

# MICIP Portfolio Report

## Carman-Ainsworth Community Schools

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### Goals Included

#### Active

- ELA District Goal
  - Improve NWEA/STAR proficiency
  - Whole Child District Goal
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### Buildings Included

#### Open-Active

- C-A Alternative Ed/Atlantis
  - Carman-Ainsworth High School
  - Carman-Ainsworth Middle School
  - Dye Elementary
  - Genesee Early College
  - Gladys Dillon Elementary
  - Mott Middle College
  - Randels Elementary
  - Rankin Elementary
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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Carman-Ainsworth Community Schools

### ELA District Goal

*Status:* ACTIVE

*Statement:* Interim (2024) Increase students scoring at or above norm mean RIT by 10%.  
End (2027) 65% of students will score at or above norm mean RIT.

*Created Date:* 06/27/2022

*Target Completion Date:* 06/30/2027

*Data Set Name:* Reading Proficiency

Name	Data Source
NWEA 2022 Growth Data - Fall to Spring	Acadience
NWEA 2022 Growth Data - Elementary	Acadience
NWEA 2022 Growth Data - Spring to Spring	Acadience
Dillon 5 Whys	Acadience
5 Whys - Dye Elementary	Acadience
MMC/GEC-PSAT and SAT Trend Data 2018 - 2023	MiSchoolData
Carman-Ainsworth Community Schools K-12 Data by Building	MiSchoolData
Carman-Ainsworth Percent Proficient K-12 Data	MiSchoolData
Carman-Ainsworth MStep/PSAT/SAT Data	MiSchoolData

*Data Story Name:* Reading Proficiency

*Initial Data Analysis:* For elementary students the lowest performing areas are foundational skills and informational text.

At the middle school level students lowest performing area is in informational text: key ideas and details.

Students at the high school are performing lowest in the area of informational text.

*Initial Initiative Inventory and Analysis:* Mott Middle College - The focus on reading intervention in the 9th grade allowed us to add a second hour of ENG I that is Literature based. This focus on literature tiers and transitions into 10th grade where reading is dissected and broken down through analysis. 9th, 10th, and 11th grade are participating in

a reading competition at Mott Community College put on by the MCC Library. (our students are leading with over 12,000 pages read, starting in January). Teachers are given opportunity to attend pd specific to ELA and whole child.

Atlantis piloted a Test Prep Reading Intervention class in Gradpoint and gave it to every student who needed an elective credit. This began second semester, so we will evaluate results at the end of the school year. Teachers will encourage students to work on the class to ensure fidelity. We expect that if students complete the course with integrity, reading scores will improve.

At Carman-Ainsworth High School The structure of Reading Interventions were changed this year. Instead of teachers getting any student with low NWEA scores, the teachers are taking students from their own classes with low NWEA scores so they can work with students on class related material. In addition, we have a Language Arts Lab as a class for 9th and 10 graders that are extremely below grade level.

At Carman-Ainsworth Middle School, the addition of a reading interventionist as well as using ACE Method as a Tier I Intervention we are seeing growth in reading. Additionally, we have continued to strengthen our reading and writing lab classes which has contributed to our success as well. Despite all of the growth we have seen, there is still a need for further improvement.

Dye Elementary used methods such as 2 Instructional learning cycles (ILC) in the area of reading specifically our lowest goal area for each grade level, primary spelling inventory given three times a year, Title I Reading Interventions, small group targeted reading instruction - minimum 4 days a week, Orton-Gillingham phonics , Lexia Core 5 supplemental reading program - minimum 3 days a week.

Dillon Elementary used methods such as 2 Instructional learning cycles in the area of reading specifically our lowest goal area for each grade level, primary spelling inventory given three times a year, data analysis on class composite to choose word study / spelling pattern focus for instruction, Title I Reading Interventions, small group targeted reading instruction - minimum 4 days a week, Daily 5 reading workshop rotations , Lexia Core 5 supplemental reading program - minimum 3 days a week

Randels Elementary had one instructional learning cycle in the area of reading specifically our lowest goal area for each grade level according to the NWEA, primary spelling inventory given two times a year, Title I, reading Interventions, small group targeted reading instruction - minimum 4 days a week, Lexia Core 5 supplemental reading program - minimum 3 days a week, IRIP KP-3rd grade (Small group/one-to-one instruction)

Rankin Elementary has had a goal of improving reading comprehension for several years now. When we looked at our NWEA data, we found that Informational Text has not been a strength at any grade level for the last 2 years. We plan to focus more directly on expository text moving forward. The current initiatives are Readers Workshop - all teachers/student engagement/coach training and support available, guided reading including recording strategy taught/all teachers/differentiated teaching and scaffolding/coach training and support available, student engagement - all teachers/increase achievement/visible learning to drive instruction/coach training and support available, Literacy Essentials - all teachers/best practices to increase achievement/coach training and support available, formative assessment - all teachers/provide effective feedback to drive instruction and increase achievement/coach training and support available, reading interventions - Title I tutors and

interventionist/improve reading skills and strategies for struggling readers to improve achievement/Title I provided PD, direct instruction (text-dependent questions and QAR) - all teachers/improve reading comprehension/coach training and support available, Lexia - all teachers and students/personalized instruction to improve reading skills/Lexia and coach training provided

**Gap Analysis:** Mott Middle College - At this time we have seen a 2% growth in our 9th grade readers who initial scores in reading and Math were low. It was our goal by mid-term to show 5% more students showing grade level growth in reading. We are in the process of reflection due to the data findings and have entered the students in a Mott Community College reading competition to help increase exposure and inclusion of reading.

Atlantis - Currently only around 30% of students are completing ELA courses and meeting their NWEA Growth Goal. We want to see at least 70% for the NWEA, and 70% for ELA Course Completion.

RIT SCORES Winter 2022

Grade 9: 206.9 (221 national norm) -14.1 Grade 10: 220.2 (223 national norm) -2.8 Grade 11: 197.9 (225 national norm) -27.1 Grade 12: 231 (224 national norm) +7

Carman-Ainsworth High School - Almost half of the students are scoring below average in reading. We would like at least 75% to be at or above average. Students fall further and further below grade level RIT score as they move forward in school.

Winter 2022 NWEA Reading Data

9th: -3.9 below grade level mean RIT  
46.2% at or above grade level mean RIT  
57% considered average or above

10th: -4.8 below grade level mean RIT  
41.8% at or above grade level mean RIT  
56% considered average or above

11th: -5.1 below grade level mean RIT  
37.5% at or above grade level mean RIT  
8% considered average or above

Carman-Ainsworth Middle School is performing below their desired state according to our NWEA data. On the average 32% of our students are at or above grade level in reading. We would like to see 60% of our students performing at grade level on NWEA.

