

# MICIP Portfolio Report

## Grand River Preparatory High School

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### Goals Included

#### Active

- Attendance Goal
  - Math Goal
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### Buildings Included

#### Open-Active

- Grand River Preparatory High School
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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

# MICIP Portfolio Report

## Grand River Preparatory High School

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### Math Goal

*Status:* ACTIVE

*Statement:* Increasing the percentage of students meeting the Math benchmarks from 25% to 40% as measured by the SAT by Spring 2026.

*Created Date:* 03/23/2021

*Target Completion Date:* 05/01/2026

## Strategies:

(1/3): Curriculum Planning

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 05/01/2026

**Summary:** Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

**Buildings:** All Active Buildings

**Total Budget:** \$100,000.00

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

## Communication:

### Method

- School Board Meeting
- Presentations
- Parent Newsletter

### Audience

- Educators
- Staff
- School Board
- Parents

**(2/3): Data-Based, Decision Making**

**Owner:** Mike Irwin

**Start Date:** 03/25/2021

**Due Date:** 05/01/2026

**Summary:** Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

**Buildings:** All Active Buildings

**Total Budget:** \$475,000.00

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

**Communication:**

**Method**

- School Board Meeting
- Presentations

**Audience**

- Educators
- Staff
- School Board
- Parents

### (3/3): Instructional Coaching/Consulting for Mathematics

*Owner:* Mike Irwin

*Start Date:* 03/25/2021

*Due Date:* 05/01/2026

*Summary:* "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

*Buildings:* All Active Buildings

*Total Budget:* \$190,000.00

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

*Communication:*

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

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## Attendance Goal

*Status:* ACTIVE

*Statement:* Decrease student absenteeism in grades 9-12 by 20% (especially focusing on the beginning of the school day) as measured by attendance reports in Spring 2026.

*Created Date:* 03/23/2021

*Target Completion Date:* 06/01/2026

**Strategies:**

(1/2): Data-Based, Decision Making

Owner: Mike Irwin

Start Date: 03/25/2021

Due Date: 06/01/2026

**Summary:** Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

**Buildings:** All Active Buildings

**Total Budget:** \$100,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (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

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

**(2/2): Building Trusting Relationships**

**Owner:** Mike Irwin

**Start Date:** 03/25/2021

**Due Date:** 06/01/2026

**Summary:** "

Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners (U.S. Department of Education, 2010 and Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., 2005). Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equal partners and create the conditions for respectful relationships and partnerships (Henderson & Mapp, 2010). Developing trusting relationships requires two-way engagement to discuss and understand social norms and cultural capacities that can inform social institutions and families. Research demonstrates the role trust plays in families’ ability to advocate for their students, as it is essential for families to feel comfortable interacting with school staff. To foster strong relationships with families, schools can look at families through a strength-based lens (Casper, Lopez, Chu, & Weiss, 2011). By working to capitalize on the strengths of families, schools can build the capacity of families to effectively support their child’s education at home and in the community. Taking steps to establish these relationships and foster family engagement is critically important as research has shown that levels of family engagement are strongly predictive of students’ long term, academic success (Mapp, 2018). To facilitate respect between educators and families, professionals must be aware of how their verbal, non-verbal skills and their intentional actions to form relationships with families. To support trusting relationships, it is important to establish policies and procedures to promote family engagement. Have adequate and welcoming spaces to engage families. Help support families and their basic needs. Connect families to each other, to the program/support staff and to other community institutions. Be intentional about hiring all staff and training them to promote effective staff-family interactions.

**Buildings:** All Active Buildings

**Total Budget:** \$510,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (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
• Email Campaign	• Educators
• Presentations	• Staff
• Parent Newsletter	• School Board
	• Parents