

MICIP Portfolio Report

Utica Community Schools

Goals Included

Active

- MTSS
-

Buildings Included

Open-Active

- Alternative Learning Center
 - Beacon Tree Elementary
 - Beck Elementary
 - Bemis Elementary
 - Browning Elementary
 - Burr Elementary
 - Collins Elementary
 - Crissman Elementary
 - Davis Junior High
 - DeKeyser Elementary
 - Dresden Elementary
 - Duncan Elementary
 - Ebeling Elementary
 - Eisenhower High School
 - Eppler Junior High
 - Flickinger Elementary
 - Ford II High School
 - Graebner Elementary
 - Harvey Elementary
 - Havel Elementary
 - Heritage Junior High
 - Jeannette Junior High
 - Malow Junior High
 - Messmore Elementary
 - Monfort Elementary
 - Morgan Elementary
 - Oakbrook Elementary
 - Plumbrook Elementary
 - Roberts Elementary
 - Schuchard Elementary
 - Schwarzkoff Elementary
 - Shelby Junior High
 - Stevenson High School
 - Switzer Elementary
 - Utica High School
 - West Utica Elementary
 - Wiley Elementary
-

Plan Components Included

- Goal Summary

- Data

 - Data Story

- Strategy

 - Summary

 - Implementation Plan

 - Buildings

 - Activities

 - Activity Text

 - Activity Buildings

MICIP Portfolio Report

Utica Community Schools

MTSS

Status: ACTIVE

Statement: Overarching 3 Year Goal: Staff and students will acquire and effectively apply the knowledge, attitudes and skills of: self-awareness, self-management, social awareness, relationship skills and responsible decision making through relevant, authentic, MTSS within a student-centered classroom environment for academic success, school and civic engagement, health and wellness, and fulfilling careers.

Created Date: 04/07/2022

Target Completion Date: 06/30/2024

Data Story Name: MTSS

Initial Data Analysis: Attendance Data

- 97% of all students were not chronically absent
- 79.7% of the students at the UCS Alternative Learning Center are chronically absent, which impacts the graduation rate.
- Percent of subgroup chronically absent: African American 25%, Student with Disabilities (SWD) 21.30%, 2 or More Races 20.10%, and Economically Disadvantaged (ED) 19.90%

NWEA Data

- 65.6% of all students meet the NWEA Reading norm or growth projection
- Percent of subgroup that did not meet the NWEA Reading norm or growth projection: SWD 56.8%, English Learners (EL) 54.7%, African American 50.9% and ED 44.3%

MiPHY Data

- High School students who reported that they do not do interesting activities at school also report along with Junior High students that their teachers don't ask them to work on special classroom projects
- High School and Junior High students who report that they do not get to decide on class activities or rules also report that their parents are not notified when they have done something well. Junior High and High School students report that they do not do things that make a difference at school. High school students also report that their teachers do not praise them when they work hard

For UCS Alternative Learning Center (ALC):

Based on graduation rates, and the overall index value is among the bottom 5% of schools. Utica Community Schools has done a Comprehensive Needs Assessments and Resource Allocation Review specific to UCS Alternative Learning Center.

UCS Alternative Learning Center has been identified as a CSI school school for having an overall school index among the bottom 5% of schools and the 4-year cohort graduation rate of 67% or less.

For UCS Alternative Learning Center, multiple strategies have been identified that will be

implemented in the upcoming school years. Funds will be allocated for Scholar Centric, and Xello, as well as hiring a Student Success Coach.

Initial Initiative Inventory and Analysis: The district has met with all stakeholders and has gather their input to inform decisions regarding the use of local, state and federal funding. This collaboration was initiated as part of the district's strategic planning process but also fulfills the required stakeholder input for many of state and federal grant applications. Many stakeholder data points were considered when expanding our initiative inventory analysis.

Trauma Informed and Resilient Schools-Leadership: Executive Directors of Curriculum & Programs; Expected Outcome: trained administrators and 10 cohorts of teachers, develop an understanding of trauma and to build resiliency strategies; Scale: administrators and small school teams; Start/End Dates: 8/2020 to 6/2024; Funding: Title II and Regional Grant Funds; Strategic Plan: district vision and mission, district continuous improvement plan and whole child approach; Outcome Measure: survey data; Evidence of Outcome: training and survey data.

Restorative Practices- Leadership: Executive Administrators of Schools; Expected Outcome: problem solving skills, conflict resolution and building relationships; Scale: national, district-wide, part of school code 7 factors; Start/End Date: 2018-2019/ Ongoing; Funding: General Fund, Strategic Plan: district vision and mission, district continuous improvement plan, whole child approach, Required under state law; Outcome Measure: Suspension and expulsion data; Evidence of Outcome: training administrators, ongoing training of building teams.