Winter 2022 NWEA Reading Data

6th grade: 206.8 (213.81 national norm) -7.01  
7th grade: 209.1 (217.09 national norm) -7.99  
8th grade: 211.6 (220.52 national norm) -8.92

6th grade: 37% of students are at or above grade level  
7th grade: 29% of students are at or above grade level  
8th grade: 30% of students are at or above grade level

Dye - Our current reality based on our NWEA scores is below our desired state:

Fall 2021 to Winter 2022 showed a gap of:

+4.93 for kindergarten (-7.05 compared to winter 2021 norm)+12.76 for first grade (-2.29 compared to winter 2021 norm) +6.13 for second grade (-15.37 compared to winter 2021 norm) +8.83 for third grade (-11.17 compared to winter 2021 norm) +5.1 for fourth grade

(-9.1 compared to winter norm) +5.9 for fifth grade (-6.62 compared to winter norm)  
Dillon Elementary - We are performing below the desired state based upon our NWEA scores but our students are showing growth in the area of reading. Our goal is to have our MEAN RIT growth within 3 points of the growth norm for each grade level from Fall to Spring.

Dillon Fall 2021 MEAN RIT -

Kindergarten Mean RIT was 134.3 (Grade level norm is 136.65) We were 2.35 points below the norm. 1st Grade MEAN RIT was 149.5 (Grade level norm is 155.93) We were 6.4 points below the norm. 2nd Grade MEAN RIT was 161.8 (Grade level norm is 172.35) We were 10.55 points below the norm. 3rd Grade MEAN RIT was 176.7 (Grade level norm is 186.62) We were 9.92 below the norm.

Fall 2021 to Winter 2022 Growth

Kindergarten grew 6.3 RIT points to 140.6 (Winter Norm is 146.28) 1st Grade grew 9 RIT points to 158.5 (Winter Norm is 165.85) 2nd Grade grew 3.8 RIT points to 165.6 (Winter Norm is 181.2) 3rd Grade grew 8.3 RIT points to 185 (Winter Norm is 193.9)

Randels Elementary -

Randels Fall 2021 MEAN RIT -

Kindergarten Mean RIT was 137.3 (Grade level norm is 136.65) We were 0.65 points above the norm. 1st Grade MEAN RIT was 153.2 (Grade level norm is 155.93) We were 2.73 points below the norm. 2nd Grade MEAN RIT was 162.2 (Grade level norm is 172.35) We were 10.15 points below the norm. 3rd Grade MEAN RIT was 179.4 (Grade level norm is 186.62) We were 7.22 below the norm. 4th Grade MEAN RIT was 189.8 (Grade level norm is 196.67) We were 6.87 below the norm. 5th Grade MEAN RIT was 193.7 (Grade level norm is 204.48) We were 10.78 below the norm.

Randels Winter 2022 MEAN RIT -

Kindergarten Mean RIT was 145.7 (Grade level norm is 146.28) We were 0.58 points below the norm. 1st Grade MEAN RIT was 160 (Grade level norm is 165.8) We were 5.8 points below the norm. 2nd Grade MEAN RIT was 169.1 (Grade level norm is 181.2) We were 12.1 points below the norm. 3rd Grade MEAN RIT was 185.7 (Grade level norm is 193.9) We were 8.2 below the norm. 4th Grade MEAN RIT was 196.3 (Grade level norm is 202.5) We were 6.2 below the norm. 5th Grade MEAN RIT was 196.8 (Grade level norm is 209.2) We were 12.32 below the norm.

Fall 2021 to Winter 2022 Growth

Kindergarten grew 8.4 RIT points to 145.7 (Winter Norm is 146.28) 1st Grade grew 6.8 RIT points to 160 (Winter Norm is 165.85) 2nd Grade grew 6.9 RIT points to 169.1 (Winter Norm is 181.2) 3rd Grade grew 6.3 RIT points to 185.7 (Winter Norm is 193.9) 4th Grade grew 6.5 RIT points to 196.3 (Winter Norm is 202.5) 5th Grade grew 3.1 RIT points to 196.8 (Winter Norm is 209.12)

Rankin Elementary - We are performing below our desired state according to NWEA. Our goal is to have 60% of students meet growth projection. We are currently at 54%.

Fall - Winter 21-22: 54% of students met growth projection in reading (+16% from last year)

Fall - Winter 20-21: 38% of students met growth projection in reading

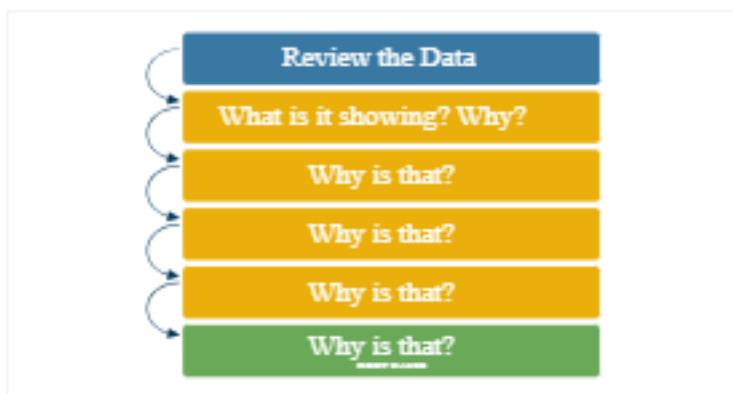
*District Data Story Summary:* Elementary (Gladys Dillon, Dye, Rankin, Randels) - Overall many of our elementary students performed below the norm in the subject of reading. The

lowest performing goals areas across the elementary grades are foundational skills and informational text. The elementary buildings use Wonders curriculum. We also use guided reading to scaffold and address the gaps. We have interventions such as LLI, ACRI, ELI, KELI, PA, Road to the Code, and CRI for students at risk of underperforming in the subject of reading. We also have ongoing professional development training in Orton-Gillingham, Jan Richardson Guided Reading, and LETRS (the science of reading).

Secondary (Carman-Ainsworth High School, Carman-Ainsworth Middle School, Genesee Early College, Mott Middle College)- Many students are underperforming in the area of reading. There are specific gaps in the area of informational text. Students lack the skills to identify key ideas and details. These gaps are evident across all cohorts and demographics. However, data shows that students who are participating in small group reading instruction have shown a significant improvement in their growth according to NWEA.

