

MICIP Portfolio Report

L'Anse Creuse Public Schools

Goals Included

Active

- Students will demonstrate increased proficiency in...
 - Students will demonstrate increased proficiency in...
-

Buildings Included

Open-Active

- Atwood Elementary School
 - DiAnne M. Pellerin Center
 - Donald J. Yacks Elem. School
 - Emma V. Lobbestael Elem. School
 - Francis A. Higgins Elem. School
 - Green Elementary School
 - High School
 - High School - North
 - Joseph M. Carkenord Elementary School
 - Marie C. Graham Elem. School
 - Middle School - Central
 - Middle School - East
 - Middle School - North
 - Middle School - South
 - South River Elementary School
 - Tenniswood Elementary School
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

L'Anse Creuse Public Schools

Students will demonstrate increased proficiency in...

Status: ACTIVE

Statement: 60.0% of LCPS students will be proficient in reading as measured by the Spring 2025 state assessment.

85% of LCPS students will perform at/above the normed RIT in reading as measured by the Spring 2025 NWEA reading assessment.

85% of elementary students will perform at/above grade level as measured by the Spring 2025 Guided Reading Level assessment.

85% of elementary students will perform at/above grade level as measured by the local writing assessment in Spring 2025.

Created Date: 06/23/2022

Target Completion Date: 06/28/2025

Data Story Name: L'Anse Creuse Reading

Initial Data Analysis: Although state assessment scores in ELA we remained at a performance level above the county and state at most grade levels, our overall proficiency level is below the state target of 60%. Local data was also lower than our target of 85% at/above grade level using the benchmark assessment (NWEA) and our elementary Guided Reading measure.

Initial Initiative Inventory and Analysis: LCPS

lit specialists
disciplinary literacy
intevention - corrective reading
support classes

Gap Analysis: Current student performance based on Spring 2021 assessments indicates:

MSTEP 49.2% of students are proficient. Our target is 60%.

NWEA % of students perform at/above the norm RIT. Our target is 85%.

GRL % of elementary students perform at/above grade level. Our target is 85%.

Writing % of elementary students perform at/above grade level. Our target is 85%.

District Data Story Summary: ELA instruction needs to be focused and have a common delivery of objectives for Tier 1 students. We need to analyze student data and determine the best way to meet the needs of most of our students in this manner. Additionally, the number of students in need of intervention has grown, indicating the need for additional intervention tools and supports to meet their needs and close the achievement gap.

Strategies:

(1/5): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Laura Holbert

Start Date: 06/30/2022

Due Date: 06/28/2025

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- DiAnne M. Pellerin Center
- High School
- High School - North
- Macomb County Juvenile Justice Center School
- Middle School - Central
- Middle School - East
- Middle School - North
- Middle School - South

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Corrective Reading	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Close and Critical Reading Strategies	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Support Classes and Intervention for At Risk Learning in all subgroups	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Essential Instructional Practices Grades K-3

Owner: Laura Holbert

Start Date: 06/30/2022

Due Date: 06/28/2025

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Atwood Elementary School
- Donald J. Yacks Elem. School
- Emma V. Lobbestael Elem. School
- Francis A. Higgins Elem. School
- Green Elementary School
- Joseph M. Carkenord Elementary School
- Marie C. Graham Elem. School
- South River Elementary School
- Tenniswood Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interactive Read Aloud (IRA)	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Guided Reading Mini Lessons	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Adaptive Reading Program via Exact Path	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small group intervention for at risk students in all subgroups	Laura Holbert	06/30/2022	06/28/2025	ONTARGET

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

(3/5): Essential Instructional Practices Grades 4-5

Owner: Laura Holbert

Start Date: 06/30/2022

Due Date: 06/28/2025

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Atwood Elementary School
- Donald J. Yacks Elem. School
- Emma V. Lobbestael Elem. School
- Francis A. Higgins Elem. School
- Green Elementary School
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- Marie C. Graham Elem. School
- South River Elementary School
- Tenniswood Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Interactive Read Aloud (IRA)	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Adaptive Reading Program via Exact Path	Laura Holbert	06/30/2022	06/28/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Guiding Reading Mini Lessons	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Small group intervention for at risk students in all subgroups	Laura Holbert	06/30/2022	06/28/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(4/5): 23g Tutoring

Owner: Kim Rawski

Start Date: 10/19/2023

Due Date: 06/28/2025

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

- DiAnne M. Pellerin Center
- High School
- High School - North
- Middle School - Central
- Middle School - East
- Middle School - North
- Middle School - South

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager: Secondary Curriculum Director will supply expertise and oversight of 6-12 tutoring program	Kim Rawski	10/19/2023	06/28/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Commerical Tutoring Program from an approved vendor will provide tier II one on one support to identified students in the area of reading comprehension and literacy essentials	Kim Rawski	10/19/2023	06/28/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
HQ Teachers trained in specific tutoring model will provide direct support to identified students.	Kim Rawski	10/19/2023	06/28/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation for students receiving tutoring support outside of school hours/ regular school day	Kim Rawski	10/19/2023	06/28/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Materials to support 6-12 Tutoring Program to support identified students	Kim Rawski	10/19/2023	06/28/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Laura Holbert

Start Date: 10/19/2023

Due Date: 06/28/2025

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

- Atwood Elementary School
- Donald J. Yacks Elem. School
- Emma V. Lobbestael Elem. School
- Francis A. Higgins Elem. School
- Green Elementary School
- Joseph M. Carkenord Elementary School
- Marie C. Graham Elem. School
- South River Elementary School
- Tenniswood Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager: Elementary Curriculum Director will supply expertise and oversight of Transitional Kindergarten program	Laura Holbert	10/19/2023	06/28/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Transportation for in district students to attend Transitional Kindergarten in one of two buildings	Laura Holbert	10/19/2023	06/28/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
HQ Teachers to provide instruction and support to Transitional Kindergarten students.	Laura Holbert	10/19/2023	06/28/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Transitional Kindergarten Program: Alternative program for children who are not yet ready for traditional kindergarten with a 25% smaller class size. Transitional Kindergarten is the first year of a two-year kindergarten sequence. Students attend Kindergarten the following school year. This program provides intense academic support using developmentally appropriate materials and teaching methods. The program provides targeted instruction for social emotional learning and development.</p>	<p>Laura Holbert</p>	<p>10/19/2023</p>	<p>06/28/2025</p>	<p>UPCOMING</p>
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Students will demonstrate increased proficiency in...

