

CENTRAL LAKE PUBLIC SCHOOLS

CONTINUOUS IMPROVEMENT PLAN

MICIP | 2026–2029



EMPOWER • COLLABORATE • GROW

District Improvement Framework • Academic Achievement • Student Success

Planning period: 2026–2027 through 2028–2029 | District code: 00609

1 | Executive summary

Central Lake Public Schools commits to a coordinated three-year continuous improvement cycle focused on literacy, mathematics, and student success. The plan aligns the district's 2026–2029 Strategic Plan with the Michigan Integrated Continuous Improvement Process (MICIP) and uses available state assessment, attendance, graduation, and local instructional evidence.

Three interconnected priorities guide implementation: (1) strengthen standards-aligned core instruction and literacy achievement; (2) accelerate mathematics achievement through effective Tier 1 instruction and high-impact intervention; and (3) improve attendance, on-time graduation, and student engagement through early warning systems, Title I supports, and Trojan Trek.

2 | District context and verified data

The district serves small tested grade cohorts. Percentages can change substantially when only a few students change performance levels. Suppressed state-reported values are preserved; cross-year grade comparisons represent different student cohorts, not individual student growth.

Academic proficiency: 2023–2024 to 2025–2026

English Language Arts

Grade	2023–24	2024–25	2025–26
3	36.8% (7/19)	21.1% (4/19)	Suppressed
4	23.5% (4/17)	26.3% (5/19)	Suppressed
5	25.0% (3/12)	28.6% (4/14)	30.0% (6/20)
6	52.6% (10/19)	Suppressed	Suppressed
7	Suppressed	50.0% (7/14)	28.6% (4/14)
8	60.9% (14/23)	57.1% (8/14)	73.3% (11/15)

Mathematics

Grade	2023–24	2024–25	2025–26
3	42.1% (8/19)	31.6% (6/19)	Suppressed
4	17.6% (3/17)	36.8% (7/19)	17.6% (3/17)
5	33.3% (4/12)	28.6% (4/14)	45.0% (9/20)
6	33.3% (6/18)	Suppressed	Suppressed
7	25.0% (4/16)	57.1% (8/14)	Suppressed
8	30.4% (7/23)	Suppressed	20.0% (3/15)

Grade 8 uses PSAT reading/writing and mathematics measures, which differ from M-STEP assessments in earlier grades. In 2025–2026, Grade 8 ELA proficiency was 73.3% (11/15) and mathematics proficiency was 20.0% (3/15). The contrast warrants diagnostic review, not an assumption about causation.

Science, attendance and graduation

Indicator	Verified result	Interpretation
2025–26 Science, Grade 5	75.0% below proficient (20 assessed)	Science instructional inquiry
2025–26 Science, Grade 8	66.7% below proficient (15 assessed)	Review standards and domain evidence
2025–26 Science, Grade 11	65.4% below proficient (26 assessed)	Secondary science improvement opportunity
2025–26 Attendance	90.15% attendance	Below district 95% strategic target
2025–26 Chronic absenteeism	34.2% (81 of 237)	Priority for early outreach
2024–25 Four-year graduation	72.22% (13 of 18)	On-time completion priority
2024–25 Five-year graduation	100% (19 of 19)	Additional time supports completion

2024–25 Six-year graduation

96.15% (25 of 26)

Different cohort; interpret separately

3 | Needs assessment and root-cause inquiry

The assessment pattern and engagement outcomes support a focused inquiry into foundational skill gaps, standards alignment, instructional coherence, access to timely interventions, student attendance, and secondary credit accumulation. These are working hypotheses to be tested using classroom evidence, student work, diagnostic results, staff input, family perspectives, and implementation data—not asserted findings.

- Literacy: review grade-level foundational reading, comprehension, vocabulary, and writing performance; identify needs by standard and learner group.
- Mathematics: review numeracy, conceptual understanding, procedural fluency, problem solving, and prerequisite skills; inspect Grade 8 PSAT mathematics performance.
- Student success: analyze attendance patterns, chronic absenteeism, course failure, credit status, school connectedness, and barriers to regular participation.
- System conditions: examine common assessment practices, tutoring frequency and dosage, fidelity of core curricula, and data-team referral-to-support timelines.

4 | Improvement goals and outcome measures

The district strategic plan identifies annual academic growth aspirations of +5%, +8%, and +10% for Years 1–3. These are retained as strategic growth aspirations; operational definitions and student-level baselines will be documented using the selected local benchmark tool. Proficiency and growth are tracked separately.

Priority	2026–27	2027–28	2028–29
Literacy	Improve benchmark growth +5% relative to baseline	+8% strategic growth aspiration	+10% strategic growth aspiration
Mathematics	Improve benchmark growth +5% relative to baseline	+8% strategic growth aspiration	+10% strategic growth aspiration
Attendance	Progress toward 95%	Continue improvement	At least 95%
Chronic absenteeism	Reduce from 34.2%	Continue year-over-year reduction	20% or less
Four-year graduation	Increase from 72.22% baseline	Continue improvement	Progress toward strategic 96% target

Implementation teams will document the exact denominator, assessment window, baseline, disaggregation, and calculation for each measure. A 96% four-year graduation rate is a strategic aspiration and may be volatile for small cohorts; monitor counts as well as rates.