### Analysis:

#### Root Cause



#### Five Whys

- Why: Atlantis Root Cause - Gradpoint doesn't do much to lift struggling students. We need additional interventions for these students, who comprise most of our population. We discovered that:  
Our students typically enroll on average one and a half semesters behind. They have not historically passed ELA classes, and many have major truancy issues. Once they come to Atlantis, virtual students have a lack of accountability from home. Students are testing lower than the national average by a significant percentage. Most have experienced a long history of missing instructional time, including interventions that may have been in place. Our 11th grade population performing the worst is not surprising, since they are the grade level most affected by the era of pandemic schooling. Parents are not encouraging their children to attend school as frequently as pre-pandemic because they have become accustomed to the model of students learning from home. Atlantis needs to communicate a clear and consistent attendance policy to families, and ask for their support in encouraging regular attendance.
- Carman-Ainsworth High School Root Cause - Despite offering virtual and hybrid classes student participation was extremely low. Fear of the pandemic and other mental health issues caused students to make learning not a priority. Teachers found it difficult to move instruction forward and obtain growth.
- Carman-Ainsworth Middle School Root Cause- CAMS students were in grades 4th-6th

during our online instruction due to Covid. Teaching reading skills and strategies virtually for a population of students who were already behind in reading only compounded problems. Many students didn't get the direction instruction they needed or were not fully participating in instruction. We need to:

Update our pacing guides and curriculum to better address the needs our students in the area of informational text  
 Implement the StudySync units that focus on informational text  
 Use the Lexia program to supplement instruction and support students who need intervention support in reading  
 Focus on informational text in our small group reading instruction with our interventionist and in our reading lab classes  
 Use the ACE method in our Core classes to help students identify key ideas and details informational text  
 Dye Elementary Root Cause - Lower EI: Our ELA curriculum and pacing do not address the needs of our students in the area of foundational skills. Upper EI: Our ELA curriculum and pacing do not address the needs of our students in the area of Informational Text.  
 We need to:

- Look at pacing guides of curriculum by unit to identify the specific needs for each grade level
- Supplement Wonders word study with OG
- Refresher/initial training for OG
- Cross-Curricular alignment for informational text

Dillon Elementary Root Cause - Our current ELA curriculum and pacing do not address the needs of our students in the area of foundational skills. Our current ELA curriculum and pacing do not address the needs of our students in the area of informational text.  
 We need to:

- Look at pacing guides of curriculum by unit to identify the specific needs for each grade level
- Supplement Wonders word study with Orton-Gillingham
- Refresher/Initial training for Orton-Gillingham
- Cross-Curricular alignment for informational text
- ILC Cycles
- More intentional small group time spent on informational text

Rankin Elementary Root Cause - Our current ELA curriculum and pacing do not address the needs of our students in the area of foundational skills. Our current ELA curriculum and pacing do not address the needs of our students in the area of informational text.  
 We need to:

Look at pacing guides of curriculum by unit to identify the specific needs for each grade level  
 Supplement Wonders word study with OG  
 Refresher/initial training for OG  
 Cross-Curricular alignment for informational text  
 Consistent time allocated for science and social studies  
 Word study with science and social studies vocabulary  
 Intentional direct instruction of informational comprehension/craft and structure/integration of knowledge and ideas (Standard RI.7-9)  
 Guided reading focus on expository text

Randels Elementary Root Cause - Our current ELA curriculum and pacing do not address the needs of our students in the area of foundational skills. Our current ELA curriculum



and pacing do not address the needs of our students in the area of informational text.

We need to:

- Look at pacing guides of curriculum by unit to identify the specific needs for each grade level
- Supplement Wonders word study with Orton-Gillingham for those who are trained
- Refresher/Initial training for Orton-Gillingham for those who are interested
- ILC Cycles
- More intentional small group time spent on informational text
- Intentional direct instruction of informational comprehension/craft and structure (RI. 4-6)/integration of knowledge and ideas (Standard RI.7-9)/These standards are included in our curriculum, but found outside the core curriculum.

*Challenge Statement:* If we insure all staff are equitably trained in understanding students' developmental stages of foundational skills and navigating texts and are held accountable for implementing the best teaching practices learned, the students will have the necessary skills to successfully engage in reading.

If we increase opportunities for the application of real world reading concepts through integration across curriculums, as well as plan for specific targeted use of technology, then students will increase their understanding and retention of key reading concepts.

If we could provide guidance and assistance to effective resources, services, and technology for our families to address some of their skills at home or their communities, then students and teacher will improve their engagement and performance for academic learning.















Activity	Owner	Start Date	Due Date	Status
<p>provided to students in grades K-12. Students may receive support in all core subject areas, as well as social-emotional learning support to attempt to decrease the learning gap students are experiencing. Individuals providing support will be selected based on qualifications and will be provided training by a content expert, i.e. Title I coaches, coordinators, teacher.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<ul style="list-style-type: none"> <li>• Transportation may be provided to before and after school tutoring sessions, as well as summer learning opportunities for students in grades K-12.</li> </ul>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<ul style="list-style-type: none"> <li>• Support for the individualized intensive tutoring taking place before, after, or during the school day, as well as within the summer learning opportunities, will be provided to the Title I Coordinators, Academic Coaches, Teachers, Tutors, and Building Principals by the Assistant Superintendent to ensure staff understand curriculum, materials and instructional best practices, and student needs are being met.</li> </ul>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET



Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<ul style="list-style-type: none"> <li>Supplies and curriculum materials needed to support before and after school tutoring, as well as summer learning opportunities will be available for identified students in grades K-12. These supplies may include curriculum supported materials, supplies, software, etc.</li> </ul>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<ul style="list-style-type: none"> <li>Transportation may be provided to before and after school tutoring sessions, as well as summer learning opportunities for students in grades K-12.</li> </ul>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<ul style="list-style-type: none"> <li>Support will be provided to the Title I Coordinators, Academic Coaches, and Building Principals by the Assistant Superintendent to the before and after school tutoring, as well as the summer learning opportunities to ensure staff understand curriculum, materials and instructional best practices, and student needs are being met.</li> </ul>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



## Improve NWEA/STAR proficiency

**Status:** ACTIVE

**Statement:** The number of students proficient in math will be 75% by Spring 2027 as shown on the NWEA/STAR assessments.

**Created Date:** 05/12/2021

**Target Completion Date:** 06/30/2027

**Data Set Name:** Assessment Data

Name	Data Source
NWEA Fall to Winter District Growth	NWEA
NWEA K-8 Fall to Winter 20-21	NWEA
Student Assessment: Student Growth	MI School Data
School Climate Survey 2020-2021	District Determined
MMC/GEC-PSAT	MiSchoolData
Carman-Ainsworth Community Schools K-12 MStep/PSAT/SAT Data	MiSchoolData
Carman-Ainsworth Community Schools MStep/PSAT/SAT District Data	MiSchoolData
Carman-Ainsworth 3-12 Proficiency Data	MiSchoolData

**Data Story Name:** Improved Mathematics Proficiency

**Initial Data Analysis:** For elementary students the lowest performing areas is Operations and Algebraic Thinking which includes fluency, number sense, addition and subtraction, word problems, multiplication and division. At the middle school grades students showed inconsistent growth between grade levels and within the same grade level. However, students in Math Lab intervention had greater success in meeting or exceeding their growth goals. Overall, students at the high school level grew from Fall to Fall. However, we noticed a bigger gap between where they are supposed to be and where they actually are in 9th grade as opposed to 11th grade where our gap is smaller. Students' chronic absenteeism, poor behavior decisions, and lack of academic skills have negatively impacted their course completion. Students with non-supportive or difficult home lives struggle to be successful at navigating the expectations of a positive school day/environment.

