

Gladstone Area Schools MICIP Portfolio Report

To improve school climate and culture

Status: ACTIVE

Summary: Starting in the fall of 2020, we will improve our school climate and culture by the spring of 2024.

Created Date: 02/04/2021

Target Completion Date: 05/01/2024

Strategies:

(1/1): "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

Owner: Sara Larson

Start Date: 06/03/2021

Due Date: 05/01/2024

Summary: Professional learning using Dr. Peter Liljedahl's "Building Thinking Classrooms in Mathematics". This book and related resources encompass 14 optimal practices identified, researched, and shared by Dr. Liljedahl. Each practice helps to create an ideal setting for deep mathematics learning to occur. When these research-based practices are combined, a teaching and learning environment is created with optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning. Such conditions and practices have the power to transform mathematics classrooms. Educators will participate in frequent, ongoing professional learning which includes receiving individual copies of Dr. Liljedahl's book for book study/ planned professional learning. Educators will also practice and apply their learning through support from ongoing coaching and a collegial community of practice; this support is necessary to ensure successful changes in practice by educators as they grow in their understanding and strategic implementation of the 14 practices.

Buildings:

- Gladstone Area Middle School

Total Budget: \$5,000.00

- General Fund (Other)
- Other Local Funds (Other)

Communication:

Method

- Social Media
- District Website Update
- Email Campaign

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
----------	-------	------------	----------	--------

Activity	Owner	Start Date	Due Date	Status
MAPs assessment	David Ballard	06/03/2021	05/01/2024	ONTARGET

Written Behavioral Policies

Status: ACTIVE

Summary: By May 2022, Cameron Elementary School will have three written policies related to common area expectations for staff and student behavior.

Created Date: 06/02/2021

Target Completion Date: 05/31/2022

Strategies:

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

Owner: Sara Larson

Start Date: 08/01/2021

Due Date: 05/31/2022

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:

- Cameron Elementary School

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Parent Newsletter
- District Website Update
- Presentations
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
develop written policies using the Foundations protocols for policy development	Kristina Hansen	08/01/2021	05/31/2022	ONTARGET

Reading Proficiency

Status: ACTIVE

Summary: In ELA, 60% of all students will be proficient, as measured by NWEA, by 2025-2026 with 3% increase per year until goals are met.

Created Date: 05/11/2021

Target Completion Date: 06/30/2026

Strategies:

(1/1): MTSS - Literacy (Reading)

Owner: Dave Lindbeck

Start Date: 05/20/2021

Due Date: 06/30/2026

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings:

- James T. Jones Elementary School

Total Budget: \$97,696.00

- Title I Part A (Federal Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All students are screened three times per year using the Acadience assessments. All students who score within the "well below benchmark," the "Below Benchmark" range, or who have a	Dave Lindbeck	05/21/2021	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>pocket deficit will be identified as needing reading support services in the classroom or Title1 program. These students are also progress-monitored frequently throughout the school year. Other students not meeting benchmark but don't qualify for Title 1 services will be offered supplemental learning activities. Title 1 staff, classroom teachers are responsible. All students will be tested 3 times per year using the NWEA MAP assessments to see if students are reaching expected grade level RIT Norms. Principal and teachers will be responsible for ensuring this is completed.</p>				

"In class you will pass."

Status: ACTIVE

Summary: Specific - Provide a quality educational credit recovery program through summer school in order for students to recover lost credits and provide a supervised online alternative with additional support for the 2021-2022 school year to reduce students receiving a NC, F, U, and I grades.

Measurable - Percent of students receiving a NC, F, U, or I will decline to pre COVID rates.

Attainable - Posting positions for teachers, providing an engaging project based learning curriculum for credit recovery and encouraging students to return to in person classes for the 2021-2022 school year.

Realistic - Funding is available for additional summer programs.

Timebound - By the end of Summer 2021 term and end of semester 1 of 2021-2022 school year.

Created Date: 06/02/2021

Target Completion Date: 01/31/2022

Strategies:

(1/2): Edgenuity Courseware for Credit Recovery

Owner: Andrew Jacques

Start Date: 06/08/2021

Due Date: 01/30/2022

Summary: Edgenuity Courseware for Credit Recovery allows students to recover course credit for classes that they previously failed. These credits can be earned through in-school and/or online resources. Instruction is provided during off-hours for traditional settings and can include online resources and in-person support. The main purpose is to avoid high school drop-out students by recovering lost credits and to promote on-time graduation.

Buildings:

- Gladstone Area High School

Total Budget: \$20,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- Other
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School	Andrew Jacques	06/08/2021	01/30/2022	ONTARGET
Policy Changes	Andrew Jacques	06/08/2021	01/30/2022	ONTARGET

(2/2): MTSS Framework (General)

Owner: Andrew Jacques

Start Date: 06/03/2021

Due Date: 01/31/2022

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:

- Gladstone Area High School

Total Budget: \$20,000.00

- General Fund (Other)

Communication:

Method

- District Website Update
- Email Campaign
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
----------	-------	------------	----------	--------

Improve grade level (6-8) math foundational skills by 5 points on the RIT scale as measured by the MAPs assessment.