Character Strong- Leadership: District Administrators, Principals and Teachers; Expected Outcome: students will develop a sense of belonging and feel empowered to achieve; Scale: district-wide; Start/End Date 8/2021 to 6/2026; Funding: Title II, 98c, 31aa; Strategic Plan: District vision and mission, district continuous improvement plan and whole child approach; Outcome Measure: survey data; Evidence of Outcome: reduced suspensions/ expulsions, attendance, NWEA and SAT

CARE of Southeast Michigan- Leadership: Director of Student Services; Expected Outcome: support for students and families for mental health; Start/End Date: 2021-ongoing; Funding: ESSER II and III; Strategic Plan: district vision and mission; Outcome Measures: CARE follow up reports; Evidence of Outcome: training and provided initial information

Care Solace- Leadership: District and building administrators; Expected Outcome: mental health support for student, families and staff; Start/End Date: Fall 2023- Spring 2024; Funding: 31aa; Strategic Plan: district vision and mission; Outcome Measures: Care Solace reports; Evidence of Outcome; Care Solace reports and stakeholder feedback

PBIS- Leadership: Executive Administrators of Schools, Executive Directors of Curriculum and Programs, select Building Administrators and select building teams; Expected Outcome: increase prosocial involvement to increase Tier I instructional time and to increase attendance; Scale: select school-wide implementation; Start/End Date: varied/ ongoing; Funding: state, federal and private grants, school level budgets and parent groups; Strategic Plan: district vision/mission, district continuous improvement plan and whole child approach; Measure of Outcome: academic achievement and attendance data; Evidence of Outcome: select building stages of implementation

Wellness Toolkit- Leadership: Executive Administrators of Schools, Executive Directors of Curriculum and Programs; Expected Outcome: development of SEL strategies to support social emotional growth; Scale: district, school and local community; Start/End Date: March 2020-ongoing; Funding: no funding required; Strategic Plan: district vision/mission; Outcome Measure: participation data from events and websites, survey data, perception data, district recognition; Evidence of Outcomes: Monday Moments, calming room, student summit, student Wellness team, expanding student attendance, Wellness events, Macomb Diversity Summit, Adolescent Outreach Program, Engage Michigan.

UCS Alternative Learning has been identified as a CSI school for the upcoming school year and the strategies are designed to improve scores, graduation rate, and support students in the identified areas.

Extending Learning Time: Leadership: principals and teachers; Expected Outcomes: address learning loss, unfinished learning, and get students to grade level who are at risk of fall behind; Scale: district wide; Start/End Dates: 6/2020 - ongoing; Funding: State and federal grants that support summer school, before and after school and credit recovery

Gap Analysis: 1. The subgroups African American, SWD, 2 or More Races and ED are disproportionately chronically absent compared to their non-subgroup counterparts
2. The SWD, EL, African American and ED subgroups are disproportionately not meeting their NWEA Reading norm or growth projection compared to their non-subgroup counterparts
Specifically, at UCS Alternative Learning, students are not performing at grade level in ELA as determined by SAT. Strategies identified and implemented will help us reach our goal of 20% proficiency.

District Data Story Summary: When comparing subgroups with their non-subgroup counterpart; we noticed ED, SWD, African American and 2 or More Races are disproportionately chronically absent. 97% of all students are not chronically absent. Prior to 2021, the district's attendance policy contributed to chronic absenteeism. During the 2020-2021 school year the Executive Administrator's Office convened a committee of teachers, principals and district administrators review the attendance policy and make recommendations. The new policy aims to re-engage students in their learning as a result of being absent. Students are now required to make up instructional time and assignments. The attendance policy was evaluated with an equity lens to be inclusive of all students
More than 44% of the subgroups: ED, SWD, African American and English Learners (EL) did not meet the NWEA Reading norm or growth projection. Due to COVID 19, the testing environment practices were altered to accommodate students testing virtually. The testing environment practices are an area to note when looking at the data.

The team approached the MiPHY data by focusing on the "School Domain" report for junior high and high school; analyzing the percentage of responses associated with the categories "Commitment to School" and "Opportunities for Prosocial Behavior". The responses analyzed were:

- Percentage of students who reported not at all or a little true that they do interesting activities at school
- Percentage of students who reported not at all or a little true that they help decide things like class activities or rules at school
- Percentage of students who reported not at all or a little true that they do things that make a difference at school

- Percentage of student whose teachers ask them to work on special classroom projects at school
 - Percentage of students whose school lets their parents know when they have done something well
 - Percentage of students whose teachers praise them when they work hard in school
- The team noticed that the qualitative statements did not hold true for the Asian subgroup. However, responses were consistent across all students and other subgroups at high school. The team also noticed a difference in junior high responses to the questions evaluated as noted above.

Based on the ELA data from SAT reports, as well as graduation rates, Utica Community Schools has done a Comprehensive Needs Assessment and Resource Allocation Review specific to UCS Alternative Learning Center. Strategies have been identified that will be implemented in the upcoming school year. Funds will be allocated for Scholar Centric and Xello as well as hiring a Student Success Coach.

As part of the Resource Allocation Review, we reviewed how we are expending the following resources in connection with the reasons for identification: graduation rate and overall low index. We found that online learning as UCS ALC was negatively impacting students' achievement due to chronic absenteeism. As a result, we will have allocated additional dollars for in person learning in the academic area of reading. Additionally, we have hired a Student Success Coach to provide student support in the area of graduation and academic success by developing a concrete post-secondary plan.

