

MICIP Portfolio Report

Lapeer Community Schools

Goals Included

Active

- Improve ELA M-Step, PSAT and Evidenced Based Read...
- Improve math state assessments

Buildings Included

Open-Active

- C.K. Schickler Elementary School
- Center for Innovation
- Elva Lynch Elementary School
- Emma Murphy Elementary School
- Lapeer High School
- Rolland Warner Campus 6/7
- Turrill Elementary School
- Zemmer Campus 8/9

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

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Activity Text

Activity Buildings

MICIP Portfolio Report

Lapeer Community Schools

Improve math state assessments

Status: ACTIVE

Statement: LCS will implement a comprehensive Multi Tiered System of Support for mathematics to enhance the instructional model as shown by an increase in math proficiency to 50% of students by 2025 as measured by state math assessments.

Created Date: 03/09/2021

Target Completion Date: 06/29/2025

Strategies:

(1/4): MTSS Framework (General)

Owner: Michelle Bradford

Start Date: 03/28/2023

Due Date: 06/29/2025

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: \$3,000,000.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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
<ul style="list-style-type: none"> • Other • School Board Meeting • Email Campaign • District Website Update • Parent Newsletter 	<ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop and implement a PD plan for all appropriate staff in math curriculum and best practices for instruction to include Essential Practices for Disciplinary Literacy in	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Secondary Classrooms, KUD, Kagan, Essential Practices for Early Mathematics, etc.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will support each school to engage in continuous improvement of MTSS to be measured by the DCA.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff collaboration including PLC's, Data Days, and Lab classrooms.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Select, provide, and adjust intervention/instruction/enrichment opportunities at Tier 1, 2, 3 using the NCTM 8 Mathematical Practices to include IXL as well as other technology related applications.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and follow a coaching schedule to support math teachers K-12 through learning coaches, drop out prevention coordinators, and instructional rounds . The instructional coach supports professional inquiry and student growth through job-embedded professional learning and empowerment for all staff. Coaches facilitate opportunities for learning by posing questions,	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
challenging thinking, and examining ideas and relationships. We support staff in data analysis, planning, reflection, goal-setting and problem resolution through collaboration with other professionals. The secondary drop-out prevention coordinator will provide direct intervention support to students and as a coach, instructional support to staff. As a secondary drop-out prevention coordinator, this individual will work as an interventionist with students identified as in need of Tier 3 support in the Multi-Tiered System of Support (MTSS), based on behavioral and academic criteria. The coordinator will build an intervention plan based on needs, monitor and support students through the pyramid of options outlined in the secondary MTSS protocol. Additionally, the coordinator will collaborate with teachers, counselors and administrators to monitor students, analyze data, evaluate progress, make adjustments and plan a sustainable course of action. The coordinator will also communicate with appropriate stakeholders, including parents. As a				

Activity	Owner	Start Date	Due Date	Status
<p>coordinator, this individual will provide PD to staff on best-practice strategies to support at-risk students in need of Tier 2 and 3 supports, provide leadership in the use of the Early Warning System (EWS) and support fidelity of implementation of MTSS at the secondary level.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

(2/4): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Jennifer Mudge

Start Date: 03/28/2023

Due Date: 06/29/2025

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children."

Buildings: All Active Buildings

Total Budget: \$2,500,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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
<ul style="list-style-type: none"> • School Board Meeting • Email Campaign • District Website Update • Parent Newsletter 	<ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize a process that helps identify and support students by implementing systems to ensure students are healthy, safe, engaged supported, and challenged at Tier1, 2, and 3 to include Drop Out prevention coordinators, PBIS	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
frameworks, SEL support to be measured by EWIMS data, perception survey data, and PBIS TFI				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement a PD schedule for teachers and appropriate staff for training supporting the Whol	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/29/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- Lapeer High School
- Rolland Warner Campus 6/7
- Zemmer Campus 8/9

Total Budget: \$350,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

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

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 2 and 3 interventions will include Guided Academics. Guided Academics is a class designed to provide academic intervention in math. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions,	Jennifer Mudge	10/06/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>formative and summative assessments are administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA class.</p> <p>Program Goals Assess reading, using NWEA MAP Growth Assessment, M-STEP, PSAT, and/or SAT as the initial assessment(s) used to determine if a student needs additional assistance. To provide students with appropriate differentiated instruction through the use of small group and/or individual strategies that will accelerate the students' academic progress. To provide students, as needed, with immediate interventions so they do not fall behind academically and ensure that they meet core content standards. To provide students with supports, strategies, and resources to promote increased independence and confidence. To monitor student progress to ensure students are succeeding in the general education curriculum. To communicate effectively</p>				

