MICIP Portfolio Report

Manistee Area Public Schools

Goals Included

Active
- Improve Math and ELA M-STEP and Mi-Access Proficie...
- NWEA (ELA and Math)
- PLC Implementation

Buildings Included

Open-Active
- John F. Kennedy Elementary School
- Manistee Middle High School
- Thomas Jefferson Elementary School

Plan Components Included

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    Data Set
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    Root Cause
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Strategy
    Summary
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MICIP Portfolio Report

Manistee Area Public Schools

Improve Math and ELA M-STEP and Mi-Access Proficie...

Status: ACTIVE

Statement: Our goal is to transform our current model for providing special education services in order to increase our Math and ELA M-STEP and Mi-Access proficiency scores by 5% (from 30.55% to 35.55%) for Students with Disabilities by June 2026. This will also remove our Comprehensive Support and Improvement designation.

Created Date: 04/27/2023　　　　　　　　*Target Completion Date:* 06/30/2026

Data Set Name: Special Education Data Story

Name	Data Source
School Index Proficiency 2019	MI School Data
School Index Growth 2019	MI School Data
EWS Overview - SWD	District Determined
SWD Counts by Disability	District Determined
Grad/Dropout Rate - SWD	District Determined
SWD Counts - Trend	District Determined
21-22 ELA M-STEP - SWD	District Determined
21-22 M-STEP Math - SWD	District Determined
2 Year M-STEP Summary Math - SWD	District Determined
2 Year M-STEP Summary ELA - SWD	District Determined
Mi-Access Math Proficiency Trends	District Determined
Mi-Access ELA Proficiency Trends	District Determined
M-STEP Math Proficiency Trends - SWD	District Determined
M-STEP ELA Proficiency Trends - SWD	District Determined
Index - Subgroup Breakdown - 21-22	District Determined
Index Meeting - MDE - Notes	District Determined

Data Story Name: Special Education Data Story

Initial Data Analysis: Mi-Access trends shifted downward dramatically after COVID.
SWD are missing an average of one day a week.
48% of SWD are at-risk or critical in SEL competencies.
5 out of 30ish students did not meet growth for either M-STEP test.

SWD have aproximately 15% less students demonstrating proficiency as compared to all district students.

Initial Initiative Inventory and Analysis: Need: not enough growth or proficiency on M-STEP/ Mi-Access

Personnel: special teachers, 1 on 1 paraprofessional, behavior team, principals, gen ed teachers, custodial staff

Professional Development: district pd/PLC, access to literacy and math coaches, DRA training for special education teachers, math interventions, social workers, speech patholigists, other ancillary support

Financial Committment: the district is committed to allocating dollars toward identified needs, we also utilize 31a dollars, title dollars, and other grant sources

Implementation Impact: PLC Rubric, formative assessments, screeners and entrance criteria and exit assessment for math interventions, IEP progress

Student Supports for SWD: Fundamental ELA and Math courses, behavioral health, social work, speech path, other ancillary staff as designated in an IEP, behavior plans

Student Supports for ALL: student support plans, peer social groups, mentoring, math interventions, SEL curriculum, advisory support

During our Resource Allocation Review we considered funding, staffing, and materials/ resources. It was revealed that we are appropriately staffed, we have the proper amount of funding, however, there may be additional curricular resources that will support our students and staff who work with our students with disabilities and any under-supported students.

Resource Allocation Review:

Gap Analysis: Our current reality is that not enough students are proficienct on the M-STEP or Mi-Access assessments.

District Data Story Summary: This data shows that we do not have enough students proficienct on state assessments. It is a larger issue than just students with disabilities, it's more reflective of our bottom 30% overall. This will require an effort from ALL staff because our students belong to ALL of us.

Our current inititiatves are not helping all students find success. We need to relook at our funding model and determine where we can pull resources to better support our students and staff.

Analysis:

Root Cause

Five Whys

- Why: As a district we are lacking systems that support our students who are underperforming.
- Why: We have some bright spots of students success and some opportunities for growth and learning and this highlights our lack of consistency with processes across the district.
- Why: Though we have dedicated some collaboration time during the day for teachers to meet and work together on unit planning, pacing, standards work, and assessment work, there is still a need for more collaboration to discuss instructional practices and student needs.
- Why: Our current schedule and model for providing special education service (pull out vs push in) is restrictive. We don't have enough staff or time to provide more or different support to our students who are struggling.

