

MICIP Portfolio Report

East Lansing School District

Goals Included

Active

- Improving Social Emotional Wellness For Students a...
 - Improving achievement and sense of belonging for B...
 - Improving student achievement through the implemen...
-

Buildings Included

Open-Active

- Donley Elementary School
 - East Lansing High School
 - Glencairn Elementary School
 - MacDonald Middle School
 - Marble Elementary School
 - Pinecrest Elementary School
 - Red Cedar Elementary School
 - Whitehills Elementary School
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Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

East Lansing School District

Improving Social Emotional Wellness For Students a...

Status: ACTIVE

Statement: To improve the social emotional wellness of our students and staff, we will implement a district wide model of targeted interventions that will positively impact the overall social emotional well-being of both our students and staff. By 2027, at least 70% of our students and staff will report moderate to high feelings and beliefs about their school and work environment.

Created Date: 05/21/2021

Target Completion Date: 06/30/2027

Data Set Name: A systemic approach to improving the well-being of all students through creating inclusive, equitable schools that impacts positive student outcomes.

Name	Data Source
MiPHY Survey 19-20	MiPHY
Referrals	Other
Planning	Other
Attendance	Student Information System (SIS)

Data Story Name: A Systemic Approach to Improving the Well-Being of All Students and Staff Through Creating a Culture of Support and Social Emotional Safety.

Initial Data Analysis:

During 20-21 school year, 118 new mental health referrals;
 76% of middle school students and 48% of high school students have seen another student get pushed, hit or punched in the last 12 months.
 40% of high school and 31% of middle school students reported feeling sad or hopeless within a two-week period (MiPHY)
 17% of high school and 16% of middle school students reported that they made a plan on how they would attempt suicide (MiPHY)

Initial Initiative Inventory and Analysis: High School: Some staff have been trained in Youth Mental Health First Aid - this initiative lost momentum do to staff changes and short comings of YMHA. A new TRAILS initiative has begun in the 2021/2022 school year - good momentum towards this program. MMS - Second Step during Trojan Time by teachers. Some challenges from ELEA - marginal buy in from staff. Is it really working and having the desired effect? K-5 - Second Step - fidelity depends on building. Some buildings teachers are implementing, other buildings, social workers - social worker implementation is to different degrees depending on the building. District wide: Since online, Mood Meters K-12 - desired effect?

Gap Analysis: A gap exists between those with positive student attendance and those identified as chronically absent. There is also a gap between our current state and a clear plan to improve student and staff wellness.

District Data Story Summary: Some students are struggling with belonging and feeling connected which may impact student attendance and social emotional health. We need to assure the approach and the materials implemented are culturally relevant to meet the needs of all students. As a district, we have many supports in place to address student academic and social needs. However, the supports are not consistent across school buildings and we are not effectively connecting them to our most at-risk students and their families. While some staff are trained and equipped to respond to student mental health needs, it is not universally provided. We have strong community support and partnerships, but not all buildings have capacity to coordinate services and help students and families access the supports. Students in need of support and resources often are not able to access them due to a variety of barriers.

Staff have experienced increased need for mental health support and wellness - mostly due to the pandemic. Many staff are open and asking for this kind of support.

Strategies:

(1/2): **Second Step (2002 Edition)**

Owner: Glenn Mitcham

Start Date: 07/12/2022

Due Date: 06/30/2027

Summary: SEL Curriculum-Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The Early Learning program in Second Step also includes a unit for transitioning to kindergarten. Second Step uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice.

Buildings

- Donley Elementary School
- Glencairn Elementary School
- Marble Elementary School
- Pinecrest Elementary School
- Red Cedar Elementary School
- Whitehills Elementary School

Total Budget: \$2,500.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement the updated Second Step program K-5.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and maintain a mental health/wellness website	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and implement a Suicide Intervention Protocol	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Build relationships between school personnel, community members and families to support wellness of all staff and students.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K9's For Change K-12	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Provide opportunities within the district for students and families to get their basic needs met.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Provide community members and families with education around wellness for students to increase knowledge and mental health.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Provide staff with time to practice and explore their own wellness needs.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff trained in trauma informed teaching strategies.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff trained to identify key signs of mental illness - including emergency protocols.	Glenn Mitcham	07/12/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Introduce the Relationship Initiative to teachers to use	Glenn Mitcham	07/12/2022	06/30/2027	COMPLETE

