

MICIP Portfolio Report

Grand River Preparatory High School

Goals Included

Active

- Attendance Goal
 - Math Goal
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Buildings Included

Open-Active

- Grand River Preparatory High School
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Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

MICIP Portfolio Report

Grand River Preparatory High School

Math Goal

Status: ACTIVE

Statement: Increasing the percentage of students meeting the Math benchmarks from 25% to 40% as measured by the SAT by Spring 2026.

Created Date: 03/23/2021

Target Completion Date: 05/01/2026

Strategies:

(1/3): Curriculum Planning

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 05/01/2026

Summary: Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (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"> • School Board Meeting • Presentations • Parent Newsletter | <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
Curriculum Specialist Planning & Training Meetings	Mike Irwin	03/26/2021	05/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Direct Instructional Staff	Mike Irwin	03/26/2021	05/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
In-Direct Support Staff	Mike Irwin	03/25/2021	05/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Data-Based, Decision Making

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 05/01/2026

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: \$475,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Data Driven Instruction Meetings with Instructional Coaches	Mike Irwin	03/25/2021	05/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Instructional Coaching/Consulting for Mathematics

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 05/01/2026

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Total Budget: \$190,000.00

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

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Presentations | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Targeted Math Professional Development and Coaching	Mike Irwin	03/25/2021	05/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Before/After School and Summer Programing	Mike Irwin	03/25/2021	05/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for SAT Fall 2020 All Grades		06/30/2023	COMPLETE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Curriculum Planning Activities

Activity	Owner	Start Date	Due Date	Status
Curriculum Specialist Planning & Training Meetings	Mike Irwin	03/26/2021	05/01/2026	ONTARGET
Direct Instructional Staff	Mike Irwin	03/26/2021	05/01/2026	ONTARGET
In-Direct Support Staff	Mike Irwin	03/25/2021	05/01/2026	ONTARGET

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
Data Driven Instruction Meetings with Instructional Coaches	Mike Irwin	03/25/2021	05/01/2026	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Targeted Math Professional Development and Coaching	Mike Irwin	03/25/2021	05/01/2026	ONTARGET
Before/After School and Summer Programing	Mike Irwin	03/25/2021	05/01/2026	ONTARGET

Monitoring Notes

Monitoring Notes: Curriculum Planning

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
03/22/2022	Curriculum support/redesign is being implemented with fidelity. Support by the Curriculum & Instruction team occurred on 9/28, 9/29, 10/15, 11/10, 11/11, 2/2, and 3/9.	Rob Halla

Scale / Reach - What progress are we making on reaching the intended populations?

What is the evidence?

Date	Note	Author
03/22/2022	The intended population for curricular support has been effectively reached through professional development sessions on 9/28, 9/29, 10/15, 11/10, 11/11, 2/2, and 3/9	Rob Halla

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
03/22/2022	Resources provided include multiple professional development sessions (9/28, 9/29, 10/15) with coaching follow-ups (11/10, 11/11, 2/2, 3/9). Additional resources include the incorporation of support staff within math courses	Rob Halla

Monitoring Notes: Data-Based, Decision Making

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
03/22/2022	Considerable progress has been made with the incorporation of data-driven instruction/ intervention into monthly department meeting and the content of one-on-ones between teachers and administration	Rob Halla

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
03/22/2022	All teaching staff has implemented Data-driven instruction/intervention. This is documented bi-monthly in department and teacher-administration meetings	Rob Halla

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
03/22/2022	Resources include documentation form, professional development (Error analysis, intervention strategies, data collection) and intentional time for departmental collaboration on process/content of data-driven decisions	Rob Halla

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
03/23/2022	Implementation of additional coaching cycles, especially with Algebra I courses, is being implemented extensively. Evidence includes Algebra 1/Geometry coaching meetings on 2021 on 9/20, 9/23, 9/29, 10/1, 10/25, 11/3, 11/18, 12/2, 12/3, 12/7, 12/9, 12/16 and in 2022 on 1/13, 1/27, 2/3, 2/10, 2/17, 3/10, 3/17	Rob Halla

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
03/23/2022	We are effectively reaching the target population (math teachers) as evidenced through coaching conversations. These strategies are being implemented and supported within 9-10th grade math courses	Rob Halla

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
03/23/2022	We have utilized sufficient resources including in-building instructional coaches and Curriculum and Instruction team members	Rob Halla

Attendance Goal

Status: ACTIVE

Statement: Decrease student absenteeism in grades 9-12 by 20% (especially focusing on the beginning of the school day) as measured by attendance reports in Spring 2026.