5 | Evidence-based instructional and support system

Tier 1 literacy and mathematics

- Implement standards-aligned core instruction with explicit modeling, guided practice, frequent checks for understanding, timely feedback, and opportunities for cumulative review.
- Use HMH literacy resources and Renaissance assessment information where applicable; monitor implementation and instructional impact rather than equating program use with student learning.
- Strengthen grade-level curriculum maps, common formative assessments, and collaborative examination of student work and assessment domains.
- Provide differentiated professional learning and coaching linked to observed needs and grade-level standards.

Title I high-impact tutoring and MTSS

Confirmed district practice: Title I services support at-risk tutoring at elementary and secondary levels. Student data teams examine progress and make referrals. The following operating specifications establish a consistent high-impact model and should be implemented within staffing, funding, and scheduling capacity.

- Identify students using multiple sources: universal screening, diagnostic assessments, classroom work, course performance, attendance, and teacher referral.
- Prioritize consistent tutors and small groups, ideally 1–3 students when feasible; schedule at least three 30-minute sessions per week for students with intensive needs when staffing allows.
- Use explicit, standards-linked instruction targeted to diagnosed skill needs, not repeated worksheets or disconnected homework help.
- Track participation, instructional dosage, student skill checks, and fidelity. Review response every 4–6 weeks and adjust intensity using established MTSS decision rules.
- Ensure equitable access, family communication, and coordination with special education and English learner services where applicable.

Trojan Trek, summer learning and student pathways

Confirmed district practice: Trojan Trek provides secondary credit recovery and elementary summer camp. The district will connect participation with clearly defined academic competencies, credit completion, attendance, and transition readiness. Counseling, course planning, and relevant pathways such as BAMO will support postsecondary preparation.

6 | Attendance, graduation and engagement

- Establish an attendance early-warning review using student-level absence patterns, repeated tardiness, and course performance.
- Use supportive, timely family outreach and individualized problem-solving; document barriers and supports without relying solely on punitive responses.
- Monitor credit accumulation and course failure at least quarterly; prioritize students who are off-track for four-year graduation.
- Offer targeted credit recovery through Trojan Trek and verify credits earned, course completion, and re-engagement.
- Review student belonging and engagement through appropriate student, family, and staff feedback.

7 | Implementation schedule and accountability

Period	Actions	Lead / evidence
Fall 2026	Confirm baselines; establish common progress measures; review priority students; launch intervention schedules	Superintendent / principals / data teams
Winter 2026–27	Examine midyear growth, attendance and tutoring dosage; refine instruction	Principals / MTSS and Title I teams
Spring 2027	Review state/local outcomes; report progress; revise summer supports	District leadership / instructional teams
2027–28	Scale effective strategies, refine curricula, and strengthen early warning and tutoring	Building teams / superintendent
2028–29	Evaluate three-year outcomes, sustain effective systems, and set next cycle priorities	District improvement team

8 | Monitoring, evaluation and adjustment

Measure	Collection cadence	Review / action
Renaissance / local literacy and math screening	Fall, winter, spring	Data teams compare growth, identify instructional response
Tutoring dosage and skill mastery	Weekly logging; 4–6 week review	Title I staff adjust groupings and targets
Attendance / chronic absenteeism	Monthly; quarterly summary	Attendance teams coordinate family supports

Credits, course completion, graduation on-track	Each marking period	Counselor / secondary principal intervene early
State assessments and graduation outcomes	Annual	Leadership team reviews outcomes and revises priorities
Implementation fidelity / staff feedback	Quarterly	Principals identify PD, scheduling, and resource needs

Quarterly reviews will record: data examined, student groups affected, intervention reach, implementation fidelity, decisions made, responsible staff, and next review date. The superintendent will coordinate district-level monitoring and communicate material progress and resource needs to the Board.

9 | Resources, stakeholder engagement and sustainability

Resources include Title I tutoring allocations, intervention staffing, teacher collaboration and professional learning time, instructional materials, assessment systems, Trojan Trek and summer programming, and counseling/attendance supports. Funding allocations and grant allowability must be verified through the district’s business office and applicable program requirements.

Principals, teachers, data teams, Title I personnel, counselor, families, and students will contribute to continuous improvement through recurring data reviews and feedback. Building-level decisions should reflect student needs, equity of access, and feasible implementation capacity.

10 | Documentation and MICIP alignment

This document is the district’s consolidated 2026–2029 continuous improvement plan. Implementation and governance decisions remain subject to district procedures, applicable grant requirements, and authorized MICIP system entry. Data-team notes, annual baseline definitions, meeting records, strategy evidence, and progress reports will be maintained as supporting documentation.

Source notes and data interpretation

- MI School Data: Central Lake Public Schools (00609), Grades 3–8 Assessments Performance Level Snapshot, ELA and Mathematics, 2023–2024, 2024–2025, and 2025–2026.
- MI School Data: district-filtered 2025–2026 science assessment exports, attendance snapshot, and 2024–2025 graduation/dropout snapshot.
- Central Lake Public Schools Strategic Plan 2026–2029 and district leadership descriptions of Title I, Trojan Trek, summer camp, and data-team practices.
- Suppressed values are not estimated. Comparisons across grades and graduating classes are descriptive, not causal or student-level longitudinal growth measures.