Challenge Statement: Our district needs to evaluate our current model for providing special education services to students and how we might begin to shift that model so that ALL staff play a greater role in ensuring ALL students' success.

Strategies:

(1/2): Collective Responsibility/Shared Accountability

Owner: Amber Kowatch

Start Date: 05/09/2023   *Due Date:* 06/30/2026

Summary: Collective responsibility in schools refers to the shared accountability of all staff, students, and stakeholders in ensuring the success and well-being of the school community. It emphasizes that every individual, from teachers and administrators to students and parents, plays a crucial role in creating a positive learning environment. This concept promotes collaboration, mutual support, and a commitment to common goals, such as academic excellence, student safety, and inclusivity. District structures and practices support healthy, collegial communication that ensures a collective focus on overall improvement efforts to increase student achievement. Collective responsibility encourages teamwork and ensures that the responsibility for student achievement and school improvement is not placed solely on any one group but is a unified effort.

Buildings
- Manistee Middle High School

Total Budget: $279,016.00
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- Parent Newsletter

Audience
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Visit schools to see different Special Education delivery models in action.	Amber Kowatch	05/09/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Review the research on different models of delivering Special Education services in secondary buildings.	Amber Kowatch	05/09/2023	06/30/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Transform the building schedule to allow for a different Special Education delivery model.	Morgan Nowicki	05/09/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engage in learning with the full teaching staff to understand best practices around Special Education delivery models.	Morgan Nowicki	05/09/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Yes, We Can! Workshop - for Gen Ed and Spec. Ed staff to learn about adapting instruction, collaborating collectively, and implementing differentiated interventions	Amber Kowatch	05/09/2023	09/01/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Teacher Consultant up to 1 FTE to support gen ed and spec ed in how to utilize differentiated instructional strategies within our classrooms	Julia Raddatz	05/09/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Amber Kowatch

Start Date: 05/09/2023   *Due Date:* 06/30/2026

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings
- Manistee Middle High School

Total Budget: $22,694.00
- ISD Reimbursement (Other)

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide Essential Practices document for all teaching staff.	Amber Kowatch	05/09/2023	05/31/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Complete the Screening Tool and identify areas of urgency.	Morgan Nowicki	05/09/2023	06/30/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Engage in training on the Essential Practices for Disciplinary Literacy.	Amber Kowatch	05/09/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

PLC Implementation

Status: ACTIVE

Statement: Our goal is to implement the PLC process in order to provide collaborative time forteachers to work together to increase student achievement. By August 31, 2025, teachers will beregularly responding with corrective instruction for students who are not yet demonstratingproficiency and extensions for students who are ready to engage in the content more deeply.This will be measured by completing all of the first 10 rungs on the Adult Actions Ladder for theprimary course/content area that each team has been developing.

Created Date: 07/01/2025   *Target Completion Date:* 08/31/2026

Data Set Name: Full MAPS Data Story 25-26

Name	Data Source
NWEA Summary Trends - SPRING	NWEA
Adult Actions Ladder Goals 24-26	District Determined
PLC Continuum Trend Data	District Determined
MAPS Perception Data	District Determined
M-STEP ELA Trends	MI School Data
M-STEP Math Trends	MI School Data
SAT EBRW Trends	MI School Data
SAT Math Trends	MI School Data
Student Count Trends	MI School Data
Student Counts: Grad/Dropout Rate	MI School Data
Student Counts: Attendance	MI School Data
DPPD / PLC / DGC Attendance	District Determined
DRA % Proficient Trends	District Determined
SEL Data - Panorama Trends	District Determined
SEL Data - SEL Web Trends	District Determined

Data Story Name: Full MAPS Data Story 25-26

Initial Data Analysis: NWEA data has not changed for the last 3 years (stagnant) (Reading and Math)SAT data has continued to decline since COVID Kennedy (4th-5th) SEL data has improved overall, last 2 out of 4 yearsDRA has wide grade level variances (consistent by grade - wondering about tier 1)DRA overall is stagnantDrop out rate has remained the sameM-STEP has increased over the last 3 yearsAttendance has remained stagnant