Activity	Owner	Start Date	Due Date	Status
with parents to promote involvement, support and participation in reaching student goals, support student progress, and assist during scheduled meetings and activities. This strategy will be monitored by the School Improvement and Grant Coordinator.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 and 3 interventions will include after school tutoring/credit recovery 2 days a week after school at the secondary level. Certified staff will be providing the tutoring in the content areas that are needed by students. This will be monitored by the School Improvement and Grant Coordinator.	Jennifer Mudge	10/06/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lapeer High School Zemmer Campus 8/9 				
Interventionists at the high school level. The interventionist enhances student achievement through expert knowledge of best-practice teaching strategies, accelerated learning, and use of assessment to monitor and adjust instruction. The interventionist may provide instruction in the context of a Guided Academics Course or through push-in	Jennifer Mudge	10/06/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support in the regular classroom. The interventionist collaborates with instructional staff to ensure alignment across tiers of support as well as coordinate instruction/strategies to effectively meet student needs. This will be monitored by the School Improvement and Grant Coordinator.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lapeer High School 				

(4/4): 23g Expanded Learning Time

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/29/2025

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

- Lapeer High School
- Zemmer Campus 8/9

Total Budget: \$60,000.00

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

Communication:

Method

- Other
- 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
Summer school is a credit recovery opportunity for students in high school seeking to gain credits they previously were not able to capture. Courses offered are both face to face and virtual, all students must be present regardless of the platform. Participation in this program provides the	Jennifer Mudge	10/06/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>opportunity for high school students to successfully complete credits/courses that they previously failed. Summer School offers both face to face and virtual courses, all students must be present regardless of the platform The program utilizes Pearson Connexus as the online vendor/ platform. Student attendance during summer school is mandatory. Students missing more than ONE day of summer school will be dropped from the program. Additionally, students will be dropped for misbehaviors. Students do have access to the courses 24/7, which provides an even greater chance for successful completion. Certified teachers will be grading the coursework and monitor students' progress and assist the students with time management, so the students can earn the credit(s). The program will be monitored by the School Improvement and Grant Administrator.</p>				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve ELA M-Step, PSAT and Evidenced Based Read...

Status: ACTIVE

Statement: LCS will implement a comprehensive Multi Tiered System of Support for ELA to enhance the instructional model as shown by an increase in ELA proficiency to 70% of students by 2025 as measured by state Reading assessments.

Created Date: 04/05/2022

Target Completion Date: 06/30/2025

Strategies:

(1/4): MTSS Framework (General)

Owner: Michelle Bradford

Start Date: 04/18/2022

Due Date: 06/29/2025

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: \$3,500,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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
• District Website Update	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff collaboration including PLC's, Data Days, and Lab classrooms.	Michelle Bradford	04/18/2022	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
The district will support each school to engage in	Jennifer Mudge	03/29/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
continuous improvement of MTSS to be measured by the DCA, Schoolwide Essentials Screener, and the RTFI .				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement a PD plan for all appropriate staff in ELA curriculum and best practices for instruction to include Kagan, KUD, Literacy Essentials, F&P, and Reading Recovery	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and follow a coaching schedule to support content area teachers K-12 in the use of disciplinary literacy through learning coaches, drop out prevention coordinators, and instructional rounds . The instructional coach supports professional inquiry and student growth through job-embedded professional learning and empowerment for all staff. Coaches facilitate opportunities for learning by posing questions, challenging thinking, and examining ideas and relationships. We support staff in data analysis, planning, reflection, goal-setting and problem resolution through collaboration with other professionals. The secondary drop-out	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>prevention coordinator will provide direct intervention support to students and as a coach, instructional support to staff. As a secondary drop-out prevention coordinator, this individual will work as an interventionist with students identified as in need of Tier 3 support in the Multi-Tiered System of Support (MTSS), based on behavioral and academic criteria. The coordinator will build an intervention plan based on needs, monitor and support students through the pyramid of options outlined in the secondary MTSS protocol. Additionally, the coordinator will collaborate with teachers, counselors and administrators to monitor students, analyze data, evaluate progress, make adjustments and plan a sustainable course of action. The coordinator will also communicate with appropriate stakeholders, including parents. As a coordinator, this individual will provide PD to staff on best-practice strategies to support at-risk students in need of Tier 2 and 3 supports, provide leadership in the use of the Early Warning System (EWS) and support fidelity of implementation of MTSS</p>				

Activity	Owner	Start Date	Due Date	Status
at the secondary level.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Select, provide, and adjust intervention/instruction/enrichment opportunities at Tier 1, 2, 3 using the Literacy Essentials. Tier 2 and 3 interventions will include IXL which will be used K-12.	Jennifer Mudge	03/28/2023	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Jennifer Mudge

Start Date: 03/29/2023

Due Date: 06/30/2025

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children."

