

# SEPTEMBER 2022 Issue



## FROM THE TOP

Dear Academy Board Members and School Leaders,

A new and exciting school year is upon us! I love this time of year because it is so full of energy, renewed passion and promise for all of our students and staff. We look forward to working with all of you as the school year progresses and hearing about all the amazing teaching and learning that will happen.

We have some exciting professional development opportunities that we are pleased to provide during this academic year. We are working with Ms. Angela Irwin to provide more educational opportunities for your Boards; there are some new on-demand sessions and we will be hosting some live webinars as well. We hope you were able to participate in one of our instructional educational opportunities from Welcoming Schools or the High Leverage Instructional Practices.

Welcome back!  
Wishing all of you a happy and healthy new school year,

Becky Clawson  
Interim Executive Director

## Reminder

### Social Emotional Learning Certificate

LSSU School of Education is proud to announce the arrival of 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)

## IN THE KNOW

- This falls into the category of “useless “ knowledge, however, the CSO’s very own, Rebecca Clawson, Brooke Maciag, and Julie Buchholtz are all certified unicorn questers. Curious? You can obtain a unicorn questing license through LSSU. For more information, please visit: <https://www.lssu.edu/traditions/unicornhunters/>



- This year marks the 76th year of LSSU, originally established in 1946 to address the needs of returning WW II veterans and provide educational opportunities to the people of the E.U.P.

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2022-2023  
Testing Windows

**FALL**  
September 12-October 7

**WINTER**  
January 9-February 10

**SPRING**  
April 24-June 2

**PUBLIC ACT 48**

The benchmark assessment required under Public Act 48 once again applies for the 2022-2023 academic year. Academies are required to assess students in grades K-8th in math and reading by one of the state approved benchmark assessments (NWEA, iReady, STAR) Students must be assessed within the first 9 weeks of school and again by the end of the year. Parents must be notified of results within 30 days of taking the assessment. Progress towards goals must be reported by the first board meeting in February and again by the end of the school year. Goals must also be established for Pre-K and 9th-12th graders. Funding reimbursements of \$12.50 per child will be made available through the MDE. LSSU will create these reports (for K-8) as long as testing is completed during the appropriate windows. Questions? Contact Julie Buchholtz at [jhopper@lssu.edu](mailto:jhopper@lssu.edu).

“ Education is the kindling of a flame, not the filling of a vessel.”

-Socrates-



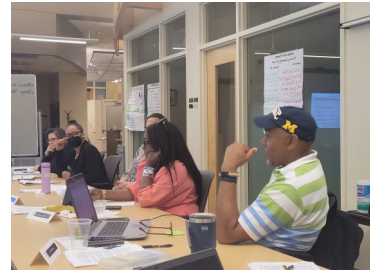
**High Leverage Practices**

1. Leading a group discussion
2. Explaining and modeling content, practices, and strategies
3. Eliciting and interpreting student thinking
4. Diagnosing patterns of student thinking
5. Implementing norms and routine for discourse
6. Coordinating and adjusting instruction during a lesson
7. Establishing and maintaining community expectations
8. Implementing organizational routines
9. Setting up and managing small group work
10. Building respectful relationships
11. Communication with families
12. Learning about students
13. Setting learning goals
14. Designing single lessons and sequences of lessons
15. Checking student understanding
16. Selecting and designing assessments
17. Interpreting student work
18. Providing feedback to students
19. Analyzing instruction for the purpose of improving it

**High Leverage Practices**

Who has the hardest working staff around? We do. The dedicated individuals who work at our LSSU authorized academies took advantage of a training opportunity to learn about high leverage instructional practices. Staff from Detroit Service Learning, Advanced Technology Academy, Innocademy Allegan, Concord Academy of Petoskey, Concord Academy of Boyne and WSC Academy could be found on the campus of the University of Michigan Ann Arbor from August 9th through the 11th.

The training was led by Deborah Loewenberg Ball, Director of TeachingWorks, and Nicole Garcia, Associate Director of TeachingWorks. High leverage practices are core capabilities of the work of teaching. The program focuses on the nineteen high leverage instructional practices listed below.