Strategies:

(1/10): Restorative Practice/Restorative Justice

Owner: Jennifer Hernandez

Start Date: 04/08/2022

Due Date: 06/30/2024

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Coach Building Principals	Jennifer Hernandez	04/08/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Support the implementation of Restorative Practice with staff	Jennifer Hernandez	04/08/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/10): Social Emotional Learning (SEL) CASEL

Owner: Jennifer Hernandez

Start Date: 04/12/2022

Due Date: 06/30/2024

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
TIER I: Establish Wellness Teams	Jennifer Hernandez	04/12/2022	09/30/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: SEL Shared Vision	Jennifer Hernandez	04/12/2022	10/30/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: 5 CASEL Competencies	Jennifer Hernandez	04/12/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: CASEL School-wide SEL Walkthrough Tool	Jennifer Hernandez	01/01/2024	01/02/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER II: Staff Climate Survey	Jennifer Hernandez	08/09/2022	08/29/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: Character Strong Implementation Road Map	Jennifer Hernandez	06/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: Strengthening Adult SEL	Jennifer Hernandez	06/07/2022	12/31/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER II & TIER III: Evidence Maintain Restore (EMR) Playbook	Jennifer Hernandez	08/01/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: District and Building	Jennifer	04/12/2022	12/31/2022	COMPLETE

Activity	Owner	Start Date	Due Date	Status
SEL Team Meetings	Hernandez			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER II: Character Strong Coaching Series	Jennifer Hernandez	02/06/2023	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER I: Strategy Implementation Guide	Jennifer Hernandez	01/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ALC: Assessment and Curriculum Audit for ELA and Math	Jennifer Hernandez	09/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Alternative Learning Center 				
ALC: Resource Allocation Review	Jennifer Hernandez	09/05/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Alternative Learning Center 				
Career Readiness-Increase Graduation Rate	Jennifer Hernandez	08/01/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Alternative Learning Center 				
TIER III: Care of Southeastern Michigan-provide mental health services to identified K-12 students	Jennifer Hernandez	04/12/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: TIER II: Trauma Informed and Resilience Training	Jennifer Hernandez	04/12/2022	12/31/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: TIER II: Trauma Informed and Resilience Schools- Resetting for Resilience Training	Jennifer Hernandez	04/12/2022	06/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER III: Care Solace- refer staff and students to mental health care providers	Jennifer Hernandez	04/12/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
TIER III: Character Strong Tier II Conference	Jennifer Hernandez	07/01/2023	08/31/2023	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Jeannette Junior High • Stevenson High School 				
TIER II: AVID Conference for secondary staff	Jennifer Hernandez	06/01/2024	06/30/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Alternative Learning Center • Bemis Elementary • Eisenhower High School • Eppler Junior High • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High • Shelby Junior High • Stevenson High School • Utica High School 				
PD: TIER II: Wellness Coach to provide job embedded professional development to staff on social emotional learning	Jennifer Hernandez	07/01/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: Student Support Services Symposium @ MISD	Jennifer Hernandez	11/01/2023	05/30/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Bemis Elementary • Davis Junior High • Eisenhower High School • Eppler Junior High 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High • Shelby Junior High • Stevenson High School • Utica High School 				
TIER I: MSCA Conference for high school counselors	Jennifer Hernandez	11/13/2023	11/15/2023	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Eisenhower High School • Ford II High School • Stevenson High School • Utica High School 				
TIER II: MCAN conference for high school counselors	Jennifer Hernandez	11/08/2023	11/10/2023	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Eisenhower High School • Ford II High School • Stevenson High School • Utica High School 				

(3/10): CARE of Southeastern Michigan

Owner: Jennifer Hernandez

Start Date: 04/12/2022

Due Date: 06/30/2024

Summary: Since 1977, CARE of Southeastern Michigan has been a leader in substance use prevention and recovery services in Macomb County. An accredited and award-winning behavioral health nonprofit rooted in the community, CARE provides real-life solutions from early childhood to adulthood so we can live healthier lives. CARE focuses on strengthening individual well-being and promoting resiliency. CARE programming aims to reduce risky and unhealthy behaviors while encouraging positive community engagement and social connectedness.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide mental health services	Jennifer Hernandez	04/12/2022	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/10): Trauma Informed and Resilience Schools

Owner: Jennifer Hernandez

Start Date: 08/16/2022

Due Date: 06/30/2024

Summary: Teaches school professionals how to create trauma-informed schools and classrooms. Focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience. Resetting for Resilience builds upon Trauma-Informed Resilient Schools, with a strong focus on understanding the link between a student’s private logic and their academic achievement and behavior deficits in the Circle of Courage’s universal needs. Healing Trauma and Restoring Resilience in Schools takes participants deeper into the brain science of trauma and toxic stress, exploring the polyvagal theory, epigenetics, and the science of resilience. The content emphasizes the importance of hope when working with at-risk students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Resetting for Resilience Training	Jennifer Hernandez	08/16/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Trauma Informed and Resilience Training	Jennifer Hernandez	08/16/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/10): Positive Behavioral Intervention and Support (PBIS)