**Initial Initiative Inventory and Analysis:** CAHS: Office hours for Wednesdays, Test retakes.

Math tutoring

CAMS: Big Ideas curriculum, ALEKS, an intervention program that's been utilized by our Math Lab with extra licenses being distributed among all seventh grade students and Algebra students.

Through our use of ALEKS reports, coaching cycles, SRSS and PPSC data, administrative walk-throughs, and viewing of Google Classrooms we have been able to measure student growth and implementation.

Big Ideas is a new curriculum that allows for differentiation. However, teachers are still participating in professional development and have not utilized this feature consistently yet.

MMC: Tutoring by Zoom, phone and text, Tutoring lab, Unlimited additional time for assignments, Materials from multiple sources including Canvas, Text, Teachers pay Teachers, math websites, teacher authored assignments, and quizzes, Office hours, Class notes, Class Videos, Additional instructional videos, Additional notes from multiple web-based sources, Multiple attempts permitted on tests/quizzes, Canvas slides and Algebra Nation

Atlantis Alternative Program Personal curriculum to address students' needs and improve their performance towards a successful graduation. The mentor-Teachers create a candid and positive relationship to learn about student's needs. This permits them to review and modify students' courses to improve engagement and performance without compromising integrity and rigor for the student's learning. Weekly Face-to-Face (F2F)/ZOOM/Phone meetings with students

Elementary:

We began implementing number talks in place of warm-ups for Everyday Math

We are piloting Arrive to offer tier two interventions

We utilize TOMMI as a tier 2 intervention, and the Bridges Intervention was implemented this year with students who receive a tier 2 math intervention.

Students are developing different strategies to problem solve

Math talk professional development will be offered during PLC by our math coach

Some classrooms are using MobyMax for supplemental fact fluency practice.

We surveyed teachers, and teachers would like to receive Math Recovery training from our district math coach during PLC.

*Gap Analysis:* CAHS: We cannot control the levels of the students before they come to the building, but we would like to see all of our students proficient in mathematics. Also, we would like to see a higher number of students able to take higher-end math classes.

Ideally, we would like to get enough time to collaborate with our middle school teachers.

How can we connect with them to make the transition smoother and more effective? What practices are they using and how can we work together to close the gap?

CAMS:

Our current reality based on our NWEA scores is below our desired state.

Fall 2019 to Fall 2020 showed a gap of -5 for 6th grade, -4.8 for 7th grade, and +1.7 for 8th grade

Fall 2020 to Winter 2021 showed a gap of -1 for 6th grade, -1.1 for 7th grade, and -1.8 for 8th grade

### Atlantis Alternative Program

Our students, on average, are one to four grade-levels below their respective grade level in performance.

Our students enroll, on average, 1.5-3.0 credits (half- to a full-semester behind expected graduation) behind in their state-defined cohort.

Summative test data results used from CAHS and CAMS to determine GLE-gap.

DYE:

\*Our current reality based on our NWEA scores is below our desired state.

Fall 2019 to fall 2020:

Kindergarten showed a gap of +12.3 (+4.14 compared to fall 2020 norm)

First showed +5.7 (-3.75 compared to fall 2020 norm)

Second showed -10.2 (-10.84 compared to fall 2020 norm)

Third showed -0.8 (-9.38 compared to fall 2020 norm)

Fourth showed -1.8 (-10.45 compared to fall 2020 norm)

Fifth grade showed -2.2 (-12.53 compared to fall 2020 norm)



Fall 2020 to Winter 2021 showed a gap of +9.2 for kindergarten (+2.77 compared to winter 2021 norm), +7.8 for first grade (-6.08 compared to winter 2021 norm), +7.2 for second grade (-12.67 compared to winter 2021 norm), +5.7 for third grade (-11.43 compared to winter 2021 norm), +5.4 for fourth grade (-11.55 compared to winter norm), +4.5 for fifth grade (-14.06 compared to winter norm).

Dillon -

Kindergarten Fall 2020 Mean RIT was 143.3 (Grade level norm is 139.6) We were 3.7 above the norm.

1st Grade Fall 2020 MEAN RIT was 155.1 (Grade level norm is 160) We were 4.9 below the norm.

2nd Grade Fall 2020 MEAN RIT was 166.1 (Grade level norm is 175) We were 8.9 below the norm.

3rd Grade Fall 2020 MEAN RIT was 177.9 (Grade level norm is 188.5) We were 10.6 below the norm.

Growth from Fall 2020 to Winter 2021

Kindergarten grew 10 RIT points to 153 (Winter Norm is 150) We are now 3 above the norm.

1st grew 7.3 RIT points to 162.4 (Winter Norm is 170.2) We are now 7.8 below the norm.

2nd grew 7.6 RIT points to 173.7 (Winter Norm is 184.1) We are now 10.4 below the norm.

3rd grew 5.8 RIT points to 183.7 (Winter Norm is 196) We are now 12.3 below the norm.

Rankin NWEA Analysis:

Fall 2020 -21 NWEA: All grades (other than 1st) have Operations and Algebraic Thinking as the lowest goal area. This is our area of focus for school improvement.

Fall 2019 -20 NWEA: There was not a significant area of weakness within the math goal areas.

Fall 2019 to Fall 2020 comparison to Norm Mean RIT: Students have become further away from the Norm Mean RIT (negatively)

K: -6.3 to 5.8

1: +1.8 to -1.7

2: +8 to -2.6 (test no longer read aloud)

3: +1 to -0.6

4: -.5 to -8.1

5: +.4 to -5.6

Fall to Winter 2020 - 2021 growth: All grades had negative growth

K: -2.8 (+3 from norm)

1: -2.2 (-3.9 from norm)

2: -3.5 (-6.1 from norm)

3: -2.9 (-3.5 from norm)

4: -2.3 (-10.4 from norm)

5: -1.8 (-7.4 from norm)

Winter 2020 - Winter 2021 Comparison:

K: +6.8 (+3 from norm)

1: -6.7 (-3.9 from norm)

2: -16.1 (-6.1 from norm)

3: -5.3 (-3.5 from norm)

4: -8.5 (-10.4 from norm)

5: -5.2 (-7.4 from norm)

Rankin continues to score above the district norm, but the amount decreased this year.  
Winter 19-20 to Winter 20 - 21:

K: +0.7 to -0.3

1: +5.8 to +1.9

2: +7.9 to +4.3

3: +8 to +5.9

4: +3.3 to +0.6

5: +5.3 to +3.1

Randels: Fall 2020 to Winter 2021 NWEA lowest goal areas are Operations and Algebraic Thinking and Geometry.

Kindergarten Fall 2020 Mean RIT was 145.0 (Grade level norm is 139.6) We were 5.4 above the norm.

