

JULY 2022 Issue



FROM THE TOP

Dear Academy Board Members and Academy Staff,

Congratulations on another successful year. I know this year was both challenging and rewarding for all of us! Since being appointed the Interim Executive Director of Charter Schools in April 2022, I have learned so much about all of the wonderful things our charter schools and students have achieved. I am truly blessed and humbled to be part of such an amazing group of dedicated, hardworking, and caring teachers, staff, and students.

As your summer kicks off, I hope you have plans to rest and rejuvenate in preparation for all of the amazing things you will accomplish in the coming school year. Please keep in mind the upcoming professional development opportunities over the summer. Click here to learn more: <https://www.lssu.edu/charter-schools/lssu-course-offerings/>

We are pleased to offer the following August trainings; "Creating Gender Inclusive Schools" (virtual) taking place on August 2nd as well as "The Implementation of High Leverage Instructional Practices" scheduled for August 9th-11th (in person).

I look forward to seeing you in the fall.

Sincerely,

Becky Clawson
Interim Executive Director
rclawson@lssu.edu

2022 LSSU SUMMER LEARNING
Open for all! You don't want to miss this!

TEAC 470
TRAUMA INFORMED TEACHING
June 27-August 5, 2022
In this 3 credit, self-paced, online course, participants will learn about trauma and how to better meet the needs of students who have experienced trauma.
To register please contact: propper@lssu.edu

TEACHING WORKS
HIGH LEVERAGE PRACTICES
August 9-11, 2022
"Great teachers aren't born, they are taught." Participants will learn about high leverage practices which serve as the fundamental building blocks of good teaching. These practices can be used across all subject areas, grade levels, and contexts.
To register please contact: bmccag@lssu.edu

WELCOMING SCHOOLS
GENDER INCLUSIVE SCHOOLS
August 2, 2022
10-11:30
Learn about important school practices to create gender inclusive schools, how to seek teachable moments, and respond to questions about gender topics.
Click [here](#) for registration.

LAKE SUPERIOR STATE UNIVERSITY CHARTER SCHOOLS

SUMMER LEARNING

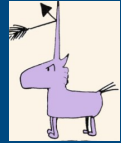
To register for the Gender Inclusive Schools Training, click here

https://docs.google.com/forms/d/e/1FAIpQLScJLAYI84VAGPAur2jub5C9dYlv5yXDb2P3e_I_MKtwev8Gtg/viewform

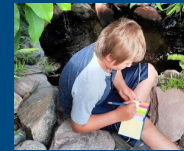
To register for High Leverage Teaching Practices, click here

<https://forms.gle/BgCgHeysubAQ6mkp6>

IN THE KNOW



- Did you know that the building that houses the book store and admissions was once called Canusa Hall? The name Canusa paid homage to both Canada, "Can" and the United States, "USA" combining the two words to form, "Canusa."
- You can obtain a unicorn questing license through LSSU. For more information, please visit: <https://www.lssu.edu/traditions/unicornhunters/>
- Crawford Hall includes a green house that is home to a variety of free range turtles.



Future biologist Jake Clawson (son of Becky Clawson) recording his turtle observations

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SPREADING THE WORD ON ACES

I had the privilege of speaking at Choice School's first annual Scholar Teacher Conference held in Muskegon on June 21, 2022 at the beautiful Shoreline Inn and Conference Center. Instructional staff from three Choice academies came together for professional development, collaboration, and just plain old fun. I was honored to speak on a topic that I am passionate about, Adverse Childhood Experiences or commonly referred to as ACEs. I introduced the



original ACE study, explained about the dose/response relationship that exists between high ACE scores and a variety of health and social issues, and most importantly, discussed strategies that we can use that foster resilience and mitigate the impact of trauma. Thank you, Choice Schools for allowing me to be part of this special event. -Julie Hopper-

REMINDER
2022-2023
Testing Windows

FALL
September 12-October 7

WINTER
January 9-February 10

SPRING
April 24-June 2

"An investment in knowledge pays the best interest."

-Benjamin Franklin-

FINANCE UPDATE

Happy New Fiscal Year!

AUGUST

- 4th Quarter Financial Statements

SEPTEMBER

- 2023 1ST Quarter Financial Statements

Questions?

Please contact:

Rebecca Clawson
rclawson@lssu.edu



Brooke's Corner

Social Emotional Learning Certificate

LSSU School of Education is proud to announce they are now offering a certificate program in Social Emotional Learning. This program connects the theory of SEL competencies to classroom practice. Participants will learn about the impact of Adverse Childhood Experiences and sociocultural factors on learners' academic achievement and behaviors. These courses will allow the participants to gain practical strategies for addressing learner and educator needs, and develop inclusive, comprehensive plans to be implemented in their classrooms. The program requires three courses for certification and all will be offered in an asynchronous online format. One course will be offered each semester (Fall, Spring, Summer) and can be taken in any order. Watch for more information on how to register in the coming months from the Charter School Office.