## LSSU ACADEMY SPOTLIGHT

### Bay City Academy



Once a part of the BCA family, always a part of the BCA family. Laurine Mills started attending Bay City Academy in 2015 as a 6th grade student. We quickly realized Laurine was more than just your average student. Laurine excelled in every sport she participated in, cross-country, basketball, volleyball, tennis and the pompon team. It didn't matter the sport, she was the star, but that's not the important part. Laurine was not only a main contributor and leader on the playing field, she excelled in school, bringing her hard work ethic and good attitude into the classroom. Laurine received awards from Maier and Associates for her contribution to BCA through outstanding citizenship every year from 6th grade to her senior year. In every class, attention was drawn towards her as she exuded positivity and kindness at all times. You could always count on her for a smile and a laugh! She is a friend to everyone, and the excitement of life surrounds her!

All of us here at Bay City Academy are thrilled to have Laurine back as a staff member! She will be an aid for us at the elementary level and lunch/recess monitor. We are also super excited for her to serve as our elementary cross country coach! Laurine will be attending Delta College in pursuit of a degree in education or counseling, which we know she will excel in whatever direction she wants to go!



Submitted by Stephen Richard, Bay City Assistant Principal

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### North Central Academy

Picture a student stepping off the bus for his first day at a new school. His head is down, his fists and jaw are clenched, his shoulders slumped, and he is expecting the worst. As he walks toward the school he hears the upbeat music playing and sees people dancing and laughing. Multiple adults welcome him with enthusiasm. This is something new, different, even a bit puzzling. Does a school really start each day with this much interaction and care? After being greeted with music, dancing, smiles and conversation every morning, consistently for a month he starts walking in with his head held a bit higher, responding to greetings with a quiet murmur and mouth slightly curved up. This is now his new normal; people know him by name, they welcome him, accept him, and truly like him. He begins participating in class and confiding in his teachers who have built trust and a safe environment where he feels like more than just a number. By the time spring rolls around, this same child is running off the bus, greeting teachers first, sharing life events without hesitation and holding his head high with a smile.

This is what we do at North Central Academy. We meet students where they are when they join our school community and come alongside them to help build confidence, integrity, self-worth, and a sense of belonging. We model how to have conversations that build relationships, we have the hard conversations, we challenge students to push themselves, all the while allowing them to explore new ideas and concepts through hands-on activities, discussions, and creativity. You might be wondering how this is done. The answer is really simple: Action Over Words, Service Over Self. This is the motto that our school community puts into practice every day.

NCA staff models healthy behaviors, responsible decision making, and strong work ethic by putting action behind words in every situation and specifically teaching students that every choice has a consequence. After consistent modeling, discussion, and practice occurs, a community of productive citizens is built where victim mentality is eliminated. This development of character then leads to an opportunity for every student to build a future around a career, college, or the military where they can solve problems, demonstrate integrity, and contribute to society in a productive way. The key to this success is simple: Action Over Words, Service Over Self, and it begins with the decision to take the first step into North Central Academy.

Submitted by Jill Kettlewell, North Central Academy Principal



#### NCA Motto

“Action over words, service over self.”

## WE REMEMBER

The LSSU community has not forgotten. September 11, 2022 marks twenty-one years since the terrorist attacks on the World Trade Center and on our nation occurred. Students, teachers, emergency responders, firefighters, law enforcement, representatives from the Coast Guard, as well as the city of Sault Ste. Marie and state officials came together to honor and pay tribute to those that lost their lives on September 11, 2001. This solemn event occurs annually on the campus of LSSU at Pleger Commons (named after the late and former president of LSSU, Thomas Pleger).

Submitted by Julie Buchholtz



“It was the worst day we have ever seen but it brought out the best in all of us.” Senator John Kerry

### 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:
  - 4 -Information Overload
  - Suspension/Expulsion

## Testing and Reporting Updates

I’m unsure if any of you are familiar with the classic 70’s show, “Welcome Back Kotter” but I grew up in that era and it is reminiscent of my childhood. Either way, give it a listen, I think you’ll like it.

