Education (IEE) on SEL creating non-department/grade level PLCs focused on SEL- Habits of Mind and building relationships

2019-2020 District team PD Why Poverty Matters and the team brought learning back to district staff during PLCs- main focus- 1) understanding that poverty is lacking resources/ not just financial 2) Building relationships

2019-2020 Secondary teachers worked with IEE on updating assessments to match standards and increase depth of knowledge as well as add in student reflection to the process.

2020-2021 Cultural Responsiveness training district wide- presenter. Started shared drive

with resources on anti-bias and cultural responsiveness.

2019-2020 updated MTSS/child study process and documents in a district shared drive including schedule of dedicated meeting times.

2018-2019 MTSS team studied benchmark/screening assessments- reviewed current Star and compared to NWEA.

Offered and some staff attended Essential Literacy and Disciplinary Literacy PD.

Consistent PLC time with schedule district wide

Purchased consistent math curriculum K-5

Purchasing updated math 6-8 now

Started building wellness teams

2018-2019 purchased Literacy Footprints for guided reading, word study, and writing for grades K-3

Included job embedded training

2021 started coaching at HS- job embedded

Started a PD spreadsheet of tutorials on digital tools and educational strategies- has been used for differentiated PD for staff

Offered virtual learning mode as an option for students.

Most PD has run through Title II funding.

Math Recovery training- goal of training all K-5 staff teaching math

2 teachers currently in Math Recovery specialist training- grant funded

2019-2020 Purchased Being a Writer and Making Meaning for grades 4-5 to bring consistency in curriculum for K-5.

Every teacher developed Google Classroom- largely as a result of remote learning

More collaboration and sharing of ideas specifically at secondary level

More variety of digital tools being used

More use of Chromebooks

STREAM lab at Reid

Aligned reading assessment at K-5 to BAS.

Fidelity: Fidelity measures do not exist for most of our initiatives.

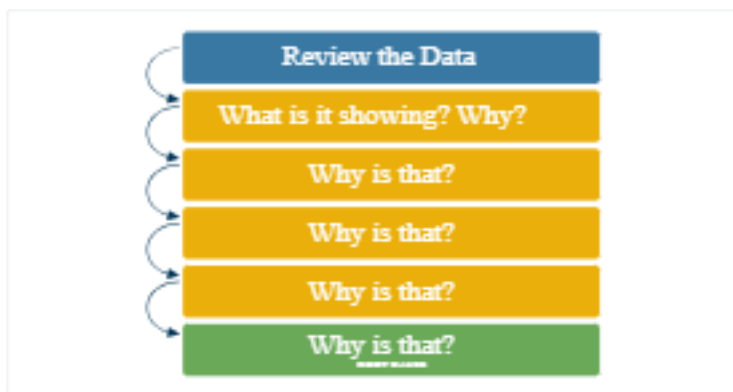
Gap Analysis: We have put a lot of initiatives in place in ELA, math, and whole child areas, however we have not taken a deep enough dig into the data to determine effectiveness overall and in the areas of sub groups. We provide interventions for students, however without deeper analysis, we are not assured that the interventions are filling the gaps in student learning. Fidelity measures are needed in particular for new initiatives and curriculum resources. There is a gap in knowledge about how new initiatives and resources that are being used. There is a gap in where we want to be-at least 80% of students meeting proficiency in core academics- and what we see in state assessments overall. Our local assessments show more students meeting proficiency than the state assessments

show. While standards are taught, practiced and assessed, we are not certain that students can identify what standards they have mastered and what areas they need more practice in. Our students are performing towards the bottom of the peer schools with our same demographics (schools not necessarily in our county) yet our perception surveys show that we have high expectations and we have many of our students on honor roll.

District Data Story Summary: The district’s overall K-12 ELA, math, and science proficiency is not meeting the expectations set as continuous improvement goals by the district and by the State annual targets. Elementary staff has received updated curricular resources in math (2018) and ELA (2018-2020) and have received some training in using the ELA and math resources. Secondary staff has received PD in assessments and student reflection on assessments. All staff have been provided with some continuous training in SEL. There is not yet data to support the effectiveness of implementation of new curricular resources and training. There is not yet a defined plan for ensuring new staff receive training needed and continuous training for those that had initial training. While there are many assessments conducted and a lot of data collected, district teams have not yet taken a deep enough dive into discovering why our students are not meeting the high expectations that have been set.