1st Grade Fall 2020 MEAN RIT was 159.6 (Grade level norm is 160) We were 0.4 below the norm.

2nd Grade Fall 2020 MEAN RIT was 168.4 (Grade level norm is 175) We were 6.6 below the norm.

3rd Grade Fall 2020 MEAN RIT was 183.8 (Grade level norm is 188.5) We were 4.7 below the norm.

4th Grade Fall 2020 MEAN RIT was 192.1 (Grade level norm is 199.5) We were 7.4 below the norm.

5th Grade Fall 2020 MEAN RIT was 201.4 (Grade level norm is 209.1) We were 7.7 below the norm.

Growth from Fall 2020 to Winter 2021

Kindergarten grew 9.4 RIT points to 154.4 (Winter Norm is 150.1) We are now 4.3 above the norm.

1st grew 6.2 RIT points to 165.8 (Winter Norm is 170.2) We are now 4.4 below the norm.

2nd grew 5.1 RIT points to 173.5 (Winter Norm is 184.1) We are now 10.6 below the norm.

3rd grew 3.6 RIT points to 187.4 (Winter Norm is 196) We are now 8.8 below the norm.

4th grew 3.1 RIT points to 195.2 (Winter Norm is 206.1) We are now 10.9 below the norm.

5th grew 3.8 RIT points to 205.2 (Winter Norm is 214.7) We are now 9.5 below the norm.

Fall 2019-Winter 2020 NWEA lowest goal areas were Geometry and Measurement & Data.

Growth from Fall 2019 to Winter 2020

K: +12.5 (-2.63 from norm)

1: +13.9 (-4.5 from norm)

2: +8 (+2.8 from norm)

3: +7.6 (-7.8 from norm)

4: +3.9 (-5.4 from norm)

5: +2.7 (-6.4 from norm)

At MMC we use the STAR Math to assess students grade level and track growth.

Avg. grade equivalent for MMC students is 8.5. Projected goal is 10.2

35% of MMC students scored at/above the 50 percentile rank

65% of MMC students scored below the 50 percentile rank

22.6% of students at MMC are predicted to make grade level benchmark. The suggested bench mark is at 80% of students will reach grade level.

60% of 9th grade students, on the % benchmark distribution scale, are scoring “on watch”, “intervention”, or “urgent intervention”

53% of 10th grade students, on the % benchmark distribution scale, are scoring “on watch”, “intervention”, or “urgent intervention”

57% of 11th grade students, on the % benchmark distribution scale, are scoring “on watch”, “intervention”, or “urgent intervention”

50% of 12th grade students, on the % benchmark distribution scale, are scoring “on watch”, “intervention”, or “urgent intervention”

53.6% of MMC students are not proficient in math. State projection are at 5% of students across the state. 48.6% above state avg.

23.8% of MMC students are partially proficient in math. State projection are at 15% of students across the state. 8.8% above the state avg.

15.7% of MMC students are proficient in math. State projection are at 60% of students across the state. 44.3% below state avg.

6.9% of MMC students are advanced in math. State projection are at 20% of students across the state. 13.1% below state avg.

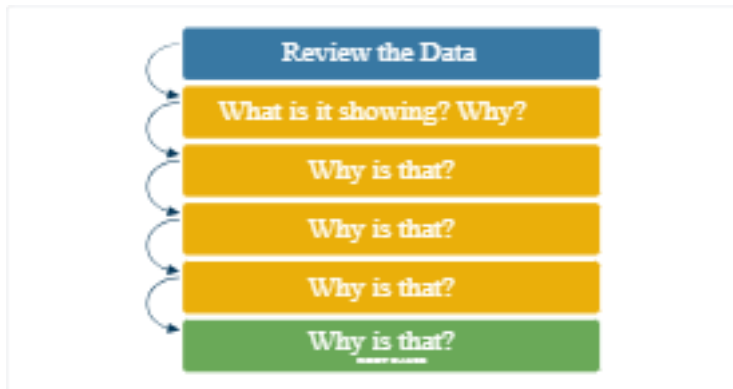
*District Data Story Summary:* Elementary - Overall many of the elementary students performed below the norm in the subject of math. The lowest performing goal area across the elementary grades is Operations and Algebraic Thinking. Kindergarten in all buildings performed above the norm but then the grade levels gradually declined below the norm. This school year we looked at the priority standards to focus on first. The elementary buildings use Everyday Math curriculum. We use number talks daily to increase number sense understanding. We have math interventions such as Bridges and TOMMI for the students at risk of underperforming in the subject of math. We have our intervention students receiving services on their at home days so they do not miss classroom instruction. However, some students may not attend regularly which impacts their ability to

close the learning gap.

Secondary - Many students are underperforming in the area of math at the secondary level. There are gaps in proficiency across all cohorts and demographics. Data shows that students at the middle school using the ALEKS curriculum are meeting or exceeding goals at a greater rate than students who are not in those interventions. The learning gap decreases as students navigate through the Michigan Merit Curriculum.

### Analysis:

#### Root Cause



#### Five Whys

- Why: Students do not have a solid understanding of number sense.  
Teachers may not have a solid understanding of student's developmental constructs in the subject of math.  
Teachers have not had consistent in - depth training in the area of math and student's developmental math stages. This is not just in our district it goes as far back as college teacher training.  
There has been an abundance of PD in the area of reading over the years. The PD we received in math was specific to our math curriculum and how to implement it.

We need to provide ongoing math training for our staff to better understand student's developmental stages in the area of math.

Survey our teachers to gage their current understanding and comfort level in the subject of math.

Analyze the survey results to plan our PD and training needs.

Cathy Melody can come to our district and provide further math training.

Develop a plan to utilize Math Recovery trained teachers

Ideally Math Recovery trained teachers would be able to provide intervention support for students outside of their teaching day.

Math coaches specialized in math who can support in buildings (maybe even as a 6th hour)

Revisiting our math curriculum and looking at other possible curriculums to address



these challenges.

Ensuring that we have enough manipulatives for all individual students in each classroom.

Who is responsible? Instructional coach, Continuous Improvement Team, Teachers, Interventionists, Families

Timeframe: Spring 2021 Survey and Analyze, Summer 2021 Plan possible PD / training for upcoming school year

Fall 2021 – begin ongoing math training

2021-2022 piloting math curriculums

*Challenge Statement:* If we ensure all staff are equitably trained in understanding students developmental stages of math constructs and are held accountable for implementing the best teaching practices learned, students will have the necessary skills to successfully engage in mathematics.

If we increase opportunities for the application of real world mathematical concepts by integration across curriculums, as well as plan for specific targeted use of technology, then students will increase their understanding and retention of key mathematical concepts.

If we could provide guidance and assistance to effective resources, services and technology for our families to address some of their struggles at home or in their communities then students and teachers will improve their engagement and performance towards academic learning.