Status: ACTIVE

Statement: 47.55% of LCPS students will be proficient in mathematics as measured by the Spring 2025 state assessment.

60% of LCPS students will perform at/above the norm RIT in math as measured by the Spring 2025 NWEA math assessment.

Created Date: 06/28/2023

Target Completion Date: 07/01/2025

Data Story Name: L'Anse Creuse Mathematics

Initial Data Analysis: Although state assessment scores in Mathematics were at a performance level above the county and the state at most grade levels, our overall proficiency level is below the state target of 47.55%. Local data was also lower than our target of 60% at or above grade level using the benchmark assessment of NWEA.

Initial Initiative Inventory and Analysis: Number Corner @ Elementary

Math Interventionists

AVMR

District Math Coach

Building Math Specialists

Specialists

Support Classes

Gap Analysis: Current student performance based on Spring 2022 State Assessments & Spring 2023 Local Assessments-

State Assessments - 32% of students are proficient. Our target is 47.55%

NWEA - 49% of students perform at/above the norm RIT. Our target is 60%.

District Data Story Summary: Math instruction needs to be focused and have a common delivery of objectives for Tier 1 students. We need to analyze student data and determine the best way to meet the needs of most of our students in this manner. Additionally, the number of students in need of interventions has grown, indicating the need for more intervention tools and supports to meet their needs and close the achievement gap.

Strategies:

(1/5): Bridges Math

Owner: Laura Holbert

Start Date: 06/28/2023

Due Date: 07/01/2025

Summary: Teachers use number talks, number sense routines, and/or other math routines three to five times a week for five to 20 minutes. The strategy allows students to focus on making sense of mathematics, using mathematical language, and communicating their reasoning. Talks and routines should have multiple access points and support active student engagement. For more resources, see the strategy "Improving Classroom Mathematical Discourse."

Buildings

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- Marie C. Graham Elem. School
- South River Elementary School
- Tenniswood Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mental Computation Routine via Number Corner	Laura Holbert	06/28/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Group Intervention for At Risk Students	Laura Holbert	06/28/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Connected Mathematics Project (CMP)

Owner: Laura Holbert

Start Date: 06/28/2023

Due Date: 07/01/2025

Summary: Connected Mathematics Project (CMP) is a math curriculum for students in grades 6–8. It uses interactive problems and everyday situations to explore mathematical ideas, with a goal of fostering a problem-centered, inquiry-based learning environment. At each grade level, the curriculum covers numbers, algebra, geometry/measurement, probability, and statistics.

Buildings

- Middle School - Central
- Middle School - East
- Middle School - North
- Middle School - South

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Disciplinary Literacy in Mathematics	Laura Holbert	06/28/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Group Intervention and Support Classes for At-Risk Students	Laura Holbert	06/28/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Illustrative Mathematics Curricula

Owner: Laura Holbert

Start Date: 06/28/2023

Due Date: 07/01/2025

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings

- DiAnne M. Pellerin Center
- High School
- High School - North
- Macomb County Juvenile Justice Center School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Disciplinary Literacy in Mathematics	Laura Holbert	06/28/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Group Interventions and Support Classes for At Risk Students	Laura Holbert	06/28/2023	07/01/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): 23g Tutoring

Owner: Kim Rawski

Start Date: 10/19/2023

Due Date: 07/01/2025

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

- DiAnne M. Pellerin Center
- High School
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager: Secondary Curriculum Director will supply expertise and oversight of 6-12 tutoring program	Kim Rawski	10/19/2023	07/01/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Commerial Tutoring Program from an approved vendor will provide tier II one on one support to identified students in the area of mathematics	Kim Rawski	10/19/2023	07/01/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
HQ Teachers trained in specific tutoring model will provide direct support to identified students	Kim Rawski	10/19/2023	07/01/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation for students	Kim Rawski	10/19/2023	07/01/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
receiving tutoring support outside of school hours/ regular school day				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Materials to support 6-12 Tutoring Program to support identified students	Kim Rawski	10/19/2023	07/01/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Laura Holbert

Start Date: 10/19/2023

Due Date: 07/01/2025

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.

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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Program Manager: Elementary Curriculum Director will supply expertise and oversight of Transitional Kindergarten program	Laura Holbert	10/19/2023	07/01/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Transportation for in district students to attend Transitional Kindergarten in one of two buildings	Laura Holbert	10/19/2023	07/01/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
HQ Teachers to provide instruction and support to Transition Kindergarten Students	Laura Holbert	10/19/2023	07/01/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Transitional Kindergarten Program: Alternative program for children who are not yet ready for traditional kindergarten with a 25% smaller class size. Transitional Kindergarten is the first year of a two-year kindergarten sequence. Students attend Kindergarten the following school year. This program provides intense academic support using developmentally appropriate materials and teaching methods. The program provides targeted instruction for social emotional learning and development.</p>	<p>Laura Holbert</p>	<p>10/19/2023</p>	<p>07/01/2025</p>	<p>UPCOMING</p>
<i>Activity Buildings:</i> All Buildings in Implementation Plan				