

# MICIP Portfolio Report

## Dexter Community School District

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### Goals Included

#### Active

- Project 100%
  - Student Literacy Growth
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### Buildings Included

#### Open-Active

- Creekside Intermediate School
  - Dexter Alternative School
  - Dexter Early Education Complex
  - Dexter High School
  - Mill Creek Middle School
  - Wylie Elementary School
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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Dexter Community School District

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### Project 100%

*Status:* ACTIVE

*Statement:* Our goal is to provide personalized, competency-based learning for all students to improve ELA, Math assessment, and post-secondary readiness for all learners.

*Created Date:* 10/23/2023

*Target Completion Date:* 06/30/2027

**Strategies:**

(1/3): MTSS Framework (General)

Owner: Ryan Bruder

Start Date: 10/23/2023

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:** \$460,000.00

- Other State Funds (State Funds)

**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
<p>Develop district-wide MTSS coordination. District Instructional Support Team will work with building-level MTSS leaders to improve the 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. This will include data-systems, staffing needs and evidence-based practices to support every student. Funding will pay for position(s) and associated costs.</p>	Ryan Bruder	10/23/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>MTSS Program Coordinator - This position will work to ensure that MTSS systems are implemented/improved across the district as described in activity 1. This person will work in collaboration with instructional support team members, administrators, staff and families to meet the needs of all learners. The goal of this position would be improve the current systems and structures over the next two years. Funding will pay for position(s) and associated costs.</p>	Ryan Bruder	10/23/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

*(2/3): 23g Tutoring*

*Owner:* Ryan Bruder

*Start Date:* 10/23/2023

*Due Date:* 06/30/2027

*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:* \$3,600,000.00

- Other State Funds (State Funds)

*Communication:*

Method

- School Board Meeting
- Email Campaign
- 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>In school and out of school tutoring will be provided in all grade levels across the organization. In school tutoring will be focused on research based strategies like SIPPS, Sonday, AirReading and Math Recovery. Out of school tutoring (all evidence based) will be designed in a high-impact tutoring model. These sessions will be offered during the school year and continue over the summer to ensure the continued success of all students. Our unique campus and community partnership design allows to maximize student engagement not only during school, but outside of school hours year-round. Funds will cover tutoring coordination, in building tutors, outside of school time tutors, transportation, and other necessary services.</p>	Ryan Bruder	10/23/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Tutoring Coordinator - This position will work hand-in-hand with building level MTSS teams to identify and support any student who may benefit from in school and out of school tutoring. This person will also be the conduit between schools and families to ensure an effective partnership. This position will also work with</p>	Ryan Bruder	10/23/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>the building-level tutors to make sure that thoughtful, evidence based tutor practices are implemented with fidelity. Funding will pay for position(s) and associated costs.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

**(3/3): 23g Expanded Learning Time**

**Owner:** Ryan Bruder

**Start Date:** 10/23/2023

**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:** \$810,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Email Campaign
- 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>Enhance learning environment for all students by providing educational experiences within and beyond the classroom, Extended Learning Opportunities (ELOs). ELOs are opportunities that enable learners to gain knowledge and skills outside of the traditional classroom, often community-based with partner engagement; these flexible opportunities include rigorous, authentic problem-solving and inquiry that connect with learners' interests and passions. These learning activities can be learner-driven, designed by the learner and credentialed by the teacher. Funds will pay for coordination costs, including personnel and transportation. Along with paid externship opportunities for students.</p>	Ryan Bruder	10/23/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>An Extended Learning Opportunities Coordinator(s) will work as the developer and the hub for ELOs for Dexter Students throughout the Dexter Community. Evidence based practices have shown that students who develop a clear, real-world understanding of careers are more successful in post-</p>	Ryan Bruder	10/23/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
secondary education. Funds will pay for personnel costs, travel and technical assistance.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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## Student Literacy Growth

*Status:* ACTIVE

*Statement:* Our goal is to see 100% of students meet or exceed their projected growth on state and local assessments by the end of the 2023-2024 school year.

*Created Date:* 05/25/2021

*Target Completion Date:* 06/28/2024

## Strategies:

(1/6): Essential Instructional Practices Grades K-3

Owner: Brooke Stidham

Start Date: 07/01/2021

Due Date: 06/28/2024

**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

- Dexter Early Education Complex
- Wylie Elementary School

**Total Budget:** \$525,900.00

- 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, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Discretionary Payment (State Funds)
- 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

## (2/6): Essential Instructional Practices Grades 4-5

*Owner:* Katie See

*Start Date:* 06/03/2021

*Due Date:* 06/28/2024

*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*

- Creekside Intermediate School
- Wylie Elementary School

*Total Budget:* \$400,000.00

- 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, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Discretionary Payment (State Funds)
- Other State Funds (State Funds)

*Communication:*

Method

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

Audience

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

### (3/6): Essential School-Wide and Center-Wide Practices in Literacy

*Owner:* Ryan Bruder

*Start Date:* 06/03/2021

*Due Date:* 06/28/2024

*Summary:* The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

*Buildings:* All Active Buildings

*Total Budget:* \$60,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Discretionary Payment (State Funds)
- Other State Funds (State Funds)

*Communication:*

Method

- MI School Data
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Local Newspaper
- Social Media

Audience

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



## (4/6): Michigan Department of Education Early Literacy Coaching Model

*Owner:* Ryan Bruder

*Start Date:* 06/03/2021

*Due Date:* 06/28/2024

*Summary:* "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

### *Buildings*

- Creekside Intermediate School
- Dexter Early Education Complex
- Wylie Elementary School

*Total Budget:* \$50,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)

### *Communication:*

#### Method

- School Board Meeting
- Presentations
- District Website Update

#### Audience

- Educators
- Staff
- School Board

**(5/6): MTSS - Literacy (Reading)**

**Owner:** Melanie Nowak

**Start Date:** 06/08/2021

**Due Date:** 06/28/2024

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings**

- Dexter Alternative School
- Dexter High School

**Total Budget:** \$150,000.00

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

**Communication:**

**Method**

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

**Audience**

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

## (6/6): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom

*Owner:* Brett Pedersen

*Start Date:* 06/08/2021

*Due Date:* 06/28/2024

*Summary:* "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students' academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state's literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students' language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students' knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)"

### *Buildings*

- Creekside Intermediate School
- Mill Creek Middle School

### *Total Budget:* \$200,000.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Discretionary Payment (State Funds)
- Other State Funds (State Funds)

*Communication:*

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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