Fall 2022: Building Relationships with Students (TEAC 471)

Spring 2023: Communication and Partnerships (TEAC 472)

Summer 2023: Trauma-Informed Teaching (TEAC 470)

Brooke Maciag, *School Support Specialist*

ASSESSMENT ABC'S

While the purpose of assessment is to gather relevant information about student performance or progress, NWEA MAP reports provide a useful instructional tool for classroom teachers, interventionists, and administrators. In the last article, I shared how The **Class Report** is a great place to start and provides useful information for subjects tested. While it is helpful to have an understanding of where your class is as a whole, page two of the Class Report provides a breakdown by student and includes the **RIT (+/-Std Err)**, **Percentile (+/- Std Err)**, **Lexile Range** and **Test Duration**. This report also includes **Goal Performance** with scores in bold to indicate “performing above student’s RIT” or Italics when “performing below RIT”.

So what does this mean instructionally? By looking at page two of the **Class Report**, educators can quickly see a breakdown of individual student performance ranked from low to high RIT scores. The **RIT Score** is the student’s actual score on the test. The **RIT Range** is the range of RIT scores for a student that includes plus and minus one standard deviation. This range suggests that if the student took the test again relatively soon, he or she would score in the same range 68% of the time.

While RIT scores provides the student’s actual score, the **Percentile** allows for comparison to national norm groups for the grade and subject. The Percentile helps put things in perspective and allows for comparisons to the national norm groups. This allows educators to quickly see which students are below, at or above national norms and may benefit from a tiered-system of support.

When planning for instruction, I used to like to draw a line on each Class Report to separate which students were below the 41% which NWEA considers the national norm. Using the example below, there are six students below the 41% who may benefit from intervention; however their level of need varies. The two lowest (Dayton 5% and Noni 11%) will need a higher level of support (more frequent or intense reading intervention) than the students with scores ranging from 28 -38%. This report helps you quickly see your class and differentiate levels of support when planning for instruction.

Educators may use the **Lexile Range** to select appropriate reading material for students. The first number listed reflects the student independent reading level with the second number reflecting the “Zone of approximate frustration”. This helps educators know what level reading materials to use for independent reading or practice with higher Lexile materials used for explicit instruction and guided practice.

The **Test Duration** provides a useful resource for educators to see how much time individual students spent on this particular assessment. This helps teachers know whether students spent a considerable amount of time with scores being valid versus students who may be distractible or “happy clickers”. This information can also be used when planning for future testing conditions for group size, active supervision and monitoring along with the need for breaks. Again, NWEA MAP reports can be used as a tool along with other classroom and district

assessment to evaluate student growth and achievement.

by Lynn Methner

Name (Student ID)	Gr	Test Date	RIT (+/-Std Err)	Percentile (+/- Std Err)	Lexile Range	Test Duration	A	B	C
Dugan, Dayton N. (S007001428)	5	09/14/15	178-181-184	4-5-6	159-306	75 m	163-177	175-187	187-197
Dewry, Noni I. (F09000030)	5	09/14/15	184-188-192	8-12-18	298-436	20 m	185-196	185-195	177-189
Sonugg, Antoina E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shafiq, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	190-201	185-198
Hausko-Bol, Zaidan N. (S09002225)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204
Wol, Tishannie E. (F0800104)	5	09/14/15	198-201-204	31-38-38	513-663	28 m	189-201	194-205	201-214
Vosburg, Mary M. (F09000045)	5	09/14/15	202-205-208	41-48-56	587-737	72 m	198-210	211-224	187-200
Kucis, Javis S. (F090167)	5	09/14/15	204-207-210	46-54-61	634-784	42 m	196-210	199-211	208-219
Walker, Romeo Moses S. (F09000331)	5	09/14/15	208-211-214	56-63-71	697-847	57 m	210-221	205-216	200-212
Ahmadzai, Drew W. (S09002225)	5	09/14/15	210-213-216	61-69-75	737-887	67 m	206-218	216-229	198-211
Dimalanta, Kaleigha S. (S09000178)	5	09/14/15	217-220-223	77-82-86	858-1008	29 m	217-228	210-222	215-226

COMPLIANCE & GOVERNANCE CORNER

2022-23 Board Training The Art of Intentional Governance

- Sept. 21– What’s New in 2022
- Nov. 16– What is to be in 2023
- Jan. 17– Assessing Your Governance Work
- Feb. 28– Governing Over the Unexpected
- Apr. 19– Governing Beyond the School Year
- The following will be available On Demand:
 - Information Overload
 - Suspension/Expulsion of Students
 - Recruitment 101
 - The Finance and Academics Alignment

Reauthorization

Reauthorization packets have been emailed to the nine academies with 2023 expiring contracts. Reminder that your renewal application will be due by October 31, 2022.

