

MICIP Portfolio Report

Frankenmuth School District

Goals Included

Active

- Increase proficiency in non-proficient students to...
-

Buildings Included

Open-Active

- E. F. Rittmueller Middle School
 - Frankenmuth High School
 - Lorenz C. List School
-

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Frankenmuth School District

Increase proficiency in non-proficient students to...

Status: ACTIVE

Statement: 2024-25: 100% of students will possess a viable post-secondary plan prior to graduation AND possess the means to enact and achieve that plan. These means directly relate to student proficiency levels

2024: We increased our attainment of this goal with 98% of the graduates having a viable post-secondary plan (3 out of 135 were still finalizing their plans as of graduation day). In 2024-25, we continue to strive toward 100% attainment.

2023: Having met our goal to provide opportunities for college and career awareness, exploration, and preparation at all levels for all (100%) students K-12 (suited for the grade level of the students) and document 95% or higher post-secondary planning confirmation by the end of the student's graduation year in the spring of 2023, we look toward maintaining that level of achievement while ensuring it continues by providing academic interventions for learners performing below benchmark on Spring 2023 assessments, with specific focus on the district's data-identified grades of need, grades 3-6 (MStep, NWEA, PSAT). The success of our efforts toward the goal will be measured by the 2024 documented post-secondary planning rate (percentage with a documented plan), as well as by the growth (as demonstrated by NWEA scores between assessments) and the state's Spring 2024 assessment results in all grade levels.

Created Date: 07/01/2022

Target Completion Date: 06/30/2025

Strategies:

(1/3): 23g Career Pathways

Owner: JoLynn Clark

Start Date: 10/25/2023

Due Date: 06/30/2025

Summary: Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Buildings: All Active Buildings

Total Budget: \$5,500.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity Buildings: All Buildings in Implementation Plan

(2/3): 23g Expanded Learning Time

Owner: Margie Johnston

Start Date: 10/19/2023

Due Date: 06/30/2025

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

Buildings

- E. F. Rittmueller Middle School
- Lorenz C. List School

Total Budget: \$167,700.00

- Other State Funds (State Funds)

Communication:

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

Strategy Implementation Plan Activities

<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Elementary Summer School Program -- A. List Elementary Summer School Certified Teacher for K-2 Summer Intervention Boot Camp Program - Monday, Tuesday, Wednesday (3 dys./wk) during the mos. of June, July, & August, 2025: 24 days @ 5 hrs./dy. (\$50/hr.) for wages & benefits B. Purchase of instructional resources to support students & address gaps based on assessments in K-1 for use during extended learning time for small group phonemic awareness: Heggerty Phonemic Awareness Curriculum - Teacher Manuals = \$89 @ 6 = \$534 + tax & shipping = \$677.84.	Justin Diegel	06/01/2025	06/30/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lorenz C. List School 				
Before/After Out-of-School Time Expanded Learning for Academic Support Programming. Instructional Interventionist Specialist staff for in-school & out-of-school (before/after) time programming to provide academic support to grades 3-6 students that have demonstrated a need for assistance in meeting grade level benchmarks-wages & benefits for .95 FTE; Sept. 2024-Aug. 2025;	Justin Diegel	10/19/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>remainder of wages paid with other grant funds. Using NWEA math and reading data, as well as teacher and parent input, identification of a "focus area" for growth is established for students who did not attain expected growth and/or proficiency on last year's assessments (NWEA, MStep, etc.). Budget Items • Sept., 2024: FSD Instructional Interventionist Specialist Teacher wages & benefits @ .95 FTE; Sept. 2024-Aug. 2025; remainder of wages paid with other grant funds • Sept., 2024: 23g Program Manager for oversight of implementation, collection of data, and program reporting (annual report) = \$1</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(3/3): Guaranteed and Viable Curriculum

Owner: JoLynn Clark

Start Date: 02/26/2025

Due Date: 06/30/2025

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: \$1,111.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter

Audience

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

Strategy Implementation Plan Activities

Activity Buildings: All Buildings in Implementation Plan