Buildings: All Active Buildings

Total Budget: \$2,000,000.00

- Homeless Students' Assistance Grant (Federal Funds)
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (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
• Other	• Educators
• School Board Meeting	• Staff
• Presentations	• School Board
• District Website Update	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Utilize a process that helps identify and support students by implementing systems to ensure students are healthy, safe, engaged supported, and challenged at Tier 1, 2, and 3.	Jennifer Mudge	03/29/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop and implement a	Jennifer	03/29/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
PD schedule for teachers and appropriate staff for training supporting the Whole Child	Mudge			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Tutoring

Owner: Jennifer Mudge

Start Date: 10/06/2023

Due Date: 06/30/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- Lapeer High School
- Rolland Warner Campus 6/7
- Zemmer Campus 8/9

Total Budget: \$350,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

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

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 2 and 3 interventions will include Guided Academics. Guided Academics is a class designed to provide academic intervention in ELA. Learners are provided with targeted academic interventions and monitored for progress on an ongoing basis using the academic MTSS requirements. As part of these interventions, formative and summative assessments are	Jennifer Mudge	10/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>administered to monitor progress, determine next instructional needs for interventions and Tier 1 supports, and to determine when proficiency is achieved. Instruction will support the concepts and skills that are learned in the traditional ELA class. Program Goals Assess reading, using NWEA MAP Growth Assessment, M-STEP, PSAT, and/or SAT as the initial assessment(s) used to determine if a student needs additional assistance. To provide students with appropriate differentiated instruction through the use of small group and/or individual strategies that will accelerate the students' academic progress. To provide students, as needed, with immediate interventions so they do not fall behind academically and ensure that they meet core content standards. To provide students with supports, strategies, and resources to promote increased independence and confidence. To monitor student progress to ensure students are succeeding in the general education curriculum. To communicate effectively with parents to promote involvement, support and</p>				

Activity	Owner	Start Date	Due Date	Status
participation in reaching student goals, support student progress, and assist during scheduled meetings and activities. This strategy will be monitored by the School Improvement and Grant Coordinator.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 2 and 3 interventions will include after school tutoring/credit recovery 2 days a week after school at the secondary level. Certified staff will be providing the tutoring in the content areas that are needed by students. This will be monitored by the School Improvement and Grant Coordinator.	Jennifer Mudge	10/06/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionists at the high school level. The interventionist enhances student achievement through expert knowledge of best-practice teaching strategies, accelerated learning, and use of assessment to monitor and adjust instruction. The interventionist may provide instruction in the context of a Guided Academics Course or through push-in support in the regular classroom. The interventionist collaborates with instructional staff to	Jennifer Mudge	10/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
ensure alignment across tiers of support as well as coordinate instruction/ strategies to effectively meet student needs. This will be monitored by the School Improvement and Grant Coordinator.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Lapeer High School 				

(4/4): 23g Expanded Learning Time

Owner: Jennifer Mudge

Start Date: 10/06/2023

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

- Lapeer High School
- Zemmer Campus 8/9

Total Budget: \$60,000.00

- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer school is a credit recovery opportunity for students in high school seeking to gain credits they previously were not able to capture. Courses offered are both face to face and virtual, all students must be present regardless of the platform. Participation in this program provides the opportunity for high school students to successfully complete credits/courses that they previously failed.	Jennifer Mudge	10/06/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Summer School offers both face to face and virtual courses, all students must be present regardless of the platform The program utilizes Pearson Connexus as the online vendor/ platform. Student attendance during summer school is mandatory. Students missing more than ONE day of summer school will be dropped from the program. Additionally, students will be dropped for misbehaviors. Students do have access to the courses 24/7, which provides an even greater chance for successful completion. Certified teachers will be grading the coursework and monitor students' progress and assist the students with time management, so the students can earn the credit(s). The program will be monitored by the School Improvement and Grant Administrator.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				