**(5/8): Instructional Coaching/Consulting for Mathematics**

**Owner:** Cathy McGilvery

**Start Date:** 07/19/2021

**Due Date:** 06/30/2025

**Summary:** "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

**Buildings**

- Carman-Ainsworth High School
- Carman-Ainsworth Middle School
- Dye Elementary
- Gladys Dillon Elementary
- Randels Elementary
- Rankin Elementary

**Total Budget:** \$400,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |   |
|--|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Presentations</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|---|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional Teacher Coaching	Gina Ryan	07/19/2021	06/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(6/8): SuccessMaker®**

**Owner:** Gina Ryan

**Start Date:** 10/25/2023

**Due Date:** 06/30/2027

**Summary:** SuccessMaker® is a set of computer-based courses designed to supplement regular K–8 reading instruction. The program aims to improve skills in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, concepts of print, grammar, and spelling. The software adapts instruction to match students’ skill level and progress. “Foundations” courses contain basic skill building exercises, while “Exploreware” courses focus on reading and writing activities aimed at building higher level analytical skills. The program analyzes students’ progress and assigns specific segments of the lesson, introducing new skills as they become appropriate. As the student progresses, an algorithm calculates the probability of the student answering the next exercise correctly, which determines the next steps of the lesson.

**Buildings**

- Dye Elementary
- Gladys Dillon Elementary
- Randels Elementary
- Rankin Elementary

**Total Budget:** \$30,000.00

- General Fund (Other)

**Communication:**

**Method**

- Presentations

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
SuccessMaker Computer Progam	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/8): 23g Expanded Learning Time**

**Owner:** Gina Ryan

**Start Date:** 10/25/2023

**Due Date:** 06/30/2027

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Total Budget:** \$30,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tutoring support before and after school, as well as summer learning opportunities will be provided to students in grades K-12. Students may receive support in all core subject areas, as well as social-emotional learning support to attempt to decrease the learning gap students are experiencing. Individuals providing support will be selected based on qualifications and will be provided training by a content expert. i.e. Title I coaches, coordinators,	Gina Ryan	10/25/2023	06/30/2027	ONTARGET



Activity	Owner	Start Date	Due Date	Status
teacher.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Transportation may be provided for students to before and after school tutoring sessions, as well as summer learning opportunities for students in grades K-12.	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplies and curriculum materials materials needed to support before and after school tutoring, as well as summer learning opportunities will be available for identified students in grades K-12. These supplies may include curriculum supported materials, field trips, supplies, software, etc.	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Support will be provided to the Title I Coordinators, Academic Coaches, and Building Principals by the Assistant Superintendent to the before and after school tutoring, as well as the summer learning opportunities to ensure staff understand curriculum, materials and instructional best practices, and student needs are being met.	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(8/8): 23g Intensive, Individualized Support**

**Owner:** Gina Ryan

**Start Date:** 10/25/2023

**Due Date:** 06/30/2027

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings:** All Active Buildings

**Total Budget:** \$20,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Intensive Tutoring Support provided by trained individuals may be provided to support students in grades K-12 who have fallen behind based on IRIP and assessment data to meet students academic, personal, and emotional needs.	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Support for the individualized intensive tutoring taking place before, after, or during the school day, as well as within the summer learning opportunities, will be	Gina Ryan	10/25/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>provided to the Title I Coordinators, Academic Coaches, Teachers, Tutors, and Building Principals by the Assistant Superintendent to ensure staff understand curriculum, materials and instructional best practices, and student needs are being met.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Transportation may be provided for students to intensive, individualized tutoring, as well as summer learning opportunities for students in grades K-12.</p>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Supplies and curriculum materials needed to support intensive, individualized tutoring before, during, and after the school day, as well as during summer learning opportunities will be available for identified students in grades K-12. These supplies may include curriculum supported materials, supplies, software, etc.</p>	Gina Ryan	10/25/2023	06/30/2027	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

## Whole Child District Goal

**Status:** ACTIVE

**Statement:** Interim (2024) We will reduce the number of referrals by 10% during the 2024 school year.

End (2027) We will reduce referrals by 25% by the 2027-2028 school year.

**Created Date:** 06/29/2022

**Target Completion Date:** 07/06/2027

**Data Set Name:** Whole Child Proficiency

Name	Data Source
School Climate Survey 2021-2022	Acadience
District Referral Data	Acadience
School Leadership Team Agenda	Acadience
District Referral Data	Acadience

**Data Story Name:** Whole Child Proficiency

**Initial Data Analysis:** For our students the number of referrals directly impacts the student academic performance.

All buildings have determined a need to reduce referrals and increase instructional time by 10% the first year and 25% at five years.

Our SWISS data shows that students struggle with behaviors the most during unstructured times such as passing time, lunch and recess.

**Initial Initiative Inventory and Analysis:** MMC: At MMC we trained all staff in “Capturing Kids Hearts” which introduced concepts to apply in our building and classrooms. Each classroom teacher developed a social contract for each hour using students in the class to develop the content in the contract. We also developed a social contract amongst the staff that was created during the training. One of our teachers developed a “Kindness Wall” where students place acts of kindness that they have done on the wall. (over 250 acts of kindness completed by student this new year). As a school we have allocated funding for PPSC (formally PBIS) to help reinforce the practice of whole child.

Atlantis: We have been striving to create a better sense of community at Atlantis this year. We’ve added the following to promote school climate.

In-person PE class  
Seasonal/holiday celebrations  
Student of the month  
Frequent classroom circles  
Classroom-level activities (CNN10, Wordle, Popcorn Day)  
We hope that by making the classroom environment more enticing and breaking up the monotony of Gradpoint students will enjoy coming to Atlantis more frequently. Our daily attendance rate has improved slightly in the new semester.

At Carman-Ainsworth High School in order to address our students' social/emotional issues (as shown in the SRSS data), many teachers have increased opportunities to have discussions relating to mental well being. Other strategies used are:

Classroom circles to build community. Communicating U of M Clinic Services (social

services and therapy). ELA books that include social emotional needs, mental health awareness, inclusivity, etc. Hands on activities, puzzles, coloring, walk-about, games, versatile structure in classroom work and incentives, and other activities that are stress free and more child-like.

At Carman-Ainsworth Middle School we have implemented several strategies to help increase instructional time for students. We have celebrated positive behavior as well as academic success. We need to continue to model and reteach expectations and strengthen our behavior supports to ensure that our behavior referrals decrease as well as create an environment of student engagement so as to decrease absences.