If you have any questions, please contact Jenny Peterman at jpeterman@lssu.edu for assistance.

MAPSA Launches Podcast

The Michigan Association of Public School Academies has launched a new monthly podcast where a group of educational professionals discuss a multitude of issues related to K-12 education in Michigan. The podcast, entitled, "Disruption Junction," is hosted by Bernita Bradley of Detroit, the Parent Voice Director of the National Parent Union; Kayla Campbell, elementary educator and literacy specialist at Creative Technologies Academy, a charter school in Cedar Springs; Julie Hopper, Academic Assessment Specialist at the Lake Superior State University Charter Schools office in Sault Ste. Marie; and Dan Quisenberry, President of the Michigan Association of Public School Academies.



Why not give it a listen?!

To learn more, click here, <https://podcastaddict.com/podcast/disruption-junction-a-mapsa-podcast/3844524>

FYI

Adverse Childhood Experiences (ACE) and Non-Violent Crisis Prevention (CPI) training are available to academies per request.

For more information:

ACE training

Julie Buchholtz
jhopper@lssu.edu
906-635-2118

CPI training

Brooke Maciag
bmaciag@lssu.edu
906-635-2724

CELEBRATION AT THE CAPITAL

I had the honor of standing on the steps of our Capital in Lansing on May 13th, 2022 in celebration of National Charter Schools Week. I spoke on the importance of charter schools, how families deserve to have educational options and the right to choose the educational institution that best meets the needs of their child, and that education should not be a one size fits all educational system. I highlighted the importance of having multiple quality choices and how charters have the autonomy to offer a unique, one of a kind education. I was happy to mention the exemplary work done by the Ojibwe Charter School in Brimley, the J.K.L. Bahweting School in Sault Ste. Marie, and Nah-Tah-Wash Academy in Hannahville. These three public school academies work hard to ensure that students not only meet the state standards but infuse those standards with the native culture.



Melissa Weisberger, Julie Buchholtz,
&
Angela Gilbert at the Capital

It is integral that all children, especially native children, are able to learn about the native culture, language, and history. History should be told accurately as it unfolded rather than a sanitized watered down version. Thank you to these three public school academies for ensuring that the native culture does not end when our elders walk on but rather is carried on from generation to generation. This is just one of the many reasons why charters are so very important.

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by Julie Hopper

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PHILOSOPHY

We believe in authorizing through the lens of an educator, realizing students are more than academic performance or financial incentives. True authorizing takes into account the whole child, whole academy, and whole community while recognizing the importance of increased performance and sustainability.

MISSION

To ensure quality oversight and support to our authorized charter academies resulting in students who are prepared for the next phase of life whether it be attending college, joining the military, or entering the work force.

VISION

We envision an educational system in Michigan that provides families with diverse educational opportunities that allow each child to flourish and find his/her place in the global community.

GREAT AUNT BEA'S CHEESEBURGER SOUP SUBMITTED BY LYNN METHNER

- 3/4 POUND GROUND BEEF
- 3/4 CUP EACH- CHOPPED ONION, CARROTS, AND CELERY
- 1 TEASPOON EACH OF PARSLEY AND BASIL
- 3 CUPS CHICKEN BROTH
- 4 CUPS DICED AND PEELED POTATOES
- 3 TABLESPOONS EACH OF BUTTER AND FLOUR
- 2 CUPS CUBED YELLOW CHEESE (VELVEETA)
- 1 CUP MILK
- 1/4 CUP SOUR CREAM
- SALT AND PEPPER



INSTRUCTIONS

1. BROWN GROUND BEEF AND SET ASIDE.
2. SAUTE ONIONS, CARROTS, AND CELERY WITH BASIL AND PARSLEY.
3. ADD CHICKEN BROTH, POTATOES, AND BEEF. BRING TO A BOIL. COVER AND SIMMER FOR 10-12 MINUTES OR UNTIL POTATOES ARE TENDER.
4. IN A SMALL SKILLET MELT BUTTER AND STIR IN FLOUR. COOK UNTIL BUBBLY. ADD TO SOUP AND BOIL FOR 2 MINUTES STIRRING CONSTANTLY. REDUCE HEAT TO LOW, ADD CHEESE, MILK AND SALT AND PEPPER TO TASTE. WHEN CHEESE MELTS REMOVE FROM HEAT AND BLEND IN SOUR CREAM.

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