

(QuestionnaireHome.aspx?code=i4d1tcbv)

2022-23 Section 35a(5) Additional Instructional Time Grant Application and Assurances

Michigan Department of Education

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Contact Information

District Name.

Mid-Michigan Leadership Academy



Enter the District Code.

33904

Please provide the first and last name of the district contact for this application.

Lacey James

Please provide the applicant contact email address.

ljames@mmlalions.org

Please provide the applicant contact phone number.

6165404774

Assurances

Districts who are applying for funding under Section 35a(5) must agree to the following:

Please check each box below to acknowledge that by submitting this application, the district assures that the following criteria are being met.

District is implementing a multi-tiered system of support (MTSS)

- The MTSS instructional delivery model is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that use intervention delivered to all pupils in varying intensities based on pupil needs.
- The MTSS implements effective instruction for all learners.
- The MTSS intervenes early.
- The MTSS provides a multi-tiered model of instruction and intervention that provides a core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
- The MTSS provides a multi-tiered model of instruction and intervention that provides targeted group interventions.
- The MTSS provides a multi-tiered model of instruction and intervention that provides intense individual interventions.
- The MTSS monitors pupil progress to inform instruction.
- The MTSS uses data to make instructional decisions.
- The MTSS uses assessments including universal screening, diagnostics, and progress monitoring.
- The MTSS uses assessments including universal screening, diagnostics, and progress monitoring.
- The MTSS implements evidence-based, scientifically validated, instruction and intervention.
- The MTSS implements instruction and intervention practices with fidelity.
- The MTSS uses a collaborative problem-solving model.

General Assurances

- The district is using MDE-approved research-based diagnostic tools to identify individual pupils in need of additional instructional time.
- The district is using a reading instruction method that focuses on the five fundamental building blocks of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension and content knowledge.
- The district is providing teachers of pupils in grades Pre-K to 3 with research-based professional development in diagnostic data interpretation.
- The districts core instruction is aligned to the Michigan English Language Arts (ELA) standards.
- The district understands that time spent in other content areas, such as math, science, and social studies, can be used to leverage and/or enhance the acquisition of literacy skills.

**Reporting
Assurances
group**

- The district will fulfill the reporting requirement by completing the early reading deficiency (ERD) components in the MSDS end of year (EOY) collection in June 2023.
- The report will include for pupils in grades Pre-K to 3 the pupils, schools, and grades served with Additional Instructional Time grants and the categories of services provided.
- The report will include for pupils in grades Pre-K to 3, pupil proficiency and growth data that allows analysis both in the aggregate and by each of the following subgroups, as applicable: school, grade level, gender, race, ethnicity, economically disadvantaged status, disability, pupils identified as having reading deficiencies.

Instructional Time Table

Please answer the questions below to indicate the district's MTSS instructional delivery model. Include information that supports that the model is an evidence-based model, uses data-driven problem solving to integrate academic and behavioral instruction and provides additional instructional time for those pupils in grades PreK to 3 who have been identified as needing additional supports and interventions in order to be reading at grade level by the end of grade 3 reading at the applicable grade level.

What type of data are collected (tool used) for each grade level? At least one tool must be off the MDE Approved List for students Pre-K to 3.

Data is collected from MAP Growth Reading K-2, Map Growth Reading 2-5, aimsWeb+ intervention data, PBIS interventions, and student referrals including perceived motivation(s) behind observed behaviors

When are the data reviewed (i.e. fall, monthly, weekly, etc.) for each grade level?

MAP Growth data are reviewed three times a year, and aimsWeb+ is reviewed biweekly, PBIS and behavior data are reviewed at least monthly

Who reviews the data (i.e. leadership teams, grade level teams, student support teams, etc.) for each grade level?

For all grade levels, the MTSS and PBIS teams review data and develop strategies based on consultation with grade-level teams

What component(s) of reading is addressed by this data for each grade level?

Phonemic awareness, phonics, vocabulary, comprehension, fluency

What decisions are made based on the output for each grade level?

MTSS and PBIS teams decide in which tier students should be placed in order to better support the student

What types of interventions are available based on the data collection for each grade level?

