

MICIP Portfolio Report

Hillman Community Schools

Goals Included

Active

- Improve ELA 6-12
 - Improve Instructional Practices K-5
 - Improve Pre-Post Data
-

Buildings Included

Open-Active

- Hillman Elementary
 - Hillman High School
-

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Hillman Community Schools

Improve Pre-Post Data

Status: ACTIVE

Statement: HCS goal is to provide small group instruction in Core Content Classes for students in order to improve Pre-Post assessments to be proficient or increase by 5% from pre to post assessment.

Created Date: 06/02/2021

Target Completion Date: 06/30/2026

Strategies:

(1/8): Safe, Nurturing Environment for All Students

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: Grounded in a safe, orderly, and respectful environment for students, the district addresses students’ social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
<p>Staff will be trained and create a safe and nurturing environment across the building for students to access as needed.</p> <p>Implementation of work based learning for secondary students during second semester. Staff member will monitor students at work based learning experience, create guidelines for experience prior to students working with employer to make sure experience aligns with FTE requirements and state requirements. Mentor will also check in with students on experience on the job during work hours and check paperwork that is necessary for reporting. Staff will be assigned to mentor students that will participate in the program.</p>	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(2/8): MTSS Framework (General)

Owner: Pam Rader

Start Date: 08/30/2023

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: \$10,000.00

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

Communication:

- | | |
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| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will create and collaborate on an MTSS protocol for student support.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/8): Positive Learning Environments

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: A safe, secure, and healthy school environment supports learners and families by fostering a positive school climate and culture by meeting families where they are most comfortable. Positive learning environments are welcoming, safe and secure, actively taking steps to prevent bullying, drug use, and violence, and supporting healthy discussions with learners and their families to address all issues of concern. Climate and culture play a significant role in teacher morale, student behavior, and in the relationships built between school and the family community. The communities that public schools serve have become increasingly diverse and more minority students will be concentrated in public schools in more segregated residential areas of the United States (Pew Research Center, 2007). According to research conducted by the National School Climate Standard (2007), "positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society," (p. 2).

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

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

Activity	Owner	Start Date	Due Date	Status
Staff will be trained and create a positive learning environment for all students as appropriate.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/8): Adaptive Schools Seminars & Learning Guide

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: "The Adaptive Schools Foundation and Advanced Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. FOUNDATION SEMINAR OUTCOMES: In the four-day Adaptive Schools Foundation Seminar, participants will develop: An increased capacity to initiate, develop and sustain high functioning groups; New lenses for diagnosing the stages and phases of group development; An expanded repertoire of practical facilitation tools; Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms and values of each; Skills to move groups beyond consensus to common focus; Ways to value and use dissension, argument and conflict; Strategies for keeping group members on track, on topic, energized and resourceful.

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

- | | |
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| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will be trained and utilize strategies as appropriate for students.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

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

(5/8): Dual Enrollment Programs

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

Buildings

- Hillman High School

Total Budget: \$25,000.00

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

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Students will be informed of dual enrollment options and plan in scheduling as appropriate.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/8): 23g Expanded Learning Time

Owner: Pam Rader

Start Date: 10/18/2023

Due Date: 06/30/2026

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: \$10,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Direct support by highly qualified staff	Pam Rader	10/18/2023	06/30/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(7/8): 23g Tutoring

Owner: Pam Rader

Start Date: 10/18/2023

Due Date: 06/30/2026

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: \$56,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- 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
Tutoring by highly qualified staff	Pam Rader	10/18/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Tutoring and extended learning opportunities by highly qualified staff. Staff will provided tutoring after school in math and literacy based on student need from data or teacher referral after school or during the day in small group, whole group or individualized instruction with research based Tier II support. Funding will be used to pay for 1500 hours of support.	Pam Rader	10/18/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tutoring and extended learning opportunities by highly qualified staff. Staff will provided tutoring after school in math and literacy based on student need from data or teacher referral after school or during the day in small group, whole group or individualized instruction with research based Tier II support. Funding will be used to pay for 500 hours of support.	Pam Rader	10/18/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(8/8): 23g Work-Based Learning Experiences (WBLE)

Owner: Pam Rader

Start Date: 10/18/2023

Due Date: 06/30/2026

Summary: Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Buildings

- Hillman High School

Total Budget: \$8,711.00

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

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • 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
Plan for and creation of work based learning for secondary students.	Pam Rader	10/18/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implementation of work based learning for secondary students during second semester. Staff member will monitor students at work based learning experience, create guidelines for experience prior to students working with employer to make sure	Pam Rader	10/18/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>experience aligns with FTE requirements and state requirements. Mentor will also check in with students on experience on the job during work hours and check paperwork that is necessary for reporting. Salary will cover hours for work to complete this work and to mentor students that will participate in the program. HCS plans to grow this work over the next few years and feels the FTE will increase in the future.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Improve Instructional Practices K-5

Status: ACTIVE

Statement: HCS goal is to provide small group instruction in Literacy and Math for students in order to improve NWEA and/or Pre-Post scores to be proficient or increase by the average RIT points (by grade level) set by NWEA by 2026.