Activity	Owner	Start Date	Due Date	Status
with their students (k-12)				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): TRAILS (Transforming Research into Action to Improve the Lives of Students)

Owner: Glenn Mitcham

Start Date: 07/19/2022

Due Date: 06/30/2027

Summary: TRAILS is a mental health training program that helps schools implement evidence-based mental health practices to support students impacted by stress, anxiety, depression, and exposure to trauma. TRAILS began in 2012 after a local high school requested training for student support staff (e.g., social workers, counselors, psychologists), and today the program is active in over 50 Michigan counties, where school staff and administrators consistently rate the program as outstanding.

Buildings

- East Lansing High School
- MacDonald Middle School

Total Budget: \$2,500.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement TRAILS at MMS and ELHS	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and maintain a mental health/wellness website	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create and implement a Suicide Intervention Protocol	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Build relationships between school personnel, community members and families to support wellness of all staff and	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
students.				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K9's For Change K-12	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Provide opportunities within the district for students and families to get their basic needs met.	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff trained in trauma informed teaching strategies.	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff trained to identify key signs of mental illness - including emergency protocols.	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Introduce the Relationship Initiative to teachers to use with their students (k-12)	Glenn Mitcham	07/19/2022	06/30/2027	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Improving achievement and sense of belonging for B...

Status: ACTIVE

Statement: To improve the student achievement and sense of belonging for our districts Black, Brown and low socio-economic students, implement a district wide model focused on culturally responsive instruction and deep understanding of systematic racism and poverty. By 2027, at least 70% of our Black, Brown and low socio-economic students will be proficient in reading and 60% or more will be proficient in mathematics as measured by benchmark assessments. In addition, at least 80% will report feeling a sense of belonging, and that their school is safe, inclusive and values their contribution as a member of our school community.

Created Date: 06/20/2022

Target Completion Date: 06/30/2027

Data Set Name: Sub Group Success

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
2021_22 aimswebPlus	Illuminate DNA

Data Story Name: Sub Group Success

Initial Data Analysis: Our data continues to show a large performance gap between our white students and our black and brown students and our students with lower socio-economic status. We believe that a district improvement plan focused on improved levels of academic support, increased staff understanding of diversity, equity and inclusion and improved school culture for these sub groups will result in better academic performance by any measure.

Research has shown that deeper understanding of student need and empathy for meeting this need will result in increased support for students. Better understanding will also lead to better student/teacher connection and trust.

Fall, Winter and Spring AW+ scores, MSTEP 2018/2019 scores, staff feedback and perception of district professional learning work on equity, current intervention numbers broken down by subgroups, student voice - "open letter" to the administration asking for a more inclusive environment, and large sub group representation of low academic performance all point to the urgent need to better support these groups holistically.

Notes:

Not all of our data is up to date due to the pandemic.

Our data lacks formalized student voice

Our data lacks parent and family voice.

Our black and brown students and low socio economic students are not benefiting enough from our current system to close any performance gaps.

Some elements of our current system are good systems but lack an intentional focus on our students of color and our low socio-economic students.

Our data indicates that our black and brown students and low socio-economic students need more support, understanding and attention. Without necessary support, many will be unsuccessful in school. A focus on creating a more inclusive and supportive environment is essential to creating a school system that all students can thrive and find success.

Our current and trend data show a distressing academic gap between our white and non-white student groups as well as our students from low socio-economic levels. Deeper understanding and better support is needed for these groups so that they can be more successful.

Initial Initiative Inventory and Analysis: Current initiatives that support and focus on our sub groups: MDE Literacy Essentials training for teachers

Instructional Coaches (2.8 fte)

Professional learning through the Justice Leaders Collaborative

New hire: Director of Equity and Social Justice

A new focus to attend to student and staff mental health

Following the Michigan Blueprint for Student Recovery

Learning how to use the EJATT for a district equity audit

Activley recruit and support staff of color

Increased fte: Social work, Nursing, HS Counseling, District Wellness Coordinator

Create, train and implement building Social Justice Teams

Increase classroom libraries - including more diverse books

Gap Analysis: Our data indicates that our black and brown students and our low socio-economic students need more support, understanding and attention. Without critical, focused intention to meet their needs, many will be unsuccessful in school. A focus on creating a more inclusive and supportive environment is essential to creating a school system that all students can thrive and find success.