Interventions occur at Tier I, II, and III and include teacher development, implementation strategies, classroom push-in support, pull-out services as a small group or one-on-one services, classroom accommodations/modifications to student work and/or daily schedule

Budget

Allocated grant funds will be dependent upon number of applicants and based on a formula for an equal amount per pupil based on the number of eligible first graders determined by end of school year 2021-2022 count. The grant award amount may vary from your previous award.


Section 35a(2) allows for districts receiving Section 35a(5) grant funds to use up to 5% of these funds for professional development for educators in a department-approved research-based training program related to current state literacy standards for pupils in grades Pre-K to 3. The professional development shall also include training in the use of screening and diagnostic tools, progress monitoring, and intervention methods used to address barriers to learning and delays in learning that are diagnosed through the use of these tools.

Does your district intend to use up to 5% of the grant funds received for department approved professional development?

Yes 

All professional learning using 35a(5) grant funds must come from the MDE Approved Literacy Professional Learning List.

Please describe the district's professional learning opportunities provided to teachers of pupils in grades K-3 with research-based professional development for which the up to 5% funds are being used on?

In addition to Houghton Mifflin Harcourt (HMH) reading curriculum, HMH's specialized literacy provider, Literacy Solutions, which focuses on Michigan's Essential Instructional Practices in Early Literacy: K-3 will be utilized and teaching staff will be trained to carry out these practices 

Section 35a(3) allows for districts receiving Section 35a(5) grant funds to use up to 5% of those funds to administer department-approved screening and diagnostic tools to monitor the development of early literacy and early reading skills of pupils in grade Pre-K to 3 and to support research-based professional development for educators in administering screening and diagnostic tools and in data interpretation of the results obtained through the use of those tools for the purpose of implementing a multi-tiered system of support to improve reading proficiency among pupils in grades Pre-K to 3. A department-approved screening and diagnostic tool administered by a district using funding under this sections must include all of the following components: phonemic awareness, phonics, fluency, rapid automatized naming (RAN) and comprehension. Further, all of the following sub-skills must be assessed within each of these components: phonemic awareness (segmentation, blending, and sound manipulation (deletion and substitution)); phonics (decoding (reading) and encoding (spelling)); fluency (reading rate, accuracy, and expression); rapid automatized naming (RAN); and comprehension (making meaning of text).

Does your district intend to use up to 5% of the grant funds received to administer department-approved screening and diagnostic tools and data interpretation?

Yes 

The district assures that pursuant to section 35a(3) no more than 5% of the funds obtained from section 35a(5) to administer a screening and/or diagnostic tool include all of the following components:

- Is a department-approved screening and diagnostic tool
(https://www.michigan.gov/mde/0,4615,7-140-28753_74161-410821--,00.html)
- Tests for phonemic awareness
- Tests for fluency
- Tests for rapid automatized naming (RAN)
- Tests for comprehension

If the screening and/or diagnostic tool used by the district does not meet all the above components, the district will supplement with another tool to meet the required components previously listed.

The Additional Instructional Time activities the district is providing include the following:

- Summer school programming
- One on one or small group summer tutoring
- Interventions to support reading where students are pulled out of the classroom
- Interventions to support reading where instruction is pushed into the classroom
- Before or after school programming
- Other

The Additional Instructional Time grant funding will be used in the following ways:

- to provide licensed teaching staff
- to provide paraprofessional staff
- for materials and instructional resources (books, supplemental instructional programs, other resources)
- for transportation
- for professional learning (up to 5% of funds)
- for technology (purchase of computers, tablets, software, etc.)
- other

How will the district's grant funds be distributed?

Please include professional learning activities, additional instructional time activities, materials purchased, etc. Include building names and estimated amounts for each item.

These items will be Mid-Michigan Leadership Academy support for accommodating learning lost with students Kjr-8th grade to recover our student's educational outcomes. All interventions will be done with fidelity.

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HMH Literacy Solutions professional learning: Ronald Stanley, \$3000 or up to 5%

Summer School programming, tutoring, transportation, and supplemental materials: Lacey James, \$40,000.00

Mid-Michigan Leadership Academy-After-school Tutoring for reading, Math, and programming materials: 20,000.00

Technology program purchases and updates: Lacey James, \$10,000.00

Aims-Webb Reading program: 8,000.00

DRA Reading Kits for Kjr.- 3rd grade 6,000.00

Staff Laptops for small group learning 10,000.00

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