<https://youtu.be/xZzEzDkeHzI>

WELCOME BACK. There is something exciting about a new academic year, fresh with possibilities. As your authorizer, we are here to support you and to lighten your load so that you are able to focus on what is important, your students. Once again you are required to meet the requirements of Public Act 48, requiring the assessment of your 2nd-8th graders by a state approved benchmark assessment within the first nine weeks of school and again, by the last day of school. I will provide the necessary reports for you that satisfy these requirements as long as you abide by the LSSU testing windows. If you have any question, feel free to give me a call or drop me an email. I have included the link from the Michigan website pertaining to Public Act 48 for reference.

<https://www.michigan.gov/mde/services/student-assessment/benchmark-assessments>

Finally, I will be presenting your annual academic reports in person and will alert you as to which board meeting I will attend. I’ve missed you and look forward to seeing you in person. :)

Julie Buchholtz, Academic Assessment Specialist

## Assessment ABC's – by Lynn Methner

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, interventionist and administrators. In the last article, I shared how The **Class Report** is a great place to start and provides a useful breakdown by student to include the **RIT**, **Percentile**, **Standard Deviation of Error**, **Lexile Range** and **Test Duration**. In this article, I'd like to share how educators can use the NWEA MAP **Classroom Breakdown Reports** to save time and energy for flexible groups and lesson planning.

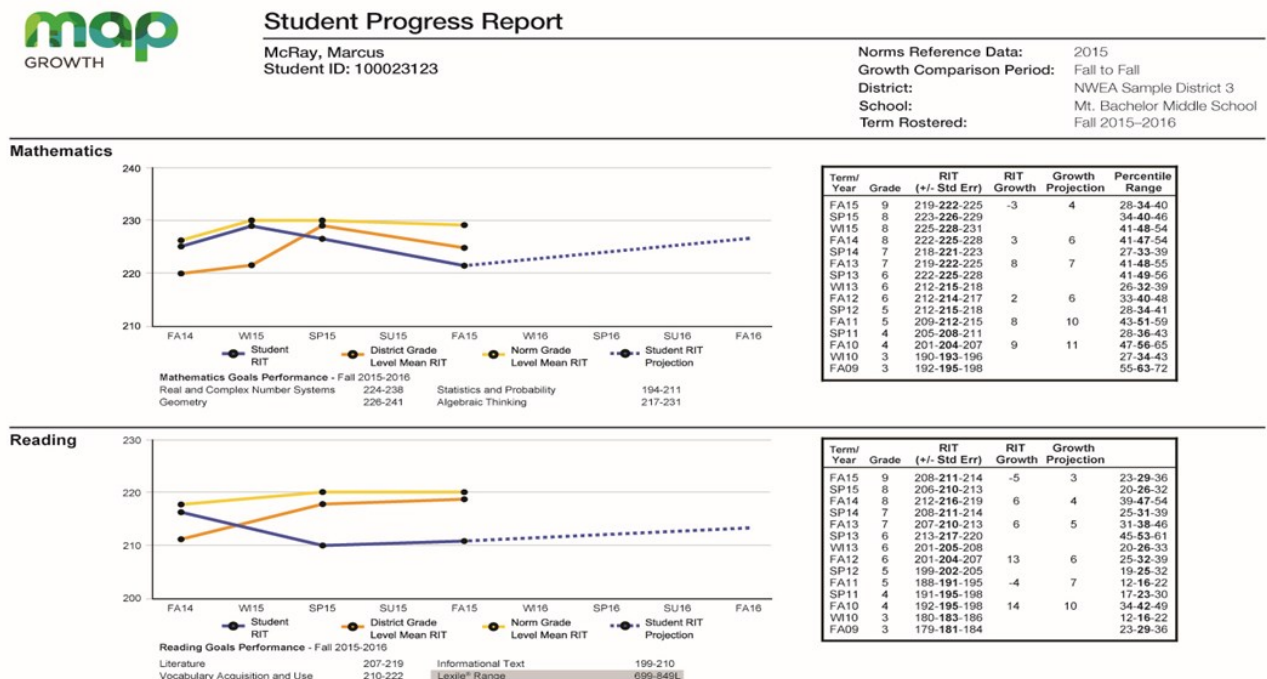
**So what does this mean instructionally?** By looking at **Class Breakdown by RIT Report**, educators can access a chart with student information for overall RIT scores for each subject tested (Mathematics, Reading, Language Usage and Science). This helps one see where the students fall according to **Overall Score**. Overall score columns are broken down by ten-point RIT bands. Students' overall RIT scores for the test in that subject appears in parentheses following their name.

