Agenda

❖ WELCOME
❖ DISTRICT UPDATES
❖ PRESENTATION
  ➢ CURRICULUM OVERVIEW
  ➢ FINANCIAL & BOND UPDATE
  ➢ ESSER III MEANINGFUL CONSULTATION
❖ THOUGHT EXCHANGE
❖ NEXT STEPS
Celebrations

- Amazing Staff & Community Rallying Together
- Full Face-to-Face Instruction
- 100% Virtual Learning Option
- In Person Extracurriculars
  - Athletics
  - Band & Choir Concerts
  - Plays
- Opened Lincoln Athletic Building (LAB)
- Kindness, Compassion, & Love
ESSER III Survey Results

What do you believe are the highest priority needs for Lincoln Consolidated Schools to address learning recovery and the impact of COVID-19? Please select up to FIVE items you consider as top priorities

- Staff to help accelerate learning and reduce learning gaps (56.9%)
- High quality instructional materials for all students (50.4%)
- Services for At Risk students including students with disabilities (47.3%)
- Social-emotional training and support (46.6%)
- Technology updates; infrastructure and connectivity (42.6%)
Academic Outlook

- Staffing
  - Assistant Superintendent-Curriculum & Instruction
  - Developing EMU partnership for teacher pool
- RELATIONSHIPS!
  - Social and Emotional learning
  - Social Justice and Equity
  - Trauma Informed Teaching
- Ensure consistent horizontal and vertical alignment
- Curriculum cycle recommendations for materials & programming
MICIP (Michigan Integrated Continuous Improvement Process)

Lincoln Consolidated Schools’ MICIP Plan has 4 goal areas. Each goal area has a sub-committee and meets on a regular basis to ensure the district goals are being met.

- Equity
- SEL (Social-Emotional Learning)
- Math
- ELA (English Language Arts)
MICIP - Equity

Strategy: MTSS Framework

Focus Activities:
- Implement processes/procedures for how ODRs are handled (i.e. minor vs. major infractions)
- Input the discipline data correctly in the system based on procedures/processes in the handbook

Other equity implementations:
- LCS’ Equity for Justice Team
- ERPD with Dr. Terry Flennaugh, MSU Professor, who is tying in equity to the guaranteed and viable curriculum work that we are doing within the PLCs
- Some staff are attending the Justice Leaders cohort sponsored by the WISD
- We are participating in MASA’s equity grant which will help put systems in place
- Curriculum Leaders - Teaching the Standards in a Socially Just Classroom
- The Board will be participating in “Leading for Equity: Understanding Diversity and Social Justice from the Governance Role”
MICIP - SEL (Social Emotional Learning)

Strategy: SEL CASEL

Focus Activities:

- Train all of the staff in the 5 SEL competencies
- Put processes in place for how and when to use the SEL resources
- Time to teach SEL

Other SEL implementations:

- SEL committee sends out information and strategies to staff and families about the competency of the month
- ERPD with Dr. Yolanda Sealey-Ruiz, educator, poet, activist, interrupter, who is tying together SEL and equity
- We are participating in MDE’s SEL grant which will help put systems in place
- ALL Secondary staff received training on TRAILS Tier I curriculum so SEL lessons will be taught to all of our students
- ALL elementary staff received training/refresher on the Zones of Regulations which will help students use strategies to build awareness and help self-regulate their feelings and internal state
MICIP - Math

Strategy: Guaranteed and Viable Curriculum
Focus Activities:
- Continue work identifying and deconstructing power standards
- Vertical and horizontal alignment of power standards

Strategy: Teacher Collaborative Routines
Focus Activities:
- Implement regularly scheduled PLCs to assess, analyze, and implement the cycle
- Training on the 4 PLC questions

Strategy: Embedded Formative Assessment
Focus Activities:
- Research the most effective assessment tool; Illuminate or Performance Matters

Other Math implementations:
- MS Math Department - updated training on their math program and support system ConnectEd and ALEKS
- Elementary interventionist researching math intervention programs
MICIP - ELA (English Language Arts)

Strategy: Teacher Collaborative Routines
Focus Activities:
- Implement regularly scheduled PLCs to assess, analyze, and implement the cycle
- Training on the 4 PLC questions
- Vertical and horizontal alignment of power standards

Strategy: Essential Instructional Practices
Focus Activities:
- Phonemic Awareness Training
- Training on the Science of Reading
- MS Essential Instructional Practices training/resource review

Other SEL implementations:
- HS ELA Department training on Actively Learn - new ELA resource last year
MTSS (Multi-Tiered System of Supports)

LCS is working with the MiMTSS Technical Assistance Center to help us put a MTSS Framework in place.