Initial Initiative Inventory and Analysis: PLC Need: GV curriculumall teaching staff, uses quite a bit of funding for PD and collaboration time, PLC Continuum Rubric and Adult Actions Ladders for assessing, SMART Goal creation annually

Academic Specialists/Interventionists/Teacher Consultant(s)/Instructional CoachesNeed: addressing academic gaps for students, targeted assessment and progress monitoring at-risk students, tier 2/3, supported through grants (23g / title 1), intervention cycles for monitoring, by student by skill, teacher data from the classroom is used, data driven Behavioral Health/SEL (BHT, Home to School Liaison, SELweb/Panorama, Peer Mentoring etc..)Need: support for the whole child, executive functioning, mental health, social-emotional learning, student safety, helps address the at-risk needs of students, provides a model for FBAs/BIPs to increase student learning, attendance is also impact through the Home to School Liaison, paid for through state grant funding, attendance/graduation, discipline, SELweb/Panorama, BIPs, and perception data exist for monitoring, Mariner identity (On TRACK, etc...)

Resource Allocation Review: This one is difficult. The funding sources we need are unstable and unknown year to year. ie: mental health funding

But... are we hitting all kids that need it equitabbly? Not as good as we could be. Not ALL kids are getting their needs met.

The specific requirements of each grant can also prove challenging (ie; certain credentials are needed).

Still a gap with the amount of resources and the programming needed.

Gap Analysis: Chronically absent students (especially in the first 30 school days) are falling behind.

Students with SEL needs, are falling behind due to their behavior, environment, additional needs, etc... (causation or correlation?)

Disconnect between families and school, lack of engagement on both parties parts
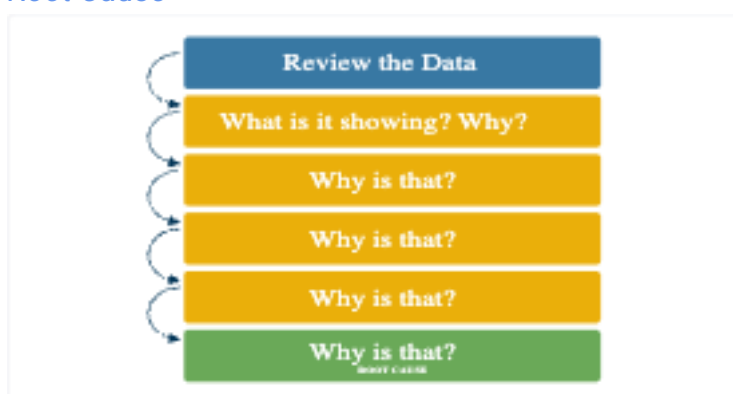
Community Engagement

Isolated test data

Not enough kids are getting to mastery through tier 1

District Data Story Summary: Understanding of the tiers and what needs to happen, not fully implemented across the board.

Tier 1 is not where we want it to be yet.

Analysis:

Root Cause

Five Whys

- Why: Accountability is not high enough
  Lack of knowledge of instructional strategies
  Lack of classroom management skills and planning
  GV curriculum is not solid yet (our full cycle has not happened across the board for each team)
  Too many exceptions to ALL means ALL
- Why: Some teachers still feel like they can do better than what the data proves (stuck in their ways)
  Disconnect between busy work and brain work
  Lacking strong instructional practices
  Lack of a FULL buy-in to PLC for EVERY staff member
- Why: Roadblocks: admin, resources, confidence, support, us vs them, risk taking
  Admin are not yet held accountable to this work AND are not holding teams accountable enough
  Admin lack clarity on what this looks like and how to be consistent across the district
- Why: We have been allowed to behave this way.
  We are still living in the "developing" stage.
  WE are not certain what best practices in tier 1 look like

Challenge Statement: If we hold high standards and put clear accountability measures in place, then collaborative teams can fully implement the PLC framework, so that all students can increase in academic achievement.

