

MICIP Portfolio Report

Grand Ledge Public Schools

Goals Included

Active

- Comet Academy
 - Summer Learning
-

Buildings Included

Open-Active

- Beagle Middle School
 - Delta Center Elementary School
 - Eaton County Youth Facility and Day Treatment
 - Grand Ledge High School
 - Hayes Intermediate
 - Holbrook Elementary School
 - Wacousta Elementary School
 - Willow Ridge 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

Grand Ledge Public Schools

Summer Learning

Status: ACTIVE

Statement: Our goal was to provide a socially and emotionally supportive summer learning program in an effort to bridge the gaps in supports that exists in the summer. The program began in the summer of 2021, and needs to continue each summer moving forward.

Created Date: 10/25/2023

Target Completion Date: 08/23/2025

Data Set Name: Summer Learning

Name	Data Source
Summer Learning	Other

Data Story Name: Summer Learning

Initial Data Analysis: During the 2020-2021 and 2021-2022 school years, parents indicated a need for social and emotional support for their students as we navigated the pandemic.

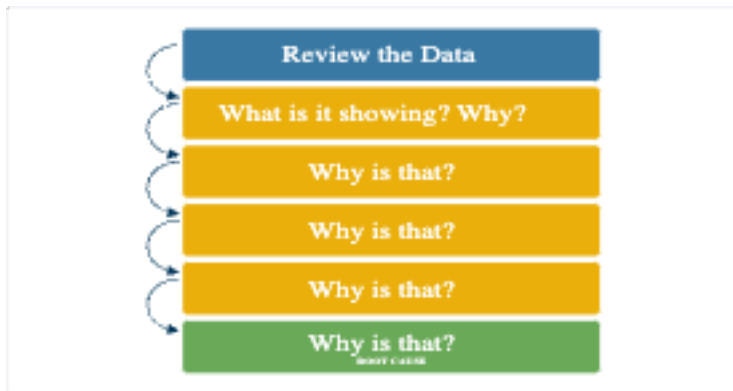
Initial Initiative Inventory and Analysis: While we have multiple programs and support systems in place during the school year, including counselors at all levels, facility dogs, and a variety of curricular programs, the need for social and emotional support does not end when the school year ends. Therefore, we developed a summer learning program in 2021, and have continued it each summer since with the idea that if students could continue social and emotional and academic growth over the summer, then they will be more successful during the school year. For high school students, bringing them into the building for credit recovery programs allows them to not only recover lost credit, but also engage with staff members and each other.

Gap Analysis: As we continue to deal with the impact of the pandemic on students and their learning, we continue to see a need for ongoing social and emotional and academic supports during the summer in an effort to improve academic outcomes during the year.

District Data Story Summary: As a response to families' needs, we developed a summer learning program that focuses on social and emotional supports along with academics in an effort to bridge the gap between school years. The program is designed to help kids stay connected with the school and supports in order to better meet their needs during the school year, engage in unfinished learning, help students reach grade level standards, and provide academic assistance so students do not fall behind. For high school students, being on campus for credit recovery allows them to graduate on time, which keeps their post secondary goals intact, while also creating connections with staff and other students.

Analysis:

Root Cause



Five Whys

- Why: The data shows that parents wanted more social/emotional, mental health, and academic based interventions.
- Why: The data was collected during the 2020-2021 and 2021-2022 school years, which were impacted greatly by the pandemic.
- Why: We were looking for ways to ensure that student needs were being met, and that students had connections to school supports.
- Why: We knew that the trauma from the pandemic, coupled with academic needs, were extensive.
- Why: We saw the behaviors, needs, and gaps that were impacting student learning.

Challenge Statement: The district needed to provide supportive programs that focused on social and emotional support in an effort to work on academic achievement gaps.