Owner: Jennifer Hernandez

Start Date: 10/04/2023

Due Date: 06/30/2024

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Restorative Practices- executive administrators coach building principals	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Restorative Practices- principals coach staff	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Crisis Prevention Institute- Nonviolent Crisis Intervention Training	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(6/10): High Quality Instruction

Owner: Jennifer Hernandez

Start Date: 10/04/2023

Due Date: 06/30/2024

Summary: High quality core instruction that all students receive daily in the general education program. Learning targets are aligned to the intent and rigor of the standards at the students' grade level. When those criteria are met, core instruction is benefiting 80 - 85% of all students. A tiered instructional process is at the center of any effective multi-tiered system of supports (MTSS). This process involves a three-tiered approach to implement high quality, effective instruction using research-based practices across content areas to support the academic learning needs of all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PD: MATH: TIER II: AVMR-Math Recovery training for elementary teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET

Activity Buildings:

- Beacon Tree Elementary
- Beck Elementary
- Browning Elementary
- Burr Elementary
- Collins Elementary
- Crissman Elementary
- DeKeyser Elementary
- Dresden Elementary
- Duncan Elementary
- Ebeling Elementary
- Flickinger Elementary
- Graebner Elementary
- Harvey Elementary
- Havel Elementary
- Messmore Elementary
- Monfort Elementary
- Morgan Elementary
- Oakbrook Elementary
- Plumbrook Elementary
- Roberts Elementary
- Schuchard Elementary
- Schwarzkoff Elementary
- Shelby Junior High
- Switzer Elementary
- West Utica Elementary