Created Date: 03/01/2022

Target Completion Date: 06/30/2026

Strategies:

(1/6): Safe, Nurturing Environment for All Students

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: Grounded in a safe, orderly, and respectful environment for students, the district addresses students’ social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Options for a safe and nurturing environment will be created and used as needed.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/6): MTSS Framework (General)

Owner: Pam Rader

Start Date: 08/30/2023

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: \$10,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS framework will be created and reviewed for effectiveness.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/6): Positive Learning Environments

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: A safe, secure, and healthy school environment supports learners and families by fostering a positive school climate and culture by meeting families where they are most comfortable. Positive learning environments are welcoming, safe and secure, actively taking steps to prevent bullying, drug use, and violence, and supporting healthy discussions with learners and their families to address all issues of concern. Climate and culture play a significant role in teacher morale, student behavior, and in the relationships built between school and the family community. The communities that public schools serve have become increasingly diverse and more minority students will be concentrated in public schools in more segregated residential areas of the United States (Pew Research Center, 2007). According to research conducted by the National School Climate Standard (2007), "positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society," (p. 2).

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Positive learning environments will be created and maintained across the buildings	Pam Rader	08/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Adaptive Schools Seminars & Learning Guide

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: "The Adaptive Schools Foundation and Advanced Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. FOUNDATION SEMINAR OUTCOMES: In the four-day Adaptive Schools Foundation Seminar, participants will develop: An increased capacity to initiate, develop and sustain high functioning groups; New lenses for diagnosing the stages and phases of group development; An expanded repertoire of practical facilitation tools; Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms and values of each; Skills to move groups beyond consensus to common focus; Ways to value and use dissension, argument and conflict; Strategies for keeping group members on track, on topic, energized and resourceful.

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

- | | |
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| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations • District Website Update • Parent Newsletter • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will participate in PD and incorporate strategies as appropriate.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

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

(5/6): 23g Expanded Learning Time

Owner: Pam Rader

Start Date: 10/18/2023

Due Date: 06/30/2026

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: \$10,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- 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
Tutoring	Pam Rader	10/18/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Tutoring

Owner: Pam Rader

Start Date: 10/18/2023

Due Date: 06/30/2026

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: \$10,000.00

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

Communication:

Method

- Other
- School Board Meeting
- 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
Tutoring and extended learning opportunities by highly qualified staff. Staff will provided tutoring after school in math and literacy based on student need from data or teacher referral after school or during the day in small group, whole group or individualized instruction with research based Tier II support. Funding will be used to pay for 1500 hours of support.at the Elementary Level and 500 hours at the Secondary level	Pam Rader	10/18/2023	06/30/2026	ONTARGET

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

Improve ELA 6-12

Status: ACTIVE

Statement: HCS goal is to provide Pre/Post test in ELA in order to improve ELA scores to show proficiency or a 4% growth by 2026.

Created Date: 08/30/2023

Target Completion Date: 06/30/2026

Strategies:

(1/5): Adaptive Schools Seminars & Learning Guide

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: "The Adaptive Schools Foundation and Advanced Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. FOUNDATION SEMINAR OUTCOMES: In the four-day Adaptive Schools Foundation Seminar, participants will develop: An increased capacity to initiate, develop and sustain high functioning groups; New lenses for diagnosing the stages and phases of group development; An expanded repertoire of practical facilitation tools; Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms and values of each; Skills to move groups beyond consensus to common focus; Ways to value and use dissension, argument and conflict; Strategies for keeping group members on track, on topic, energized and resourceful.

Buildings: All Active Buildings

Total Budget: \$2,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will engage in professional development and implementation of Adaptive Schools Strategies across Core Content areas.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Dual Enrollment Programs

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

Buildings

- Hillman High School

Total Budget: \$25,000.00

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

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations • District Website Update • 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
Students in grades 10-12 will be informed of Dual Enrollment options and meet with support staff to make best option for thier carear path.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Positive Learning Environments

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: A safe, secure, and healthy school environment supports learners and families by fostering a positive school climate and culture by meeting families where they are most comfortable. Positive learning environments are welcoming, safe and secure, actively taking steps to prevent bullying, drug use, and violence, and supporting healthy discussions with learners and their families to address all issues of concern. Climate and culture play a significant role in teacher morale, student behavior, and in the relationships built between school and the family community. The communities that public schools serve have become increasingly diverse and more minority students will be concentrated in public schools in more segregated residential areas of the United States (Pew Research Center, 2007). According to research conducted by the National School Climate Standard (2007), "positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society," (p. 2).

Buildings: All Active Buildings

Total Budget: \$10,000.00

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

Communication:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations • District Website Update | <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
Staff will be provided pD on Positive Learning Environments Structures and Strategies and implement in their classrooms as appropriate..	Pam Rader	08/30/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Safe, Nurturing Environment for All Students

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

Summary: Grounded in a safe, orderly, and respectful environment for students, the district addresses students’ social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student

Buildings: All Active Buildings

Total Budget: \$25,000.00

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

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff and Students will be aware of options for support for a safe and nurturing environment for everyone and will provide supports as needed.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(5/5): MTSS Framework (General)

Owner: Pam Rader

Start Date: 08/30/2023

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: \$5,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS Process and Procedures will be evaluated for improvement and support of all students needs.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan