November 2, 2023

Schoolcraft Community Schools is applying for Section 23g MI Kids Back on Track which was created to help support programs in public school districts to help address unfinished learning, get students to grade-level academic standards, provide additional academic assistance to students at risk of falling behind their peers, or help high school students prepare for postsecondary education.

Schoolcraft Community Schools will use these funds to enhance evidence based instructional practices to help support students not proficient by state assessment standards. SCS will use fundings to provide additional instructional resources for certified teaching staff and high-qualified paraprofessionals. Additionally, funds will be used to evaluate instructional cycles and data reviews to ensure evidence base practices in tier 1, 2 and 3 instruction.

Program measures will be based on NWEA, M-Step, local assessments, and other diagnostic measures to gauge proficiency in reading and mathematics. All state and federal guidelines and reporting requirements will be met and continuous monitoring will occur.

Please contact the building principals for assistance in accessing supports for your student.

Matthew Webster - K-6 Principal - (269) 488-7250

Matthew Dailey - Jr./Sr. High Principal - (269) 488-7350

MICIP Portfolio Report

Schoolcraft Community Schools

Goals Included

Active
- Multi Tiered System of Supports - Academic and SE...

Buildings Included

Open-Active
- Schoolcraft Elementary School
- Schoolcraft High School
- Schoolcraft Middle School

Plan Components Included

Goal Summary
Data
    Data Story
Strategy
    Summary
    Implementation Plan
        Buildings
        Activities
            Activity Text
            Activity Buildings

MICIP Portfolio Report

Schoolcraft Community Schools

Multi Tiered System of Supports - Academic and SE...

Status: ACTIVE

Statement: Our goal is to develop and implement a Multi-Tiered System of Supports, academic and SEL, for PreK-12th grade students by June 2025.

Created Date: 07/01/2021   *Target Completion Date:* 06/30/2025

Data Story Name: 21/22 PBIS

Initial Data Analysis: SCS's story of SEL support is primarily told and justified by the lack of data available. SCS does not have a documentable Tier I, II, or III system of support for SEL. The district has a social work/student services team in place (as of 2019/20) that has helped identify the need for a program such as PBIS. The administrative team has experience with PBIS in prior roles. The goal at SCS is to tell a different data story by this time next year (2022) by implementing a K-12 system of support for all students related to SEL.

Initial Initiative Inventory and Analysis:
What is the connection to the district mission?

"To educate and empower each Eagle in life"

What personnel are involved in the implementation?

Social Workers, Student Service Team, Administrators, Teachers, Support Staff

What is the expected outcome?

Identify and implement a Tier I system of supports across K-6 and 7-12.

What evidence for outcomes are there thus far?

The K-6 and 7-12 schools each have a matrix of expected behaviors in each location of the building. The rest of the district has not started the process of implementing Tier I PBIS.

What is the financial commitment and source of funding?

Using at-risk dollars, support the MTSS efforts of both academic and SEL systems, their implementation, staff training, and student programs.

What fidelity measures exist?

Data meetings at the rate of every 6 weeks ensure that student identification and intervention are fluid and accurately identifying students who are eligible for support.

What professional development exists including coaches and performance feedback?

K-6 is receiving reading and behavioral coaching purchased from KRESA. Additionally, subs for data review days are being purchased to coach staff in data review strategies.

Gap Analysis:
There is a gap in understanding at all levels of what PBIS is and intended to do.
There is a gap in beliefs in building expectations.
There is a gap in which students get supported and which ones don't (SEL) due to varying classroom/building expectations
There is a gap in the way behaviors are tracked K-12
There is a gap in how student supports are layered and added (No delineated tiered system of support)

District Data Story Summary:
What strengths have been uncovered? What growth edges have been identified?

A strength of SCS is the passion and desire form the whole staff to support students with documented SEL needs in the district.

What learner needs are going unmet or not being met adequately/sufficiently?

There is not at a fully implemented Tiered System of Support for SEL (PBIS). Implementing a full-tiered system of PBIS would support our students.

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

A student service team has been established to support this work.
31a funds can be allocated to meet this goal.
PD calendar can be allocated to meet this goal.

Are there any major challenges not being addressed by a service, program, or activity?

The major challenge being faced by SCS currently is simply the implementation process. A committee of staff has been identified. Time for that team to do their work and deliver outcomes has been identified which will ensure this team has the ability to meet these goals.

Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Once the behavior committee's work is implemented, students needing tiered support the most will be able to be identified and supported.

Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?

No

Is there a braiding of funding across their various programs and efforts?

Title, 31a
23g funds
Title 4

Strategies:

(1/3): MTSS - PBIS (Behavior)

Owner: Matt Webster

Start Date: 07/08/2021   *Due Date:* 06/28/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
2021/2022 As a team, identify a researched based model of tiered support that can be implemented PreK-12 to serve, support, and assess our students SEL needs.	Matt Webster	07/08/2021	06/25/2022	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
2022/2023: Implement, with fidelity measures in place, a Tier I and Tier II system of supports for PreK-12 students that includes data collection processes.	Matt Webster	06/24/2022	06/25/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
2023/2024: Implement, with fidelity measures in place, a Tier III system of supports for PreK-12 students.	Matt Webster	07/08/2023	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2024/2025: Conduct a data review process on tier I, II, and III systems of support and identify next steps and future MICIP goals.	Matt Webster	07/08/2024	06/28/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
2022/2025 - Dean of Students (At Risk Management)	Matt Webster	07/08/2021	06/28/2025	ONTARGET
Activity Buildings: • Schoolcraft Elementary School • Schoolcraft High School				
2023/2024: "Whole Child Approach to Building Resilient Classrooms" (Ethan Alexander via KRESA)	Matt Webster	08/22/2023	06/16/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): MTSS Framework (General)

Owner: Matt Webster

Start Date: 05/25/2023   *Due Date:* 06/30/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Literacy Coaching to Elementary Teachers	Matt Webster	05/25/2023	06/30/2024	ONTARGET
Activity Buildings: • Schoolcraft Elementary School				
Highly Qualified Team of ELA/Math Interventionists	Matt Webster	05/25/2023	06/30/2024	ONTARGET
Activity Buildings: • Schoolcraft Elementary School • Schoolcraft High School				
Researched Based Interventions and Tools	Matt Webster	05/25/2023	06/30/2024	ONTARGET
Activity Buildings: • Schoolcraft Elementary School • Schoolcraft High School				
Extended Time Activities for At-Risk Students	Matt Webster	05/25/2023	06/30/2024	ONTARGET
Activity Buildings: • Schoolcraft Elementary School • Schoolcraft High School				
Instructional Cycles & Data Review	Matt Webster	05/25/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Schoolcraft Elementary School • Schoolcraft High School				
Professional Development Opportunities for K-12 staff	Matt Webster	05/25/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Matt Webster

Start Date: 11/12/2023   *Due Date:* 06/29/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Extended Time - Summer Enrichment Camps and Opportunities	Matt Webster	11/12/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Highly Qualified Team of ELA & Math Interventionist	Matt Webster	11/12/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Instructional Cycles and Data Review to identify eligible students	Matt Webster	11/12/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Researched Based Interventions and Tools for students and staff	Matt Webster	11/12/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				