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Wiley Elementary 				
ELA & MATH: TIER I: NWEA report training for secondary math teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Bemis Elementary Davis Junior High Eisenhower High School Eppler Junior High Ford II High School Heritage Junior High Jeannette Junior High Malow Junior High Shelby Junior High Stevenson High School Utica High School 				
PD: ELA: LETRS Training for train the trainer model and training for elementary teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Beacon Tree Elementary Beck Elementary Browning Elementary Burr Elementary Collins Elementary Crissman Elementary DeKeyser Elementary Dresden Elementary Duncan Elementary Ebeling Elementary Graebner Elementary Harvey Elementary Havel Elementary Messmore Elementary Monfort Elementary Morgan Elementary Oakbrook Elementary Plumbrook Elementary Roberts Elementary Schuchard Elementary Schwarzkoﬀ Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Switzer Elementary • West Utica Elementary • Wiley Elementary 				
PD: Technology Coaches to provide job embedded professional development for K-12 teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: ELA: TIER I & TIER II: Literacy Coaches to provide job embedded professional development for k-6 teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Beacon Tree Elementary • Beck Elementary • Browning Elementary • Burr Elementary • Collins Elementary • Crissman Elementary • DeKeyser Elementary • Dresden Elementary • Duncan Elementary • Ebeling Elementary • Flickinger Elementary • Graebner Elementary • Harvey Elementary • Havel Elementary • Messmore Elementary • Monfort Elementary • Morgan Elementary • Oakbrook Elementary • Plumbrook Elementary • Roberts Elementary • Schuchard Elementary • Schwarzkoff Elementary • West Utica Elementary • Wiley Elementary 				
PD: MATH: Math Coaches to provide job embedded professional development	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
to k-12 classroom teachers				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ELA: TIER II: ESL teachers to provide services to identified English learners K-12	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ELA & MATH: TIER II: Paraprofessionals to provide services to identified students K-12	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Beacon Tree Elementary • Burr Elementary • Dresden Elementary • Harvey Elementary • Messmore Elementary • Oakbrook Elementary • Plumbrook Elementary • Roberts Elementary • Schuchard Elementary • Schwarzkoff Elementary • Switzer Elementary • West Utica Elementary 				
CORE SUBJECTS: TIER II: Before/After School Tutoring- K-12 core subjects	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
CORE SUBJECTS: TIER II: Summer Learning Programs K-12	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Advanced Placement-training for certified AP teachers and new AP teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Eisenhower High School 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Ford II High School • Heritage Junior High • Stevenson High School • Utica High School 				
PD: ELA: TIER I & TIER II: Coach to provide job embedded professional development to secondary ELA teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bemis Elementary • Davis Junior High • Eisenhower High School • Eppler Junior High • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High • Shelby Junior High • Stevenson High School • Utica High School 				
PD: ELA: EL Coach and Consultants to provide guidance on compliance and coordination of services with the English learner program	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
ELA & MATH: TIER I: Benchmark Assessment- administration of NWEA per MDE guidance	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Beacon Tree Elementary • Beck Elementary • Bemis Elementary • Browning Elementary • Burr Elementary • Collins Elementary • Crissman Elementary • Davis Junior High 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • DeKeyser Elementary • Dresden Elementary • Duncan Elementary • Ebeling Elementary • Eisenhower High School • Eppler Junior High • Flickinger Elementary • Ford II High School • Graebner Elementary • Harvey Elementary • Havel Elementary • Heritage Junior High • Jeannette Junior High • Malow Junior High • Messmore Elementary • Monfort Elementary • Morgan Elementary • Oakbrook Elementary • Plumbrook Elementary • Roberts Elementary • Schuchard Elementary • Schwarzkoff Elementary • Shelby Junior High • Stevenson High School • Switzer Elementary • Utica High School • West Utica Elementary • Wiley Elementary 				
PD: SCIENCE: TIER I: Science Leadership- create vision and PD plan for science education in grades 9-12	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Bemis Elementary • Davis Junior High • Eisenhower High School • Eppler Junior High • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Shelby Junior High Stevenson High School Utica High School 				
TIER II: Field trips for AVID students to local universities and colleges	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Bemis Elementary Davis Junior High Eisenhower High School Eppler Junior High Ford II High School Heritage Junior High Jeannette Junior High Malow Junior High Shelby Junior High Stevenson High School Utica High School 				
PD: CORE SUBJECTS: TIER I: Balanced Assessments/ Formative Assessments	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: IB- Course for teachers to maintain certification	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Eisenhower High School Ford II High School Switzer Elementary Utica High School 				
PD: CORE SUBJECTS: TIER I: Guaranteed & Viable Curriculum	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: Technology Coaches to attend MACUL and ISTE 2024	Jennifer Hernandez	03/01/2024	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MATH: TIER II: Read 180	Jennifer	10/04/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Implementation	Hernandez			
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Alternative Learning Center • Bemis Elementary • Davis Junior High • Ford II High School • Jeannette Junior High • Stevenson High School • Utica High School 				
PD: Technology purchase to support coaches in training teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: Technology Coaches to conduct Apple Training	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PD: ELA: TIER I & TIER II: Substitutes to release teachers to participate in Student Centered Coaching	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Beacon Tree Elementary • Beck Elementary • Browning Elementary • Burr Elementary • Collins Elementary • Crissman Elementary • DeKeyser Elementary • Dresden Elementary • Duncan Elementary • Ebeling Elementary • Flickinger Elementary • Graebner Elementary • Harvey Elementary • Havel Elementary • Messmore Elementary • Monfort Elementary • Morgan Elementary • Oakbrook Elementary • Plumbrook Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Roberts Elementary • Schuchard Elementary • Schwarzkoff Elementary • Switzer Elementary • West Utica Elementary • Wiley Elementary 				
PD: ELA: Disciplinary Literacy	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Alternative Learning Center • Bemis Elementary • Davis Junior High • Eisenhower High School • Eppler Junior High • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High • Shelby Junior High • Stevenson High School • Utica High School 				
PD: ELA: TIER I: The Writing Revolution, Patterns of Wonder & Patterns of Power	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Beacon Tree Elementary • Beck Elementary • Browning Elementary • Burr Elementary • Collins Elementary • Crissman Elementary • DeKeyser Elementary • Dresden Elementary • Duncan Elementary • Ebeling Elementary • Flickinger Elementary • Graebner Elementary • Harvey Elementary • Havel Elementary • Messmore Elementary • Monfort Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Morgan Elementary • Oakbrook Elementary • Plumbrook Elementary • Roberts Elementary • Schuchard Elementary • Schwarzkoff Elementary • Shelby Junior High • Switzer Elementary • West Utica Elementary • Wiley Elementary 				
ELA: TIER I: Creative Curriculum for Young 5's teachers	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Beck Elementary • Dresden Elementary • Flickinger Elementary • Harvey Elementary • Plumbrook Elementary • Schuchard Elementary • Switzer Elementary 				
TIER II: AVID Institute for teachers to maintain their credentials	Jennifer Hernandez	06/01/2024	06/30/2024	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bemis Elementary • Davis Junior High • Eisenhower High School • Eppler Junior High • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High • Shelby Junior High • Stevenson High School • Utica High School 				
CTE: Expand CTE offerings	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Eisenhower High School • Ford II High School 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Stevenson High School • Utica High School 				
TIER II: purchase materials to support collaboration in AVID classroom	Jennifer Hernandez	10/04/2023	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Bemis Elementary • Davis Junior High • Eisenhower High School • Eppler Junior High • Ford II High School • Heritage Junior High • Jeannette Junior High • Malow Junior High • Shelby Junior High • Stevenson High School • Utica High School 				

(7/10): 23g Expanded Learning Time

Owner: Jennifer Hernandez

Start Date: 10/11/2023

Due Date: 06/30/2024

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
CORE SUBJECTS: TIER II: Summer School for K-12 students including credit recovery, credit forward, EL and special education to provide additional academic assistance to students at-risk of fall behind their peers	Jennifer Hernandez	10/11/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CORE SUBJECTS: TIER II & TIER III: High impact tutoring including homework help before and after school to address unfinished learning and get students to grade level academic standards	Jennifer Hernandez	10/11/2023	06/30/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Alternative Learning Center 				
This strategy is supported by Executive Directors with knowledge and expertise of the strategy. Evidence of expertise is uploaded into NexSys	Jennifer Hernandez	10/11/2023	06/30/2024	ONTARGET

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

(8/10): 23g Tutoring

Owner: Jennifer Hernandez

Start Date: 10/11/2023

Due Date: 06/30/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
CORE SUBJECTS: TIER II: High Dosage Tutoring K-12	Jennifer Hernandez	10/11/2023	06/30/2024	ONTARGET

Activity Buildings:

- Beacon Tree Elementary
- Beck Elementary
- Browning Elementary
- Burr Elementary
- Collins Elementary
- Crissman Elementary
- DeKeyser Elementary
- Dresden Elementary
- Duncan Elementary
- Ebeling Elementary
- Flickinger Elementary
- Graebner Elementary
- Harvey Elementary
- Havel Elementary
- Messmore Elementary
- Monfort Elementary
- Morgan Elementary
- Oakbrook Elementary
- Plumbrook Elementary
- Roberts Elementary
- Schuchard Elementary
- Schwarzkoff Elementary
- Switzer Elementary
- West Utica Elementary
- Wiley Elementary

Activity	Owner	Start Date	Due Date	Status
This strategy is supported by Executive Directors with knowledge and expertise of the strategy. Evidence of expertise is uploaded into NexSys	Jennifer Hernandez	10/11/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/10): 23g Intensive, Individualized Support

Owner: Jennifer Hernandez

Start Date: 10/27/2023

Due Date: 06/30/2024

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings

- Alternative Learning Center
- Bemis Elementary
- Davis Junior High
- Eisenhower High School
- Eppler Junior High
- Ford II High School
- Heritage Junior High
- Jeannette Junior High
- Malow Junior High
- Shelby Junior High
- Stevenson High School
- Utica High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
CORE SUBJECTS: TIER II & TIER III: Credit recovery online mentor salary and benefits to help students who have fallen off track by providing a "go-to person" to support course completion	Jennifer Hernandez	10/27/2023	06/30/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
CORE SUBJECTS: TIER II & TIER III: Credit recovery teacher stipend to help student who have fallen off track by providing instruction and mentoring	Jennifer Hernandez	10/27/2023	06/30/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
This strategy is supported by Executive Directors with knowledge and expertise of the strategy. Evidence of expertise is uploaded into NexSys	Jennifer Hernandez	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(10/10): 23g Personalized Learning Environments

Owner: Jennifer Hernandez

Start Date: 10/27/2023

Due Date: 06/30/2024

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings

- Alternative Learning Center

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
CORE SUBJECTS: TIER II & TIER III: Success coach salary and benefits	Jennifer Hernandez	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
This strategy is supported by Executive Directors with knowledge and expertise of the strategy. Evidence of expertise is uploaded into NexSys	Jennifer Hernandez	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Budget Summary

Instructions:

- Budget Summary provides a compile of the budget items
- As appropriate, an individual program Budget Summary may display the following line(s): Allocations, Administrative Costs, Carryover, Indirect Costs
- If Indirect Costs are allowable, enter the amount in the textbox provided on this page
- Contact Information section: list individuals responsible for completing the budget section
- Completion of the Budget Summary is required for submission
- To add budget items, select the Budget Items page link in the side navigation menu
- The Budget Detail link provides a complete list of all individual budget items
- Some Program Offices may use the Flag Budget Item functionality to communicate allowability on specific budget items.
 - If Flag Budget Items are utilized, those pages are located in the budget section of the side navigation menu

Funding Source

23g MI Kids Back on Track							
Agreement Number	Program Number	Project Number	CFDA Number	Starting Date	Ending Date	Fiscal Year	
50210				10/1/2023	9/30/2025	2023	
Function Codes	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
110 - Basic Programs	\$1,653,690	\$884,258	\$2,000	\$192,000	\$	\$	\$2,731,948
210 - Support Services - Pupil	\$50,000	\$26,800	\$	\$	\$	\$	\$76,800
220 - Support Services - Instructional Staff	\$16,500	\$8,800	\$35,850	\$	\$	\$	\$61,150
270 - Pupil Transportation Services	\$99,981	\$53,989	\$6,000	\$	\$	\$	\$159,970
SUBTOTAL	\$1,820,171	\$973,847	\$43,850	\$192,000	\$	\$	\$3,029,868
TOTAL	\$1,820,171	\$973,847	\$43,850	\$192,000	\$	\$	\$3,029,868
Total Allocation Amount							\$3,029,868
Availability Balance							\$0

Contact Information

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***Phone**

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Jennifer Hernandez

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Flagged Budget Items

Instructions:

- Flagged Budget Items displays the budget items in detail
- If Flagged Budget Item has been used by the Program Office Reviewer, a flag for allowability of the individual budget item will be displayed in the flag field along with any comments
- Budget Item detail can be accessed by clicking the function code link
- Availability to update flagged budget items is dependent on the flag for the individual budget item and application status:
 - Modifications Required:
 - Recipients must first change the application status to a Modifications in Progress Status
 - Unallowable budget items must be deleted from the budget section
 - Modifications required budget items must be updated appropriately based on comments provided by the Reviewer
 - Approved budget items are locked and will not allow edits
 - Amendment In Progress:
 - All budget items are available to update as allowable by program guidelines

Flagged Budget Items

Entity

Flag	Comment	Function Code	Description	Salaries	Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Total
		111: Elementary - Learning	<i>Stipends for teacher to provide high impact tutoring to K-6 students before/after school in the core subject areas including homework help. Stipend of \$30 per hour x 1500 hours = \$45,000 and benefits at \$24300</i>	\$45000	\$24300	\$0	\$0	\$0	\$0	\$69300

<u>111: Elementary - Learning</u>	<p><i>Stipends for 300 elementary teachers to provide High Dosage Tutoring in Reading the Math from November through April facilitated by the MISD. The program services 900 K-6 students. Stipend of \$50 per hour x 42 hours x 300 tutors = \$630,000 and benefits at \$340,200</i></p>	\$630000	\$340200	\$0	\$0	\$0	\$0	\$970200
<u>112: Middle/Junior High</u>	<p><i>Stipends for teacher to provide high impact tutoring to students in grades 7-9 before/after school in the core subject areas including homework help and credit recovery. Stipend of \$30 per hour x 1133 hours = \$33,990 and benefits at \$18,360</i></p>	\$33990	\$18360	\$0	\$0	\$0	\$0	\$52350
<u>113: High School - Learning</u>	<p><i>Stipends for teacher to tutor students in grades 10-12 who have fallen off track by providing instruction and mentoring before/after school in the core subject areas including credit recovery and homework help. Stipend of \$30 per hour x 1300 hours = \$39,000 and benefits at \$20,600</i></p>	\$59000	\$31860	\$0	\$0	\$0	\$0	\$90860

<u>113: High School-Learning</u>	<p><i>Student Success Coach (FTE 1.5) to provide secondary students in alternative education personalized learning environments to create a sense of belonging and foster positive school climate. Salary budgeted in accordance with the grant period and is based on a 1.0 FTE \$80,000 and benefits at \$43,200</i></p>	\$120000	\$66200	\$0	\$0	\$0	\$0	\$186200
<u>113: High School-Learning</u>	<p><i>Substitutes to release teachers to attend field trips with secondary students to local universities twice per year to learn about post-secondary programs and prepare for the transition after high school. Field trips run in conjunction with the AVID program. Substitute cost is approximately \$125 per day x 16 = \$2000</i></p>	\$0	\$0	\$2000	\$0	\$0	\$0	\$2000

<u>113: High School-Learning</u>	<p><i>Credit Recovery Online Mentor (FTE 1.5) to help 127 secondary students who have fallen off track by providing a "go-to" person to support course completion. Salary budgeted in accordance with the grant period and is based on a 1.0 FTE \$80,000 Benefits \$43,200</i></p>	\$120000	\$66200	\$0	\$0	\$0	\$0	\$186200
<u>119: Summer School</u>	<p><i>Supplies for 4000 K-12 students enrolled in summer school (2024 & 2025). Includes copy paper, writing paper, notebooks, construction paper, chart paper, index cards, folders, crayons, dry erase markers, highlighters, colored pencils, whiteboards, magnetic letters, post it notes and pencils. \$100,000</i></p>	\$0	\$0	\$0	\$100000	\$0	\$0	\$100000
<u>119: Summer School</u>	<p><i>Materials for 175 K-12 students enrolled in summer school (2024 & 2025) to develop fine and large motor skills and coordination includes bouncing balls, pretend money, chalk, jumbo timers, bingo, lacing cards, play dough, jump ropes, bubbles and dab paints \$5000</i></p>	\$0	\$0	\$0	\$5000	\$0	\$0	\$5000

<u>119: Summer School</u>	<p><i>Books for 500 K-12 student enrolled in summer school (2024 & 2025) to read in school and take home to support parents working with their children at home to increase overall literacy achievement. Includes, trade books from diverse cultures, decodables, take home books, novels, and take home bags. \$50,000</i></p>	\$0	\$0	\$0	\$50000	\$0	\$0	\$50000
<u>119: Summer School</u>	<p><i>Certified elementary teachers to provide instruction during summer learning programs @ \$50 per hour x 2477 hours = \$123,850 and benefits at \$60,300</i></p>	\$123850	\$60300	\$0	\$0	\$0	\$0	\$184150
<u>119: Summer School</u>	<p><i>Certified secondary teachers to provide instruction during summer learning programs includes credit recovery @ \$50 per hour x 2537 hours = \$126,850 and benefits at \$66,638</i></p>	\$126850	\$66638	\$0	\$0	\$0	\$0	\$193488
<u>119: Summer School</u>	<p><i>Books for 1835 K-6 students identified for an instructional reading plan (based on state and local assessment data) to read at home over the summer to close the summer learning gap and to increase literacy achievement. @ \$37000</i></p>	\$0	\$0	\$0	\$37000	\$0	\$0	\$37000