Analysis:

Root Cause



Five Whys

- Why: Common local assessments are not consistently in use and tracked across K-12. There is not a clearly defined purpose and understanding of a balanced assessment system.
- Why: There is a lack of consistent focus on curriculum in general across K-12.
- Why: Our district does not have an updated system approach to determine our effectiveness in curriculum and instruction.
- Why: There has not been a concentrated focus and dedicated time spent on curriculum alignment and updating of curriculum maps.
- Why: There has not been enough training on how to dive into the data and examine if our current curriculum is aligned, assessed appropriately, and is best for meeting the needs of all students.

Challenge Statement: The district needs to create a systematic approach to assessment and instruction in order to ensure alignment with state standards and determine the overall

effectiveness of the curriculum in all content areas.

Strategies:

(1/7): Guaranteed and Viable Curriculum

Owner: Marla Karas

Start Date: 06/21/2021

Due Date: 06/14/2024

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

Buildings: All Active Buildings

Total Budget: \$30,800.00

- Title II Part A (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"> • School Board Meeting • 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
Implement curriculum chair distributed leadership per grade level for elementary and per department for secondary	Marla Karas	06/22/2021	08/31/2021	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Provide professional development for newly	Marla Karas	06/22/2021	06/30/2022	COMPLETE

Activity	Owner	Start Date	Due Date	Status
implemented curriculum chairs in order to lead high functioning PLCs				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Consistent PLC agendas and protocols to improve processes for curriculum development and data analysis in partnership with Institute for Excellence in Education coach.	Marla Karas	06/22/2021	06/14/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At PLC analyze written curriculum, taught curriculum, and assessments	Marla Karas	08/25/2021	06/14/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement DK-12th grade Digital citizen and Digital Literacy curriculum map and explore and incorporate the use of Open Education Resources available.	Marla Karas	06/21/2021	06/30/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide additional professional development opportunities for staff to incorporate computer science and digital citizenship into existing curriculum.	Marla Karas	06/21/2021	06/14/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Research and develop curriculum for personal finance requirement within Senior Seminar course.	Travis McDowell	06/21/2021	06/14/2024	ONTARGET
<i>Activity Buildings:</i>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Goodrich High School 				
Adaptive Schools professional development to support effective PLCs	Marla Karas	06/21/2021	06/14/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/7): High Quality Balanced Assessment System

Owner: Marla Karas

Start Date: 06/21/2021

Due Date: 06/14/2025

Summary: The Michigan Assessment Consortium (MAC) provides leadership and services to advance assessment literacy and the implementation of a high-quality balanced assessment system. In order to achieve this, the MAC has developed tools and resources to support the development of assessment literacy and the implementation of a balanced assessment system. The critical components of a high quality balanced assessment system have been delineated and described with supporting professional learning in the attached Strategy Implementation Guide for a High Quality Balanced Assessment System. This document explains the levels of a balanced system, including the use of the formative assessment process, interim/benchmark assessments, and summative assessments. In addition, it provides information to deepen understanding of assessment of learning and assessment for learning. A planning tool and links to professional learning for deeper study are also provided within the resources. Explore our website for resources, and contact us for information about current professional learning opportunities at 517.816.4520 or klafave@michiganassessmentconsortium.org. <https://www.michiganassessmentconsortium.org/>