Strategies:

(1/3): Professional Learning Communites

Owner: Amber Kowatch

Start Date: 07/02/2025   *Due Date:* 08/31/2026

Summary: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The collaboration centers on four critical questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Buildings: All Active Buildings

Total Budget: $49,471.00
- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update

Audience
- Educators
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
2025-2026 BGC and DGC	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2026 PLC Institute	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2025-2026 PLC Workshop	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2025-2026 Admin Book Study: Classroom Instruction That Works	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Guaranteed and Viable Curriculum

Owner: Amber Kowatch

Start Date: 07/02/2025   *Due Date:* 08/31/2026

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: $35,196.00
- 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)

Communication:

Method	Audience
- Other	- Educators
- School Board Meeting	- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
2025-2026 Caring School Community Training	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: - Manistee Middle High School - Thomas Jefferson Elementary School				
2025-2026 Bridges Workshop	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: - John F. Kennedy Elementary School - Thomas Jefferson Elementary School				
2025-2026 Cereal City	Amber	07/02/2025	08/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Training and Supplies	Kowatch			
Activity Buildings: • John F. Kennedy Elementary School • Manistee Middle High School				
2025-2026 CPM Training	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Collaborative Classroom Workshop	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • John F. Kennedy Elementary School • Thomas Jefferson Elementary School				
2025-2026 AI Research and Policy Development	Bridget Warnke	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Amber Kowatch

Start Date: 07/02/2025   *Due Date:* 08/31/2026

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: $1,093,686.00
- Title I Part A (Federal Funds)
- Title II Part A (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
2025-2026 CPI Supplies and Training	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2025-2026 MS ELA Interventionist	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 RTI Scheduler	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Manistee Middle High School				
2025-2026 Manistee Elementary School Academic Specialists	Shelly VanVoorst	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • John F. Kennedy Elementary School • Thomas Jefferson Elementary School				
2025-2026 Cambly	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Match Coach	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2025-2026 Math Interventionists (MMHS)	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Career Counseling	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Crew Time	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Literacy Coach	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2025-2026 Elementary Interventionists (tier 3)	Shelly VanVoorst	07/02/2025	08/31/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • John F. Kennedy Elementary School • Thomas Jefferson Elementary School				
2025-2026 Security (Commons)	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Certified Behavior Support (SafeNet, Behavior Analyst, Behavior Specialists, Skill Techs)	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2025-2026 GSA	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Credit Recovery Coordinator	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 After School Tutoring	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Summer Credit Recovery	Morgan Nowicki	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: • Manistee Middle High School				
2025-2026 Breakfast Program	Amber Kowatch	07/02/2025	08/31/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

NWEA (ELA and Math)

Status: ACTIVE

Statement: Our goal is to strengthen our formative and summative assessments sytems in order to improve our spring 2026 ELA and Math NWEA scores by 5% by June of 2026. This will be refected by the number of students who are at or above the average percentile based on national norms. A 5% increase will be a score of 60% for ELA and 70% for Math.

Created Date: 07/22/2025   *Target Completion Date:* 06/30/2026

Data Set Name: NWEA 25-26

Name	Data Source
NWEA Summary Trends - SPRING	NWEA

Data Story Name: NWEA 25-26

Initial Data Analysis: The data shows that in the spring of 2023 we had 56% and 64% of students at or above proficiency in ELA and Math respectively. In the spring of 2024 our scores changed by -1% and +1% respectively. By spring of 2025 our scores have plateaued.

Initial Initiative Inventory and Analysis: General:
Essential Standards IdentificationCreation of Learning Ladder ProgressionsCreation of Formative AssessmentsFocus on Tier 1 InstructionAcademic Specialists K-5
Reading:
K-3 Differentiated Reading InstructionIRI AssessmentsLiteracy CoachingLiteracy Interventionists K-8
Math:
Math Interventionists 6-8Adopted Core Curriculum in 2019 (CPM and Bridges)

Resource Allocation Review: Our district funding utilizes the rank and serve model. Schools that have the highest population of students at-risk receive additional funding.

Gap Analysis: We understand the correlation between NWEA and M-STEP, In order for students to have a strong liklihood of being proficient on the M-STE, they need to score at the 65th percentile or higher. Our spring reading scores show less than 34% of students at the 65th percentile of higher in math and less than 44% in math. These scores do not reflect meeting the needs of ALL students.