We have a District Implementation Team (SE Director, Dean, Beh. Int, Classroom teacher, Early Literacy Coach, Academic Interventionist, two building administrators, Asst. Supt.) that meets regularly with a MiMTSS TAC consultant. We have discussed/implemented the following:

- District Capacity Assessment
- Developing effective and efficient team meeting structures
- Research-supported practices for high-quality implementation
- Developing a high-quality process for recruiting and selecting staff to support the implementation of MTSS
- Developing processes and procedures to ensure staff have access to high-quality professional learning for MTSS
Induction Program

- The Induction Design Team created mentor/mentee expectation packets last spring
- Staff wanting to be a mentor completed an application form
- Mentors are receiving ongoing training through our consultant with Just Ask Publications
- All staff identified as needing a mentor have been assigned a mentor
- Mentors meet regularly with their mentee following the expectations
PLCs (Professional Learning Communities)

- LCS has a Curriculum Leader at each grade level (Kdg-5th) and core content area (6th-12th) as well as electives and Special Education.
- Curriculum Leaders meet once/month for professional learning for the ISD on Teaching the Standards in a Socially Just Classroom and once/month to plan their PLC meeting.
- PLC meetings occur twice a month - identifying and deconstructing the power standards.
- Vertical alignment has occurred within each level; will occur in March/April for MS and HS; plans are being made for alignment between elementary and middle school.
- Curriculum Leaders and administrators will be attending the Solution Tree Professional Learning Communities at Work Institute this summer in Grand Rapids; a conference protocol will be used to ensure we have plans in place to implement what we learn.
2018 Bond Completed Projects

- Classroom door locking devices
- Flooring replacement (Bishop, Model and LHS)
- Roof replacement (Bishop/LHS)
- Fence around Bishop playground
- Seven new buses
- New band instruments
- New stadium turf field
- Resurfacing of outdoor track due to damage from turf installation.
- New fence to secure stadium field
- Security cameras (Brick, Model, Bishop, and Childs)
- Secure entryways (Bishop, Brick, Childs, Model, LMS, and LHS)
- Instructional technology
- New Band, Choir, Drama, Weight, Cheer and Wrestling rooms.
- Replace Railsplitter Dr.
- Childs bus loop replacement
- Acoustical shell Performing Art Center
- Flooring replacement Childs main office area
- Flooring replacement LMS hallways
- Cross corridor security doors
- Athletic Equipment (field house and track/field)
- Fitness center weight equipment
- Playground equipment Bishop
- Indoor training building bleachers
- Indoor field house
- Baseball/Softball irrigation
- Baseball/Softball press box
- Baseball/Softball Scoreboards
- Parking Lot
- Flooring Replacements (Childs/LMS)
- Baseball & Softball fields
2018 Bond Still Outstanding

- **Stadium Building**
  - Project on hold due to construction material costs and design modifications
  - Concept drawing shared with planning committee
  - Plans given out to contractors for cost estimates
  - Project bid out in 2022, with construction starting Spring 2023
Technology Updates

- over 3500 Chromebooks and iPads deployed
- new staff laptops
- New Interactive Flat Panels
  - Replaced smartboards and projectors.
- Developing a culture of care for our technology as it is greatly expands our avenues for learning
- Continuing to build out infrastructure to support technology use
Financial Future Outlook

- Budget conservatively to maintain a healthy fund balance
- Student enrollment increased during the 2021-2022 school year following a steep decrease in 2020-2021 due to pandemic, similar to many area districts.
- Increased foundation allowance of $589 over the prior year.
- With the proper management of finances, the District expects to:
  - Continue updating curriculum for students
  - Be competitive with employee compensation
  - Update and maintain our
    - Aging bus fleet
    - Technology infrastructure
    - Facilities
ESSER Funding

How much in ESSER funding for LCS?

- ESSER I - $656,249 (Finalized in June 2020)
- ESSER II - $2,740,789 (Approved by MDE)
- ESSER III - $6,159,801 (submitting Feb 15th)

Total ESSER = $9,556,839
How is ESSER I & II Being Spent?