Buildings: All Active Buildings

Total Budget: \$15,000.00

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

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional learning on assessment literacy in partnership with Institute for Excellence in Education, Michigan Assessment Consortium, and GISD	Marla Karas	11/11/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
PLC focus on data driven	Marla Karas	11/11/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
assessments and the implications to instruction.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Ensure tracking systems to analyze access and progress of students in essential elements	Marla Karas	08/31/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Determine best benchmark assessment system for K-12	Marla Karas	08/03/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Ensure students tracking own progress	Marla Karas	11/11/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Design high quality assessment and use productively	Marla Karas	11/11/2021	06/14/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use MTSS data and analysis process as a means for determining differentiation needs with additional monitoring of At-Risk students including EL students and students that are homeless and in foster care.	Marla Karas	06/21/2021	06/15/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development on implementation, data reports, and analysis for new interim benchmark assessment	Marla Karas	06/21/2021	06/14/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement FAME coach to provide professional	Marla Karas	06/21/2021	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
development opportunities on formative assessment				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide additional time outside of the school calendar as needed for staff to work on further development of high-quality classroom assessments	Marla Karas	06/21/2021	06/14/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/7): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Marla Karas

Start Date: 06/22/2021

Due Date: 06/14/2025

Summary: The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children’s work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings: All Active Buildings

Total Budget: \$3,000.00

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

Communication:

Method	Audience
• School Board Meeting	• Educators
• District Website Update	• Staff
	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Review and study of disciplinary literacy for middle school	Katie Mitchell	08/29/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Goodrich Middle School 				
Review and study of Disiplinary literacy for high school	Travis McDowell	08/29/2023	06/15/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Goodrich High School 				
Develop monitoring and fidelity measures to ensure disciplinary literacy is avaialbe in all classrooms	Travis McDowell	08/27/2024	06/14/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Goodrich High School 				
Develop monitoring and fidelity measures to ensure disciplinary literacy in all classrooms	Katie Mitchell	08/27/2024	06/14/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Goodrich Middle School 				
Professional development in essential literacy practices K-12	Marla Karas	08/27/2024	06/14/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/7): MTSS Framework (General)

Owner: Marla Karas

Start Date: 05/25/2022

Due Date: 06/30/2026

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: \$200,000.00

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

Communication:

Method	Audience
• School Board Meeting	• Community-at-Large
• Presentations	• Educators
• District Website Update	• Staff
• Brochure	• School Board
• Parent Newsletter	• Parents
• Social Media	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All Tiers: Create opportunities to integrate student voice and decision making into learning. Provide PD in this area	Marla Karas	05/25/2022	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All Tiers: Classroom Culture	Marla Karas	05/25/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>and Climate: Establish classroom norms that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms. (CEC5) Provide PD in this area.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>All Tiers: Cultivate trusting relationships, empathy, and understanding. Provide PD in this area</p>	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>EL student progress will be monitored and additional supports beyond Tier 1 (classroom and EL tutoring) will be provided if needed.</p>	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Increase student engagement along with equitable access to educational opportunities that build student agency, empahsize critical thinking and problem solving, and allow studetns to exercise creativity and curiosity. Provide PD in this area.</p>	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Provide coaching and support for professional development in the whole child- specifically the engaged and challened areas</p>	Marla Karas	05/25/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Tier 2 and 3 interventions with the support of paraprofessionals and certified interventionists to work with targeted students requiring additional learning supports	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will provide additional support for students that are homeless or in foster care to increase attendance and to ensure the basic and social emotional needs of students are met.	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff working with EL students will receive professional development that is specific to the needs of EL students.	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide nutrition education along with promoting exercise, movement and strategies for stress management. Provide PD in this area.	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Incorporate FIM ELA for elementary students to learn and practice correlated reading and writing standards and use assessments to monitor for tiered supports. Provide	Jasan Bryan	05/25/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
coaching and PD as part of this activity				
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Oaktree Elementary School 				
Hold monthly MTSS child study meetings for all buildings to collaborate on student strenghts and challenges and to determine appropriate tierd supports	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development on high quality instruction for all tiers of support	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development focused on Early Warning Systems.	Marla Karas	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Partnership with Challenge Day organization at the high school to support SEL and specifically the development of empathy.	Travis McDowell	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Goodrich High School 				
Incorporate Hope Squad system of support at middle school	Katie Mitchell	05/25/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Goodrich Middle School 				
Incorporate Hope Squad system of support at high school	Travis McDowell	05/25/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Goodrich High School 				