To drill down even more, one can use the **Class Breakdown by Goal Report** which again has students broken down for performance on common core standards. For example, on the 2-5<sup>th</sup> grade reading test, students would be grouped by overall performance (RIT scores) for literature, informational text and vocabulary. Once at this report, you may select the student's name, all students in the cell, or the goal name to retrieve a list of **DesCartes: A Continuum of Learning™** that corresponds to the student's goal RIT range or all RIT ranges for the goal.

Once you have your instructional groups, it is easy to use **DesCartes: A Continuum of Learning** for a list of appropriate standards for each RIT range. **The DesCartes Continuum** breaks skills and concepts into three categories based on RIT bands to include: Skills and Concepts to Enhance (73% Probability), Skills and Concepts to Develop (50% Probability) and Skills and Concepts to Introduce (27% Probability). This visual breakdown helps educators plan for the level of support when introducing skills and concepts, guided practice (develop) and independent practice (enhance).

Once you have your plans made for instruction, it helps to conference with students so they know their strengths and are active participants in what they need to work on. Even lower elementary students should know what their RIT target is for testing and can graph their progress from Fall, to Winter, to Spring.

When students have completed more than one test window, the **Student Progress Report** (displayed below) is a useful visual aid to see progress over time. This report graphs student RIT, District Grade Level RIT and National Norm Level Mean RIT to allow for comparisons. In addition to the graph there is a chart containing the same information over time in addition to the RIT, Standard Deviation/ level of error, RIT Growth, Growth Projection and Percentile Range. The Student Report can be a great tool when discussing student progress with parents.



## Brooke's Corner

### LSSU System of Support

Welcome to the 2022-2023 School Year. The last few years have felt like an eternity but I am so excited for this new year to start. It is feeling a little like school as we once knew it. As we begin the year, I am having all of the butterflies of fresh starts and hope for what the year will hold. I want to restate that our motto here at LSSU CSO is, 'Support to Success'. We recognize that you do important and immense amounts of hard work each and every day for the betterment of your schools.

The System of Support (SOS) first enacted in 2021-22 is meant to be a partnership between us, as your authorizer, and academies who may benefit from more of our time and resources so that they may grow to be their very best. It allows us to partner with districts in the areas of Finance, Governance & Compliance, Academics and Instruction, and Whole Child, in focused ways that will help lead to student success. This SOS in is NO way evaluative. We have seen some great successes over the last year with this program with the greatest impact being in districts that embraced and grew relationships between the two entities. As we begin to collect the data for this year, and identify schools that we will be focusing our work efforts in supporting, please know that we are ALWAYS willing to develop these relationships with all our academies, not just our Tier 2 and 3's. We are looking forward to work with you to improve student outcomes.