District Data Story Summary: The vast majority of our teachers and staff are dedicated to all of our students and want to support them in everyway possible. However, it has become clear that there is a need for more growth by our staff in understanding and improving diversity, equity and inclusion in our school system. Several new initiatives, shifts, and moves have been launched to try to address this gap that has hurt the achievement of our black, brown and low socio-economic students. We have been encouraged that most of our staff have received these changes with open arms and are motivated to learn and improve. We are also encouraged that our school board, central office leadership, building administrators, and teaching staff are aligned to face and improve our support for black, brown and low socio-economic students. Due to the recent increase in funding, we feel we have the necessary funds to implement necessary programming, increased fte and staff training. Still more outreach needs to take place to deeply hear our students and their families as well as supporting and retaining our non-white teachers.

Strategies:

(1/2): **Organization: Infrastructure - Organizational Structure**

Owner: Glenn Mitcham

Start Date: 08/22/2022

Due Date: 06/30/2027

Summary: Develop and implement an organizational structure that outlines expectations for effective implementation, sustainability, and enhancement of practices.

Buildings: All Active Buildings

Total Budget: \$500,000.00

- Erate (Federal Funds)
- School Breakfast Program (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Great Start Readiness Program (State Funds)

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • Email Campaign • Presentations • District Website Update | <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
Establish and Support Building Equity Teams	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
EJATT Training and Audit of all district and building structures, practices and beliefs.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Participation in the Core Course	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Extended Learning Opportunities (Summer School). Provide a summer learning program for students who are in need of more academic support. This summer learning program will run from June 10, 2024 through August 9, 2024 and be available to identified K-5th grade students who received reading intervention, Math intervention, academic resource room support, or ELL support. Transportation will be offered to all invited students. The summer program will be managed by program manager Glenn Mitcham - district assistant superintendent.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Implementation of the K-5 Diverse Book Initiative.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff Affinity Spaces	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Equity focused process for examining new curriculum	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Highlight and make visible district equity work.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Study the effects of Pre Advanced Placement offerings at the ELHS.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement identified changes from the EJATT audit.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Initiate a district wide safety audit and implement recommended changes from the audit.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): 23g Expanded Learning Time

Owner: Glenn Mitcham

Start Date: 10/18/2023

Due Date: 06/30/2027

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

- Donley Elementary School
- Glencairn Elementary School
- Marble Elementary School
- Pinecrest Elementary School
- Red Cedar Elementary School
- Whitehills Elementary School

Total Budget: \$250,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide a summer learning program for students who are in need of more academic support. This summer learning program will run from June 10, 2024 through August 9, 2024 and be available to identified K-5th grade students who received reading intervention, Math intervention, academic resource room support, or	Glenn Mitcham	10/18/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
ELL support. Transportation will be offered to all invited students. The summer program will be managed by program manager Glenn Mitcham - district assistant superintendent.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improving student achievement through the implemen...

Status: ACTIVE

Statement: To improve student achievement and graduation rate, implement a MTSS model focused on high quality instruction and tiered support for all learners. By 2027, at least 70% of students (and growth of identified student groups at 50% national percentile or better) will be proficient in reading and 50% or more will be proficient in mathematics as measured by benchmark assessments. In addition, at least 95% will be on-track to graduate in 4 years.

Created Date: 06/20/2022

Target Completion Date: 06/30/2027

Data Set Name: The New MTSS

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data

Data Story Name: The New MTSS

Initial Data Analysis: Our district MTSS system has become disjointed and non-standardized. Our staff are unclear on our procedures and inconsistent across our district in their practice to support students. Students who are in need of academic and behavioral support are not benefiting from our current MTSS system. Students who are not struggling may be benefiting from our current system, however their academic need for extension and enrichment is also diminished in our current system. Student voice and parent/family perception data is also missing as a way to inform our practice.