Created Date: 03/23/2021

Target Completion Date: 06/01/2026

Strategies:

(1/2): Data-Based, Decision Making

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 06/01/2026

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: \$100,000.00

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

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• Parent Newsletter	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Data Review of Attendance Data on a Regular Basis to determine strategies for improving attendance	Mike Irwin	03/25/2021	06/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Building Trusting Relationships

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 06/01/2026

Summary: "

Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners (U.S. Department of Education, 2010 and Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., 2005). Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equal partners and create the conditions for respectful relationships and partnerships (Henderson & Mapp, 2010). Developing trusting relationships requires two-way engagement to discuss and understand social norms and cultural capacities that can inform social institutions and families. Research demonstrates the role trust plays in families’ ability to advocate for their students, as it is essential for families to feel comfortable interacting with school staff. To foster strong relationships with families, schools can look at families through a strength-based lens (Caspe, Lopez, Chu, & Weiss, 2011). By working to capitalize on the strengths of families, schools can build the capacity of families to effectively support their child’s education at home and in the community. Taking steps to establish these relationships and foster family engagement is critically important as research has shown that levels of family engagement are strongly predictive of students’ long term, academic success (Mapp, 2018). To facilitate respect between educators and families, professionals must be aware of how their verbal, non-verbal skills and their intentional actions to form relationships with families. To support trusting relationships, it is important to establish policies and procedures to promote family engagement. Have adequate and welcoming spaces to engage families. Help support families and their basic needs. Connect families to each other, to the program/support staff and to other community institutions. Be intentional about hiring all staff and training them to promote effective staff-family interactions.

Buildings: All Active Buildings

Total Budget: \$510,000.00

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

Communication:

Method	Audience
• Email Campaign	• Educators
• Presentations	• Staff
• Parent Newsletter	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Targeted Truancy/ Attendance Meetings Designed to Build Supportive Relationships with Families	Mike Irwin	03/25/2021	06/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 4% for Attendance By Class Period Fall 2020		05/31/2022	COMPLETE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
Data Review of Attendance Data on a Regular Basis to determine strategies for improving attendance	Mike Irwin	03/25/2021	06/01/2026	ONTARGET

Building Trusting Relationships Activities

Activity	Owner	Start Date	Due Date	Status
Targeted Truancy/ Attendance Meetings Designed to Build Supportive Relationships with Families	Mike Irwin	03/25/2021	06/01/2026	ONTARGET

Monitoring Notes

**Monitoring Notes: Building Trusting Relationships **

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
03/23/2022	Attendance meetings have been held for students with concerning attendance patterns in 2022 on 2/7, 2/9, 2/18, 2/22, 3/11, and 3/14.	Rob Halla

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
03/23/2022	By targeting students with concerning attendance patterns we are conducting targeted intervention meetings with the intended population (in 2022 these meetings occurred on 2/7, 2/9, 2/18, 2/27, 3/11, and 3/14)	Rob Halla

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
03/23/2022	With meetings held by the Dean of Behavior and Intervention, and supported by paraprofessionals and Family Liaison, we have adequately supported this goal with sufficient personnel resources	Rob Halla

Monitoring Notes: Data-Based, Decision Making

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
03/23/2022	Attendance data review to identify class period, grade-level, and student trends occurs during monthly grade-level meetings. These meetings occurred on 11/05/21 and 12/15/21	Rob Halla

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
03/23/2022	By investigating grade-level attendance trends, we are able to target only those students with emerging attendance concerns. This is evidence by subsequent meetings with our Dean of Intervention	Rob Halla

Capacity - What progress are we making on supporting implementation of the goal with

sufficient resources? What is the evidence?

Date	Note	Author
03/23/2022	We have adequate capacity to support the implementation of this strategy with the direction of our Dean of Intervention and support by paraprofessionals including our Family Liaison	Rob Halla