- Retaining staff although experiencing the largest loss of students since the 2012/13 school year
- Hiring academic interventionists to help with learning loss
- Reducing class sizes
Funding Timeline - ESSER III

Funding can be applied to previous eligible expenses from the start of the COVID-19 pandemic through September 2023.

MARCH 2020

September 2023
In response to the COVID-19 pandemic, the United States Department of Education has released the ESSER III grant for which local agencies (K-12) can apply. The ESSER III grant will provide school districts with emergency relief funds to address the impact COVID-19 has had on elementary and secondary schools. These funds are designated for one time or short term expenditures to address the ongoing impact of the pandemic.
Allowable uses of ESSER III funds

- Purchase cleaning supplies
- Educational technology
- Mental Health Supports
- Supplementary Learning (i.e. summer and afterschool programming)
- Added needs for At Risk Population
- Coordinated services for long term closures
- Professional Learning
- McKinney Vento expenses (homelessness, foster care)
- Learning loss (required for a portion of funds)
- Improving air quality
- Improving facilities
- Implementing public health acts
- Staff recruitment and retention
Funding Stipulations

20% Requirement:
ESSER III funding requires schools to spend 20% of the allotment on student learning loss from the COVID-19 pandemic.

Learning Loss Defined:
“The school district must reserve at least 20% of fund to address learning loss through the implementation of evidence-based interventions and ensure they respond to students’ social, emotional, and academic needs and address the disproportionate impact on underrepresented student subgroups” - Michigan Department of Education

20% = $1,231,960
ESSER III Required Set-Aside

Need
- Need to administer high quality assessments to determine academic needs

Implement
- Implement evidence-based practices

Support
- Support students and families in distance learning

Track
- Track student attendance and engagement during remote instruction

Monitor
- Monitor student academic progress to identify students who need more help
ESSER III Survey Results

- Total Responses - 569
- Parent/Guardian responses - 55.7%
- Student responses (4th-12th grade) - 38.9%
- Teacher responses - 17.9%
- Administration responses - 1.6%
- Support staff responses/Other - 4.5%
ESSER III Survey Results

What do you believe are the highest priority needs for Lincoln Consolidated Schools to address learning recovery and the impact of COVID-19? Please select up to FIVE items you consider as top priorities

- Staff to help accelerate learning and reduce learning gaps (56.9%)
- High quality instructional materials for all students (50.4%)
- Services for At Risk students including students with disabilities (47.3%)
- Social-emotional training and support (46.6%)
- Technology updates; infrastructure and connectivity (42.6%)
Staff to help accelerate learning and reduce learning gaps (56.9%)

- Academic Interventionists
  - Additional staff at each building
  - Instructional coaches for staff to improve student performance
- Lower Class Sizes
  - More time to spend with each student
  - Improved relationships with all students
  - Better identify individual student needs
  - Increased social distancing within classroom
High quality instructional materials for all students (50.4%)

- Professional learning communities (PLCs) for staff to help ensure everyone understands the standards
- New science program at the MS
- 5 year curriculum cycle revised
- Phonemic Awareness resources
- New ELA resources based on new research
- Essential Literacy Practices
Services for At Risk students including students with disabilities (47.3%)

- Academic Interventionist
- Instructional coaches for staff to improve student performance
- Summer Programming
- Tutoring
- Bookmobile
Social-emotional training and support (46.6%)

- Staff training on the 5 SEL CASEL competencies
- TRAILS training for secondary staff
- Zones of Regulations training for elementary staff
- Behavior Interventionists/Counselors
Technology updates; infrastructure and connectivity (42.6%)

- One to one devices
- Hot spots
- Subsidized Internet Access
- Replenishment plan
Community Discussion on ESSER funding Thought Exchange

Within the top priorities, what are specific thoughts and/or actions you would like to see LCS move forward with?

Top Priorities:
1. Help with accelerating learning
2. Quality instructional materials
3. Added services for students
4. Social emotional learning
5. Technology infrastructure
Loving-kindness and compassion are the basis for wise, powerful, sometimes gentle, and sometimes fierce actions that can really make a difference – in our own lives and those of others.

Sharon Salzberg
Additional Thoughts?

If you have additional questions or thoughts, you can email couryv@lincolnk12.org for follow up with the appropriate department or administrator.

Thank you!