Staff perception data, listening feedback sessions, analysis of our written MTSS policies compared to our known practice have all pointed to a need for a new MTSS model that puts everyone on the same page of best practice.

Without a clear plan that is realistic, supported and understood, students across our school system will receive inconsistent support. We must work to refine and restructure our system so that we can fully support all of our students.

Initial Initiative Inventory and Analysis: Current initiatives that are focused on the restructure of our MTSS program to better support all learners: Regular monthly meetings for the New MTSS Study Group

Sub Committee meetings for Core, Targeted and Intensive instruction and special education

Sub committee meetings for behavior

Communication meeting with elementary principals

Gap Analysis: A gap exists between our current MTSS practice and a desired system that supports all students that is clearly understood by all staff.

District Data Story Summary: It is clear that our teachers and staff want desperately to

support all of our students. It has also become clear however, that our current systems of supports are inconsistent and dis-jointed. What happens at one building is not necessarily what happens at another. Fte. is inconsistent and does not match the needs of a particular building and staff are unclear about the procedures and protocols that are in place to systematically move students through a system of support. We are encouraged that district and building leadership are like minded and attuned to address this issue and a group of teachers, instructional coaches, interventionists, special education professionals, administrators and central office leadership has emerged to carefully re-structure our current system along best practice understanding. We are hopeful that this group will have the necessary funding available to implement newly identified programs, practices, fte. support and training to make our new plan possible.

Strategies:

(1/3): MTSS Framework (General)

Owner: Glenn Mitcham

Start Date: 08/22/2022

Due Date: 06/30/2027

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: \$1,000,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
<ul style="list-style-type: none"> • School Board Meeting • Presentations 	<ul style="list-style-type: none"> • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish a New MTSS planning and work group	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET

<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
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Activity	Owner	Start Date	Due Date	Status
Establish a New MTSS sub group for behavior	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • MacDonald Middle School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Develop, train and implement a new instructional data structure	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Choose, train and implement a new core reading program	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Increase intervention support K-12	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Establish building level MTSS work groups K-5.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Re-establish building PBIS systems and building work groups K-5	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Train and implement the new MBA behavior module in Power School.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
Train teachers in progress monitoring and AimsWEBB plus.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • MacDonald Middle School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Systematic focus on Core, Targeted and Intensive instruction.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				
Analyze and audit "MTSS" processes and procedures at MMS and ELHS - Make and implement necessary changes.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • East Lansing High School • MacDonald Middle School 				

Activity	Owner	Start Date	Due Date	Status
Implement the Communities In Schools Program at ELHS for increased student support.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • East Lansing High School 				
Incorporate EWIMS into our professional learning course track for secondary teachers and staff.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • East Lansing High School • MacDonald Middle School 				
Provide a summer learning program for students who are in need of more academic support. This summer learning program will run from June 10, 2024 through August 9, 2024 and be available to identified K-5th grade students who received reading intervention, Math intervention, academic resource room support, or ELL support. Transportation will be offered to all invited students. The summer program will be managed by program manager Glenn Mitcham - district assistant superintendent.	Glenn Mitcham	08/22/2022	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Donley Elementary School • Glencairn Elementary School • Marble Elementary School • Pinecrest Elementary School • Red Cedar Elementary School • Whitehills Elementary School 				

(2/3): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Glenn Mitcham

Start Date: 09/19/2022

Due Date: 06/30/2027

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students’ response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- East Lansing High School
- MacDonald Middle School

Total Budget: \$150,000.00

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

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Presentations | <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
Incorporate EWIMS into our professional learning course track for secondary teachers and staff	Glenn Mitcham	09/19/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Glenn Mitcham

Start Date: 10/18/2023

Due Date: 06/30/2027

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: \$250,000.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide a summer learning program for students who are in need of more academic support. This summer learning program will run from June 10, 2024 through August 9, 2024 and be available to identified K-5th grade students who received reading intervention, Math intervention, academic resource room support, or ELL support. Transportation will be offered to all invited students. The summer program will be managed by program manager Glenn Mitcham - district assistant	Glenn Mitcham	10/18/2023	06/30/2027	ONTARGET

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