Status: ACTIVE

Summary: Starting in the fall of 2020, we will improve grade level math foundational skills by 5 points on the RIT scale (as measured by the MAPs assessment) by the spring of 2026.

Created Date: 06/02/2021

Target Completion Date: 05/01/2026

Strategies:

(1/1): "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

Owner: David Ballard

Start Date: 06/03/2021

Due Date: 05/01/2026

Summary: Professional learning using Dr. Peter Liljedahl's "Building Thinking Classrooms in Mathematics". This book and related resources encompass 14 optimal practices identified, researched, and shared by Dr. Liljedahl. Each practice helps to create an ideal setting for deep mathematics learning to occur. When these research-based practices are combined, a teaching and learning environment is created with optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning. Such conditions and practices have the power to transform mathematics classrooms. Educators will participate in frequent, ongoing professional learning which includes receiving individual copies of Dr. Liljedahl's book for book study/ planned professional learning. Educators will also practice and apply their learning through support from ongoing coaching and a collegial community of practice; this support is necessary to ensure successful changes in practice by educators as they grow in their understanding and strategic implementation of the 14 practices.

Buildings:

- Gladstone Area Middle School

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- District Website Update
- Email Campaign
- MI School Data
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Minute Math Challenge	David Ballard	06/03/2021	05/01/2026	ONTARGET

Student Success

Status: ACTIVE

Summary: By May 2022, 75% or more of the district's schools will implement the identified student success measures.

Created Date: 06/16/2021

Target Completion Date: 05/31/2022

Strategies:

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

Owner: Kristina Hansen

Start Date: 09/01/2021

Due Date: 05/31/2022

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:

- Cameron Elementary School

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Parent Newsletter
- District Website Update
- Email Campaign
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The strategy is to write common area policies for student and staff behavior.	Kristina Hansen	09/01/2021	05/31/2022	ONTARGET

(2/5): MTSS - Literacy (Reading)

Owner: Dave Lindbeck

Start Date: 06/16/2021

Due Date: 05/31/2022

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings:

- James T. Jones Elementary School

Total Budget: \$97,696.00

- Title I Part A (Federal Funds)

Communication:

Method

- District Website Update
- Email Campaign
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Universal reading screening, acadience testing, communication and parent involvement to boost reading skills, curriculum alignment of reading and writing materials, reading intervention as determined by acadience testing, small group instruction.	Dave Lindbeck	06/16/2021	05/31/2022	ONTARGET

(3/5): Edgenuity Courseware for Credit Recovery

Owner: Andrew Jacques

Start Date: 06/16/2021

Due Date: 05/31/2022

Summary: Edgenuity Courseware for Credit Recovery allows students to recover course credit for classes that they previously failed. These credits can be earned through in-school and/or online resources. Instruction is provided during off-hours for traditional settings and can include online resources and in-person support. The main purpose is to avoid high school drop-out students by recovering lost credits and to promote on-time graduation.

Buildings:

- Gladstone Area High School

Total Budget: \$20,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- Other
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School	Andrew Jacques	06/16/2021	08/31/2021	OVERDUE

(4/5): MTSS Framework (General)

Owner: Andrew Jacques

Start Date: 06/16/2021

Due Date: 05/31/2022

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:

- Gladstone Area High School

Total Budget: \$20,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- Other
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Policy Changes	Andrew Jacques	06/16/2021	05/31/2022	ONTARGET

(5/5): "Building Thinking Classrooms in Mathematics" - Professional Learning and Application

Owner: David Ballard

Start Date: 06/16/2021

Due Date: 05/31/2022

Summary: Professional learning using Dr. Peter Liljedahl's "Building Thinking Classrooms in Mathematics". This book and related resources encompass 14 optimal practices identified, researched, and shared by Dr. Liljedahl. Each practice helps to create an ideal setting for deep mathematics learning to occur. When these research-based practices are combined, a teaching and learning environment is created with optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning. Such conditions and practices have the power to transform mathematics classrooms. Educators will participate in frequent, ongoing professional learning which includes receiving individual copies of Dr. Liljedahl's book for book study/ planned professional learning. Educators will also practice and apply their learning through support from ongoing coaching and a collegial community of practice; this support is necessary to ensure successful changes in practice by educators as they grow in their understanding and strategic implementation of the 14 practices.

Buildings:

- Gladstone Area Middle School

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- District Website Update
- Email Campaign
- MI School Data
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Minute Math	David Ballard	06/16/2021	05/31/2022	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Challenge				