Strategies:

(1/2): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Steve Gabriel

Start Date: 10/25/2023

Due Date: 08/23/2025

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

- Delta Center Elementary School
- Grand Ledge High School
- Hayes Intermediate
- Holbrook Elementary School
- Wacousta Elementary School
- Willow Ridge Elementary School

Total Budget: \$500,000.00

- 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"> • Community-at-Large • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize a Whole Child approach to summer learning opportunities for K-6 and high school students (partnered with 23g strategy)	Steve Gabriel	06/15/2024	08/23/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Run our summer learning program	Steve Gabriel	06/18/2024	08/23/2025	UPCOMING

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

(2/2): 23g Expanded Learning Time

Owner: William Barnes

Start Date: 11/07/2023

Due Date: 08/23/2025

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

- Delta Center Elementary School
- Grand Ledge High School
- Hayes Intermediate
- Holbrook Elementary School
- Wacousta Elementary School
- Willow Ridge Elementary School

Total Budget: \$500,000.00

- 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
Summer Learning Program (partnered with Whole Child strategy)	Steve Gabriel	06/18/2024	08/23/2025	UPCOMING

<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Delta Center Elementary School • Hayes Intermediate • Holbrook Elementary School • Wacousta Elementary School • Willow Ridge Elementary School
--

Comet Academy

Status: ACTIVE

Statement: By the start of the 2023-2024 school year, we will develop a partnership with Relevant Academy to support the needs to seniors who are off track for graduation. By the end of the 2023-2024 school year, it needs to be in place and serving students.

Created Date: 10/30/2023

Target Completion Date: 06/15/2024

Data Set Name: Comet Academy

Name	Data Source
Graduation Alliance	District Determined

Data Story Name: Comet Academy

Initial Data Analysis: Between 30 and 50 students were historically enrolled in Graduation Alliance. This means that those students were no longer a part of Grand Ledge High School, and were therefore disconnected from the school and programs.

Initial Initiative Inventory and Analysis: This year, we launched Comet Academy, a program designed in partnership with Relevant Academy. Instead of sending kids to Grad Alliance, they stay connected with GLHS and receive supports from the Relevant Academy team.

Gap Analysis: This is the first year in the partnership. While kids in Grad Alliance did receive a diploma, they were disconnected from GLHS. We are hoping this new partnership keeps kids connected and helps them earn their diplomas.

District Data Story Summary: Each year, 30-50 kids were sent to Grad Alliance because we did not have programming for them. This year, we launched Comet Academy in an effort to keep them connected and help them graduate.

Analysis:

Root Cause



Five Whys

- Why: 30-50 students per year enrolled in Graduation Alliance.
- Why: GLHS did not have the proper supports for students who were off track for graduation in their senior year.
- Why: Developing meaningful programming and staffing it are challenges.

- Why: Cost and expertise
- Why: Traditional high schools with credit units are not set up to truly meet the needs of struggling learners at the end of their high school careers.

Challenge Statement: We need to develop programming that meets off track seniors' unique needs while keeping them connected to the school.

Strategies:

(1/3): MTSS Framework (General)

Owner: Steve Gabriel

Start Date: 11/03/2023

Due Date: 06/15/2024

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings

- Grand Ledge High School

Total Budget: \$100,000.00

- Other Local Funds (Other)

Communication:

Method

- Other
- School Board Meeting
- Email Campaign
- 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
Make Comet Academy part of our system of support for students (partnered with 23g strategy); student may receive additional supports outside of school through the partnership	Steve Gabriel	11/03/2023	06/15/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): 23g Expanded Learning Time

Owner: Steve Gabriel

Start Date: 11/07/2023

Due Date: 06/15/2024

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings

- Grand Ledge High School

Total Budget: \$100,000.00

- Other State Funds (State Funds)

Communication:

Method

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

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Comet academy enrollment (partnered with MTSS strategy)	Steve Gabriel	11/07/2023	06/15/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Intensive, Individualized Support

Owner: Steve Gabriel

Start Date: 11/07/2023

Due Date: 06/15/2024

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

Buildings

- Grand Ledge High School

Total Budget: \$100,000.00

- 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
Enroll students in Comet Academy (partnered with MTSS goal)	Steve Gabriel	11/07/2023	06/15/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				