Activity	Owner	Start Date	Due Date	Status
Provide opportunities for high school students to recover credit.	Travis McDowell	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Goodrich High School 				
Provide summer learning opportunities for K-1 students as an extension of Title I services	Kate Jordan	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Reid Elementary School 				
Provide summer learning opportunities for 2-5 students as an extension of Title I.	Jasan Bryan	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Oaktree Elementary School 				

(5/7): Michigan Career Development Model K-12

Owner: Marla Karas

Start Date: 05/25/2022

Due Date: 06/30/2026

Summary: The Michigan Career Development Model (MI CDM) is designed to provide all students (K-12) in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning. In 2018 several bills were passed in the legislature that require school districts to take a more active role in assisting students as they prepare for their future education and careers. Districts must incorporate grade level career development education within their K-12 educational delivery system. The MI CDM provides required targets and suggested instructional strategies to meet those targets, organized by K-12 grade level bands, designed to assist schools in developing a local or regional model program. Although the model is organized by grade level bands, the district is expected to deliver career development at each grade level. The bands were designed to allow flexibility in delivery, not to omit instruction in a grade level.

Buildings: All Active Buildings

Total Budget: \$5,000.00

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

Communication:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Presentations • District Website Update • Brochure • Parent Newsletter • Social Media | <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
Provide all K-12 students with age appropriate career information/exposure and experiences.	Marla Karas	05/25/2022	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Provide additional STEM related opportunities for students by creating colabored STEM based	Marla Karas	05/25/2022	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
environment and incorporating computer science and engineering exploration and practices.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Complete EDP process with high school students in order to be career ready by graduation.	Travis McDowell	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> • Goodrich High School				
Complete EDP process with middle school students in order to be career ready by graduation.	Katie Mitchell	05/25/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> • Goodrich Middle School				

(6/7): 23g Tutoring

Owner: Marla Karas

Start Date: 10/22/2023

Due Date: 08/15/2025

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: All Active Buildings

Total Budget: \$58,968.00

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

Communication:

Method

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

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement Tutoring after school for identified students K-12 to help students reach grade-level academic standards	Marla Karas	10/22/2023	08/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identify through the MTSS process students that would qualify and benefit from Tutoring at all buildings. This will take place after each intervention cycle.	Marla Karas	10/22/2023	08/15/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identify qualified building program managers with knowledge and expertise in	Marla Karas	10/22/2023	01/09/2024	OVERDUE

Activity	Owner	Start Date	Due Date	Status
Tutoring to oversee the Tutoring program, including training, data collection, and program evaluation				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire certified teachers to tutor K-12 students after school.	Marla Karas	10/22/2023	08/15/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/7): 23g Expanded Learning Time

Owner: Marla Karas

Start Date: 10/22/2023

Due Date: 08/15/2025

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: All Active Buildings

Total Budget: \$186,717.00

- 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 • District Website Update • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement Summer School programing to extend learning for K-5 students who are performing below grade level benchmarks.	Marla Karas	10/22/2023	08/15/2025	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Oaktree Elementary School • Reid Elementary School 				
Identify qualified building program managers with knowledge and expertise in Math intervention to oversee the K-5 Expanded Learning Time/summer school program, including training, data collection, and	Marla Karas	10/22/2023	03/30/2024	APPROACHING

Activity	Owner	Start Date	Due Date	Status
program evaluation.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Oaktree Elementary School • Reid Elementary School 				
Identify through the MTSS process students that would qualify and benefit from extended learning time through Summer School K-5 program	Marla Karas	10/22/2023	08/15/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Oaktree Elementary School • Reid Elementary School 				
Purchase supplemental materials needed to implement high quality summer learning opportunities for identified K-5 students	Marla Karas	10/22/2023	08/15/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Oaktree Elementary School • Reid Elementary School 				
Hire one K-5 and one 6-12 math specialists to provide during the day extended learning support for students to receive additional support in math.	Marla Karas	08/13/2024	08/14/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire staff to teach K-5 students during summer learning program.	Marla Karas	10/22/2023	08/15/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Oaktree Elementary School • Reid Elementary School 				
Hire staff to work with high school students over the summer to recover credit.	Travis McDowell	10/22/2023	08/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none">• Goodrich High School				