Rocks-building wide expectations  
After school homework support  
Blue slip behavior recognition  
Students of the week/month  
Honor roll celebrations  
Classroom circles  
Lunchtime counseling groups  
Behavior Interventionists  
Restorative circles

To support the whole child, Dye Elementary used the following strategies:

Positivity Project  
ROCKS building wide expectations  
Principal makes daily announcements which focus on the weekly character trait.  
Mindful minute  
Small groups - proactive groups with our behavior interventionist  
Peace corners / sensory bins in every classroom  
Circles  
Buddy rooms when needed  
Counselor groups  
5 Point Scale implemented schoolwide  
Restorative circles

To support the whole child, Dillon Elementary used the following strategies:

Positivity Project  
Zones of regulation  
ROCKS building wide expectations  
Morning announcements review the above each morning  
Small groups - proactive groups with our behavior interventionist  
Peace corners / sensory bins in every classroom  
Circles  
Buddy rooms when needed  
Sensory room with scheduled students for sensory breaks

To support the whole child, Randels Elementary used the following strategies:

Teachers use and teach weekly Positivity Project lessons with fidelity.  
Randels posts each character trait in all hallways.  
Teachers post each character trait in classrooms.  
Teachers will provide a peace corner within the classroom. (Common Mindful Activities/ Posters)  
Positive relationship building activities  
Principal makes daily announcements which focus on the weekly character trait.  
Teachers use classroom circles/meetings weekly to build relationships as well as problem solve.  
PBIS expectation kick-off  
PBIS celebrations  
Weekly attendance competition  
Common Expectation/Procedures (ROCKS)  
Restorative circles  
Zones of Regulation (Announcements as well)  
Sensory bins  
Buddy Rooms  
Wellness Room  
Formative Assessment Strategies Survey staff and students  
Counselor groups

To support the whole child, Rankin Elementary used the following strategies:

5 Point Scale implemented schoolwide (Zone of Regulation) - all staff/posters in all rooms/better student emotion regulation and communication  
SEL mini-initiatives through ILC (hot and cold thought language schoolwide) - all teachers and principal/better student emotion regulation and communication  
Classroom circles - all teachers/community building/preventing and restoring issues  
Calming corners - all teachers/better student emotion regulation/preventing escalation  
Sensory room - Parapro and S.E. teacher/preventative  
ROCKS schoolwide expectations (PBIS) - all staff/preventative/community building  
Lunch Crunchers (alternate recess)- paid position/preventative  
Quarterly Attendance Recognition - teachers, liaison and principal/incentive/unexcused absences have remained static

Rankin also feel that their referrals are up, so we still have a need for improvement. They have plans to add a Responsibility Room Supervisor and an additional parapro, which will open additional time in the Sensory Room. They have hired a Lunch Crunchers Monitor, so that program will now be available 5 days a week. They plan to have specific guidelines for calming corners and are considering a schoolwide SEL program.

**Gap Analysis: Atlantis:**

Our attendance averages 51% daily. We would love to improve this number to at least 70%. We have only written 2 referrals and we are happy with this data, although 0 would be ideal. Our total course completion is at 74% and we would like to see this number increase to 80%.

**Carman-Ainsworth High School:**

When looking at our current students Fall 2021 SRSS data in comparison to their Fall 2019 data, the scores have remained nearly the same. In theory, students should grow and be at less risk, however we feel the effects of Covid have caused these students to lose that period of adjustment.

**Carman-Ainsworth Middle School:**

According to our attendance and referral data we are performing below our desired stated. We would like to see a significant decrease in the amount of instructional time that students are missing due to behavior referrals and absences. Our goal is to decrease the number of students who have more than 20 absences by 25% and the number of students who have 10 or more days of suspension by 25%.

**Dillon Elementary:**

**With Quarantine Included:**

88% of Dillon students have 5 or more absences. (As of 02/24/2022)

35% of the total days absent (building wide) were marked as quarantine days.

Our highest proportion of referrals are for minor physical contact/physical aggression at 55.18%. The next highest referral area is minor disruption at 11.04%. Second grade has the highest percentage of referrals out of our KP-3rd grade building. 2nd grade has 46.15% of referrals, Kindergarten has 32.78%, 3rd grade has 15.38%, and 1st grade has 5.69% of referrals.

**Dye Elementary:**

**Current Referral Data**

August-2 September-20 October-33 November-79 December-114 January-106

**Current Attendance Data:**

86% of students have 5+ absences 22% 5-10 absences 19% 10-15 absences 45% 15+ absences

25% of absences were marked as quarantine days.

**Randels Elementary:**

**With Quarantine Included:**

71% of Randels students have 5 or more absences. (As of 02/25/2022)

21% of the total days absent (building wide) were marked as quarantine days.

**Rankin Elementary:**

Our goal for 22-23 is to reduce the number of students with 10 or more absences by 20% (provided we are not required to quarantine) and to reduce the number of referrals by 20%

(after implementing a Responsibility Room). By 27-28, our goal is to have 90% of students with 10 absences or less and less than 8 referrals per month.

Attendance (as of 2/15/2022):

24% of students have 10 or more unexcused absences (consistent with 2/15/2020) 63% of students have 10 or more absences of any type Referrals (as of 2/15/2022):

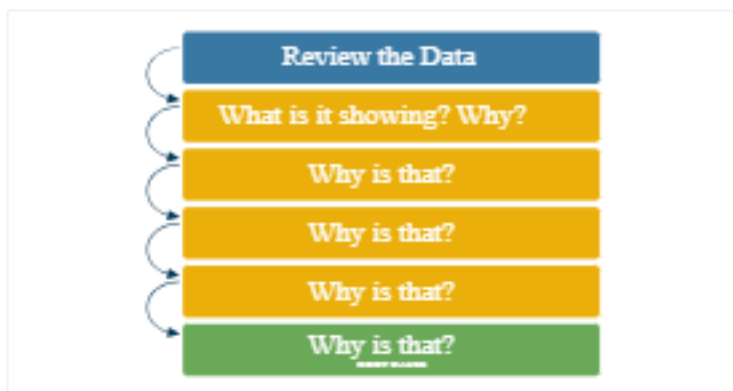
96 referrals (up from 17 in 2020 +465%) 85% from 4th and 5th grade 45% from the playground 25% from the classroom 15% from the bus 15% all others

**District Data Story Summary:** Elementary: Our four elementary buildings are all struggling with attendance specifically with 10 or more absences. We know that missed school can negatively affect academic performance and social-emotional wellness. The reason for referrals is not our main focus the focus is having the students in the classroom learning. We are trying to avoid any missed instructional time. Our students struggle the most during unstructured times such as bus, lunch and recess. We do have things in place to address behaviors: Behavior support staff Circles Positivity Project Zones of regulation / 5 point scale ROCKS expectations Positive recognition Counselors PPSC Team Social Workers Secondary: Our secondary buildings are all struggling with attendance specifically with 10 or more absences. We know that missed school can negatively affect academic performance and social-emotional wellness. The reason for referrals is not our main focus the focus is having the students in the classroom learning. We are trying to avoid any missed instructional time. Our students struggle the most during unstructured times. We do have things in place to address behaviors:

Behavior Interventionist (2) Dean of Students (2) Circles Social Emotional Support Lessons (Advisory) Zones of regulation (Special Education) ROCKS expectations Positive recognition Student-Driven Building-Wide Leadership Counselors PPSC Team Social Worker Peer Counseling LINKS crew (leadership program) Advisory - intervention class

### Analysis:

#### Root Cause



#### Five Whys

- Why: Atlantis Root Cause: Gradpoint doesn't do much to lift struggling students. We need additional interventions for these students, who comprise most of our population.
  - Carman-Ainsworth High School Root Cause: Inconsistent school experience has led to students lacking social-emotional skills.
  - Carman-Ainsworth Middle School Root Cause: Inconsistent school experience has led to students lacking social emotional skills.
- We will:



Update our pacing guides and curriculum to better address the needs our students in the area of informational text Implement the StudySync units that focus on informational text Use the Lexia program to supplement instruction and support students who need intervention support in reading Focus on informational text in our small group reading instruction with our interventionist and in our reading lab classes Use the ACE method in our Core classes to help students identify key ideas and details informational text  
 Dillon Elementary Root Cause: Inconsistent school experience has resulted in students lacking social/emotional skills and attendance issues. We need to provide ongoing SEL training and support for our staff and parents to understand student’s developmental stages in the area of SEL. Students need to receive consistent, building-wide SEL scaffolded lessons from staff.

We need to provide ongoing SEL training and support for our staff and parents to understand student’s developmental stages in the area of SEL.

Students need to receive consistent, building-wide SEL scaffolded lessons from staff.

We will:

Survey our teachers to gauge student needs in the area of SEL. Analyze the survey results to plan our PD and training needs. SEL coach and Building counselor can provide further SEL training and coaching in classes. Develop a plan to utilize SEL coach and lessons Ensure our high need students receive the extra support they need from our SEL coach or building counselor Ensuring that we have enough materials for all individual students, staff and families. Who is responsible? SEL coach, Building Counselor, Continuous Improvement Team, Teachers, Interventionists, Families  
 Timeframe: Fall 2022 Survey and Analyze, Fall 2022 Plan possible PD / training for upcoming school year, Fall 2022 – begin ongoing SEL training

Dye Elementary Root Cause: Inconsistent school experience has resulted in students lacking social/emotional skills and attendance.

We need to provide ongoing SEL training and support for our staff and parents to understand student’s developmental stages in the area of SEL.

Students need to receive consistent, building-wide SEL scaffolded lessons from staff.

Survey our teachers to gauge student needs in the area of SEL. Analyze the survey results to plan our PD and training needs. SEL coach can provide further SEL training and coaching in classes. Develop a plan to utilize SEL coach and lessons Ensuring that we have enough materials for all individual students, staff and families.

Randels Elementary Root Cause: Inconsistent school experience has resulted in students lacking social/emotional skills and attendance issues. We need to continue to provide ongoing SEL training and support for our staff and parents to understand student’s developmental stages in the area of SEL. Students need to continue to receive consistent, building-wide SEL scaffolded lessons from staff.

Rankin Elementary Root Cause: Inconsistent school experience has resulted in students lacking social/emotional skills and attendance. We need to provide ongoing SEL training and support for our staff and parents to understand students' developmental stages in the area of SEL. We need to recognize and incentivize attendance for students and parents.

Students need to receive consistent, building-wide SEL scaffolded lessons from staff.

Recognize attendance each marking period Monthly attendance drawing for



parentsImplement Positivity Project for the 2022-2023 school yearContinue classroom circles, 5-point scale, ROCKS recognition and mindfulnessImplement Restorative Practices with fidelitySEL Coach will provide SEL training and coaching in classes. Develop a plan to utilize SEL coach and lessons  
Who is responsible? SEL coach, Continuous Improvement Team, PPSC Team, Teachers, Counselor, Interventionists, Families  
Timeframe: Fall 2022

*Challenge Statement:* If we ensure that all staff understand each child’s unique story and respond with individualized strategies, then we can increase instructional time in the classroom.

If we continue to foster a positive learning environment where students feel safe and encouraged, and expectations are clearly stated in an equitable environment, we will reduce behavior referrals resulting in increased instructional time.

If we provide guidance, resources and tools for teachers to teach behavioral lessons over many topics, then we will increase instructional time and student ownership over their behaviors.

**Strategies:**

(1/4): MTSS - PBIS (Behavior)

Owner: Gina Ryan

Start Date: 06/29/2022

Due Date: 07/06/2027

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

**Buildings**

- C-A Alternative Ed/Atlantis
- Carman-Ainsworth High School
- Carman-Ainsworth Middle School
- Dye Elementary
- Gladys Dillon Elementary
- Randels Elementary
- Rankin Elementary

**Total Budget:** \$25,000.00

- At Risk (31-A) (State Funds)

**Communication:**

Method

- Other
- School Board Meeting
- Presentations

Audience

- Staff
- School Board
- Parents

*(2/4): Restorative Justice Practices*

*Owner:* Gina Ryan

*Start Date:* 06/29/2022

*Due Date:* 07/06/2027

*Summary:* Restorative justice (RJ) is an approach to addressing conflict and misconduct that focuses on healing rather than punishment and values accountability over exclusion. RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they've harmed and with their community. (Zehr, 2002; Umbreit, 2011)

*Buildings:* All Active Buildings

*Total Budget:* \$10,000.00

- Title II Part A (Federal Funds)

*Communication:*

Method

- Other
- Presentations

Audience

- Staff

### (3/4): Positive Behavioral Intervention and Support (PBIS)

*Owner:* Gina Ryan

*Start Date:* 06/29/2022

*Due Date:* 07/06/2027

*Summary:* PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

#### *Buildings*

- C-A Alternative Ed/Atlantis
- Carman-Ainsworth High School
- Carman-Ainsworth Middle School
- Dye Elementary
- Gladys Dillon Elementary
- Randels Elementary
- Rankin Elementary

*Total Budget:* \$25,000.00

- At Risk (31-A) (State Funds)

#### *Communication:*

##### Method

- Other
- School Board Meeting
- Presentations

##### Audience

- Staff
- School Board
- Parents

#### (4/4): Social Skills Training

*Owner:* Gina Ryan

*Start Date:* 06/29/2022

*Due Date:* 07/06/2027

*Summary:* Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms.

A variety of social skills training approaches and curricula are available. For example, teachers may use a structured approach to explain to students how to enact a desired behavior by providing examples and reinforcing targeted behaviors through questions, answers, and other feedback. An example of a more nuanced approach (often referred to as “incidental teaching”) is when teachers respond to student-generated utterances, interactions, and behavior to encourage the desired social skills (such as rewarding positive play).

*Buildings:* All Active Buildings

*Total Budget:* \$10,000.00

- Title II Part A (Federal Funds)

#### *Communication:*

##### Method

- Other
- School Board Meeting
- Presentations
- Parent Newsletter

##### Audience

- Staff
- School Board
- Parents