District Data Story Summary: During the pandemic, our reading scores declined at a slightly higher rate than our math scores. We have recognized the need for implementing better systems for reviewing data district wide and in a more frequent manner. We also recognize that reviewing data is not enough. What we do with that information matters. Our growth edge opportunities include creating more robust opportunities for collecting timely data from our students (formatively). This will push us into creating a more rigourous intervnetions and enrichment system which closely aligns with our PLC goal.

Analysis:

Root Cause
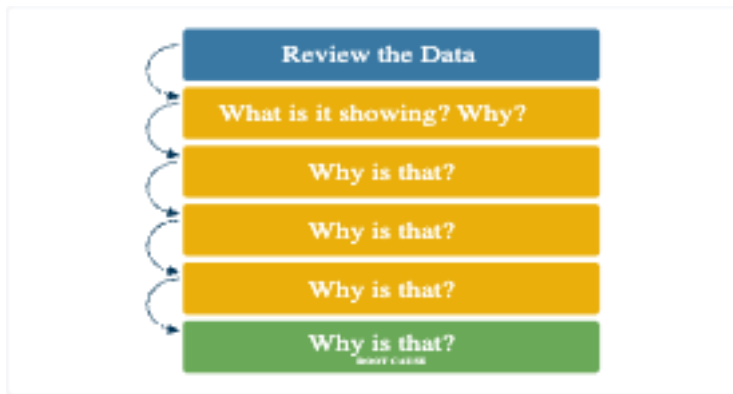
Five Whys

- Why: We do not have a strong Tier 1 and Tier 2 structure in place. We don't understand exactly what it is that our students need and how that fits within Tier 1/2. We are growing in this practice through the use of Academic Specialists and development of our formative assessment systems.
- Why: We have not yet been great at reviewing the data and making informed and TIMELY instructional decisions.
- Why: We have not had a strong formative or summative assessment system in place within the classroom to be able to collect the data to review and we havne't had time set aside (until recently) to review the data as a team or deliver that information (outside of report card time) to families.
- Why: We don't have a deep understanding of the purpose of formative assessments and how they inform instruction or how to provide the reteaching necessary to repond to the formative data. We DO have a structure in place for providing collaborative time to do this work.

Challenge Statement: The district needs to strengthen our formative and summative assessment systems to understand the purpose of assessment and the data reponse required to provide timely and informed feedback for students, staff, and families about teaching and learning.

Strategies:

(1/3): Family Engagement Tied to Learning

Owner: Amber Kowatch

Start Date: 07/22/2025   *Due Date:* 06/30/2026

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Total Budget: $69,092.00
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

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

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
25-26 Chronic Absenteeism Activities	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
25-26 ATP	Julia Raddatz	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: • John F. Kennedy Elementary School • Thomas Jefferson Elementary School				
25-26 Panorama EWS	Morgan Nowicki	07/22/2025	06/30/2026	UPCOMING
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Manistee Middle High School				
25-26 Family Nights	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: • John F. Kennedy Elementary School • Thomas Jefferson Elementary School				
25-26 Home to School Liaison	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
25-26 Homeless Set Aside	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Owner: Amber Kowatch

Start Date: 07/22/2025   *Due Date:* 06/30/2026

Summary: Talent management in schools refers to the strategic approach used by educational institutions to attract, develop, and retain skilled educators, staff, and students. It involves identifying potential, nurturing abilities, and providing ongoing support through professional development, mentoring, and leadership opportunities. For students, it focuses on recognizing and fostering academic, artistic, or athletic talents, ensuring they are challenged and supported to reach their full potential. Effective talent management in schools aims to create a thriving educational environment that promotes growth, innovation, and excellence for both educators and learners.

Buildings: All Active Buildings

Total Budget: $9,903.00
- Title II Part A (Federal Funds)

Communication:

Method
- School Board Meeting

Audience
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
25-26 MEMPSA Conference	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
25-26 MASSP Registration	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
25-26 Admin Retreat	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
24-25 MASFPS PL Conference	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Amber Kowatch

Start Date: 07/22/2025   *Due Date:* 06/30/2026

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
- John F. Kennedy Elementary School
- Thomas Jefferson Elementary School

Total Budget: $77,407.00
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
25-26 23g Academic Specialists	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
25-26 23g Program Manager	Amber Kowatch	07/22/2025	06/30/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				