Brooke Maciag, School Support Specialist

### FINANCE CORNER

**Sept. 30**  
2023 First Quarter  
Financial Statements

**Sept. 30**  
1st Quarter Budget  
Amendment

**November 1**  
Financial Audit due

**November 1**  
Financial Audit Letter to  
those Charged with  
Governance

**November 1**  
FID Submission



### Irene Miller

I was just spellbound listening to Irene Miller speak about her life and experience with escaping the horrors of the Holocaust. On September 12th, 2022, tears and sniffles could be seen and heard throughout the LSSU Arts Center as attendees heard a first hand account of Ms. Miller's life during this horrific time in history. We learned about her losing many of her family members, of her journey to Siberia in the cold and with little to eat, to living in orphanages. What will stay with me, however, is not the description of the atrocities that occurred but rather Ms. Miller's message of resilience and hope and why she travels and speaks to a variety of audiences. We all have a responsibility to make the world a better place and to positively impact society. Each and every day we have multiple opportunities to commit acts of kindness, to speak out against injustice, to be kind, and to exercise our right to vote. Ms. Miller advocated several times about the importance of voting and using our voice. One powerful moment was when a German immigrant stood up and thanked Ms. Miller for telling her story and for providing an explanation for how a nation was essentially brainwashed one step at a time to act out against Jewish peoples. Ms. Miller stated that we are responsible for our own actions, not the actions of our ancestors. If you would like to learn more about Irene Miller, she has written a book entitled, "Into No Man's Land." I'm looking forward to reading my copy.

Submitted: Julie Buchholtz

A black and white portrait of Irene Miller, a woman with dark, wavy hair, smiling slightly. The portrait is set against a light background with some floral elements.

**IRENE MILLER, HOLOCAUST SURVIVOR**  
Ms. Miller will be speaking about her survival journey and how it has impacted her life and outlook on society and the world; she promotes tolerance, and diversity.

**SEPTEMBER 12, 7PM - OPEN TO THE PUBLIC**  
**SEPTEMBER 13, 10AM - EUPISD STUDENTS**

LSSU Arts Center  
650 West Easterday Ave., Sault Ste Marie  
For questions, call Bayliss Library: 906-632-9331  
Brought to you by  
• Bayliss Public Library • Chippewa County Community Foundation •  
• Rotary Club of Sault Ste. Marie, Michigan • Chippewa County  
Sunrise Rotary • LSSU Arts Center • Eastern Upper Peninsula  
Intermediate School District •

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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.*

## BROCCOLI AND BEEF CALZONE

- 1 LB GROUND BEEF OR GROUND CHICKEN
- 1—10 OUNCE PACKAGE OF FROZEN CHOPPED BROCCOLI, THAWED, DRAINED
- 1 CUP SHREDDED MOZZARELLA CHEESE
- 1/2 CUP CHOPPED ONION
- 1/2 CUP SOUR CREAM
- 1/4 TSP EACH OF SALT AND PEPPER
- 2 - 8 COUNT CANS OF REFRIGERATED CRESCENT ROLLS
- 1 EGG BEATEN



## INSTRUCTIONS

1. PREHEAT THE OVEN TO 375.
2. BROWN THE GROUND BEEF IN A SKILLET, STIRRING UNTIL CRUMBLY, THEN DRAIN.
3. STIR IN THE BROCCOLI, CHEESE, ONION, SOUR CREAM, SALT AND PEPPER. SIMMER TEN MINUTES., STIRRING OCCASIONALLY.
4. SEPARATE ONE CAN OF THE ROLL DOUGH INTO TWO LONG RECTANGLES. ARRANGE THE RECTANGLES ON AN UNGREASED 11 BY 17 INCH BAKING SHEET, OVERLAPPING THE LONG SIDES 1/2 INCH. SEAL THE EDGE AND PERFORATIONS. PRESS INTO A 7 X 13 RECTANGLE. SPOON HALF THE BEEF MIXTURE IN A 3 INCH STRIP DOWN THE CENTER OF THE RECTANGLE AND FOLD THE SIDES TO ENCLOSE THE FILLING. SEAL THE EDGE AND ENDS. REPEAT THE PROCESS WITH THE REMAINING DOUGH. BRUSH WITH THE EGG. BAKE FOR 18 - 22 MINUTES OR UNTIL GOLDEN BROWN.  
CALORIES: 378, FAT: 22G, SODIUM: 612 MG, DIETARY FIBER: 2 G

SUBMITTED BY JULIE BUCHHOLTZ