<u>119: Summer School</u>	<i>Certified special education teachers to provide instruction during summer learning programs @ \$50 per hour x 4170 hours = \$208,500 and benefits at \$110,500</i>	\$208500	\$110500	\$0	\$0	\$0	\$0	\$319000
<u>119: Summer School</u>	<i>Paraprofessional to provide instruction under the direction of certified special education teachers during summer learning programs @ \$25 per hour x 4060 hours = \$101,500 and benefits at \$53,800</i>	\$101500	\$53800	\$0	\$0	\$0	\$0	\$155300
<u>119: Summer School</u>	<i>Certified ESL teachers to provide instruction during summer learning programs @ \$50 per hour x 1000 hours = \$85,000 and benefits at \$45,900</i>	\$85000	\$45900	\$0	\$0	\$0	\$0	\$130900
<u>212: Guidance Services</u>	<i>Counselor to work with students in the English learner program and in the credit recovery program during summer school at \$50 per hour x 600 hours = \$30,000 and benefits at \$16,200</i>	\$30000	\$16200	\$0	\$0	\$0	\$0	\$46200
<u>216: Social Work Services</u>	<i>School Social Worker to provide services to students with IEP's during summer learning programs. Stipend of \$50 per hour x 400 = \$20,000 and benefits at \$10,600</i>	\$20000	\$10600	\$0	\$0	\$0	\$0	\$30600

<u>221: Improvement of Instruction</u>	<p><i>Substitutes for classroom teacher to meet with Literacy and Math Coaches to track student data and plan for targeted instruction following the Student Centered Coaching model. Substitute cost is \$125 per day x 80 = \$10000</i></p>	\$0	\$0	\$10000	\$0	\$0	\$0	\$10000
<u>221: Improvement of Instruction</u>	<p><i>Substitutes to release teachers to meet with school improvement teams to compile data to implement and monitor their strategy implementation plan. Substitute cost is \$125 per day x 80 = \$10000</i></p>	\$0	\$0	\$10000	\$0	\$0	\$0	\$10000
<u>221: Improvement of Instruction</u>	<p><i>Substitutes to release teaches of the AVID program to attend in-district meetings with AVID Coordinator. Substitute cost is @ \$125 per day x 10 = \$1250</i></p>	\$0	\$0	\$1250	\$0	\$0	\$0	\$1250
<u>221: Improvement of Instruction</u>	<p><i>LVH Consulting to provide 8 full days of professional development from 8:00-3:30 for special education teachers to learn and collaborate on program efficacy, instructional strategies, service delivery and MTSS. Cost is \$1625 per session and \$200 for additional planning. Total cost \$14,600</i></p>	\$0	\$0	\$14600	\$0	\$0	\$0	\$14600

<u>221: Improvement of Instruction</u>	<p><i>Stipends for K-2 teachers to attend the Interactive Writing workshop in-district to learn how to engage students in meaningful writing experiences while discussing the details of the writing process. Stipend of \$27.50 per hour x 2 hours x 50 teachers = \$2750 and benefits at \$1500</i></p>	\$2750	\$1500	\$0	\$0	\$0	\$0	\$4250
<u>221: Improvement of Instruction</u>	<p><i>Stipends for K-2 teachers to attend a handwriting workshop in-district to learn how to uses multisensory methods to engage students in meaningful writing experiences attending to letter formation. Stipend of \$27.50 per hour x 2 hours x 50 teachers = \$2750 and benefits at \$1500</i></p>	\$2750	\$1500	\$0	\$0	\$0	\$0	\$4250
<u>221: Improvement of Instruction</u>	<p><i>Stipends for K-3 teachers to attend The Writing Revolution, Patterns of Wonder and Patterns of Power workshops in-district to learn high quality writing strategies to increase writing achievement. Stipend of 27.50 per hour x 2 hours x 100 teachers = \$5500 and benefits of \$2900</i></p>	\$5500	\$2900	\$0	\$0	\$0	\$0	\$8400

<u>221: Improvement of Instruction</u>	<p><i>Stipends for teachers to attend NWEA MAP Fluency in-district training to learn how to use reports to plan for instruction. Stipend of \$27.50 per hour x 4 hours x 50 teachers = \$5500 and benefits of \$2900</i></p>	\$5500	\$2900	\$0	\$0	\$0	\$0	\$8400
<u>271: Pupil Transportation Services</u>	<p><i>Transportation for students in the AVID program to attend field trips to local universities twice per year to learn post secondary programs. Transportation cost per trip is \$500 x 12 trips = \$6000</i></p>	\$0	\$0	\$6000	\$0	\$0	\$0	\$6000
<u>271: Pupil Transportation Services</u>	<p><i>Transportation for students to attend after school tutoring and summer learning programs. Driver salary of \$21 per hour x 4761 = \$99,981 and benefits of \$53,989</i></p>	\$99981	\$53989	\$0	\$0	\$0	\$0	\$153970

Total \$3029868

Approved Total \$

Modifications Required Total \$

Unallowable Total \$