

# MICIP Portfolio Report

## Anchor Bay School District

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### Goals Included

#### Active

- Informational Reading
  - Social Emotional Health and Student Engagement
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### Buildings Included

#### Open-Active

- Anchor Bay High School
  - Anchor Bay Middle School North
  - Anchor Bay Middle School South
  - Ashley Elementary School
  - Compass Pointe
  - Dean A. Naldrett School
  - Francois Maconce Elem. School
  - Great Oaks Elementary School
  - Lighthouse Elementary School
  - Lottie M. Schmidt Elem. School
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### Plan Components Included

#### Goal Summary

#### Data

Data Set

Data Story

#### Strategy

Summary

#### Implementation Plan

Buildings

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Anchor Bay School District

### Informational Reading

*Status:* ACTIVE

*Statement:* Our goal is to increase all students’ ability to read, comprehend and interpret informational text. On the SAT in high school an increase in 10% of students that met the proficiency level on both the ERW and Math by 2026 (Baseline data from 2021 in EBRW is 55.2% and Math 33.1%). We would also want to see a similar increase in the percent of students that met the proficiency target on the M-STEP Social Studies in 5th, 8th and 11th grade (baseline date from 2020-21: 5th- 21.8%, 8th-28.3%, 11th-46.9%)

*Created Date:* 06/17/2021

*Target Completion Date:* 06/13/2026

*Data Set Name:* test Copy

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
NWEA Fall 2018-Fall 2019	NWEA
NWEA Fall 2019-Winter 2020	NWEA
NWEA Fall 2020-Winter 2021	NWEA
NWEA Winter 2020-Winter 2021	NWEA
NWEA Winter 2019-Winter 2020	NWEA

*Data Story Name:* Informational Reading

*Initial Data Analysis:* We explored the data from various sources and found that reading has multi-disciplinary implications. Specifically, students’ ability to infer and interpret informational text in all subject areas. This lack of ability has impacted assessment scores and data in the past few years.

*Initial Initiative Inventory and Analysis:* Our district has several programs that support

informational reading. These programs exist at both the Tier 1 and Tier 2/3 levels. Language arts blocks in elementary school incorporate the Reading Essentials and teachers will utilize other resources, such as Raz Kids, Scholastic Magazine, Moby Max, and Discovery Education for informational reading strategies. For the tier 2 and 3 students, our elementary schools have certified literacy tutors and literacy paraprofessionals to provide targeted interventions for identified students.

At the middle school tier 1 level there is a one semester informational reading and writing class that all 6th grade students must take. Teachers of non-language arts classes incorporate reading strategies into their content level reading, although the strategies may not be consistent across the district. Curriculum maps reflect common literature that should be taught in middle school. For the tier 2 and 3 identified students, literacy tutors can offer remediation in identified skills utilizing IXL. An academic coach working at both middle schools reviews data to identify students that are failing classes, makes necessary contacts, and schedules tutoring. Khan academy is another resource that students can utilize for skill development.

For tier 3 students in 6th grade, we offer Language Essentials Class (ACRI). This research-based program is taught in a small group setting with specific strategies aimed at reading comprehension for students reading several years below grade level.

At the high school level curriculum maps reflect common literature that should be taught at each grade level. As indicated for middle schools, teachers of non-language arts classes incorporate reading strategies into their content level reading, although the strategies may not be consistent across the district. An academic coach also works at the high school reviews data to identify students that are failing classes, makes necessary contacts, and schedules tutoring. Students at the high school are encouraged to participate in high school SAT/College board test prep. Khan academy is another resource that students can utilize for skill development.

At all levels we offer before or after school tutoring and summer programs for any students that need additional support. Across all levels is our MTSS process, which provides the means for identification of at-risk students and planning meetings to determine necessary supports. Discovery Education is an online resource that offers additional content for K-12 teachers. Professional development plans established for the district will include PLC meetings so teachers can review data and analyze curriculum alignment.

*Gap Analysis:* Based on the local data, we would like to improve all students' ability to read, comprehend and interpret informational text. According to the NWEA scores, majority of students were not achieving their expected growth targets in reading. Although our district college board assessment (PSAT/SAT/NMSQT) percent that met proficiency in ERW is higher than the state proficiency, the percent that met proficiency in math is lower and equal to the state proficiency. This can be attributed to the complexity of the reading that the students must do when taking this assessment. The proficiency levels in M-STEP 5th, 8th and 11th grade social studies are much lower than those for ELA, which again could be attributed to the student's struggling with reading content level informational text.

*District Data Story Summary:* Anchor Bay has traditionally performed very well on reading assessments, especially at the elementary level. Our data does show that as students move to the secondary level, there is a drop in achievement as noted on the percent

proficient on M-STEP and lower growth percentiles on NWEA. The M-STEP assessment in social studies for grades 5, 8 and 11 show proficiency levels much lower than the ELA assessments. In high school, the SAT indicates lower proficiency scores on the math portion that may be attributed to the student's difficulty comprehending the task that they are being asked to complete. Although we have programs in place K-12 to help address informational reading there has not been an analysis of how these programs are benefiting students and if they fit into a cohesive K-12 plan. We must note that the impact of the pandemic cannot be discounted as the interruption of education for our students presented many challenges, especially the loss of learning and support for our at-risk students. This is confirmed in the lower achievement in reading this year.

We believe our data supports a need to renew and restore the comprehensive MTSS process to address the skill deficits of our at-risk students. Staffing each building with certified teachers serving as literacy tutors to pre-pandemic levels is essential. While there are several district supports intended to meet the needs of our at-risk population, these supports are not implemented with fidelity, monitored or systematized. Because services are not coordinated, it is difficult to meet the needs of learners and we lack the impact data results to determine whether to continue or abandon initiatives.

We also believe that there is a need for K-12 curriculum review/revision/alignment to ensure that all teachers are utilizing common strategies for instruction in reading informational text. This will include a review of the K-5 Reading Essentials for elementary teachers and the complimentary Essential Practices for Disciplinary Literacy for secondary teachers. Professional development for teachers in learning the strategies and how to incorporate teaching them into their instruction would be especially important, along with highly qualified teachers serving as Curriculum Coaches. Curriculum Coaches will serve as the leaders of the curriculum alignment process, mentor and assist teachers in implementing curriculum, plan necessary professional development, and analyze data on the impact of our programs.

As a future goal we would like committees to be established to explore possible course revisions for secondary, a seven-period day, and standards-based grading.

**Strategies:**

**(1/10): MTSS Framework (General)**

**Owner:** Kathy Elias

**Start Date:** 09/07/2021

**Due Date:** 06/13/2026

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings**

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South
- Ashley Elementary School
- Dean A. Naldrett School
- Francois Maconce Elem. School
- Great Oaks Elementary School
- Lighthouse Elementary School
- Lottie M. Schmidt Elem. School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Employ literacy tutors to work in all buildings to provide remediation/ intervention.	Kathy Elias	09/07/2021	06/13/2026	ONTARGET
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>• Anchor Bay Middle School North</li> <li>• Anchor Bay Middle School South</li> <li>• Ashley Elementary School</li> <li>• Dean A. Naldrett School</li> <li>• Francois Maconce Elem. School</li> <li>• Great Oaks Elementary School</li> <li>• Lighthouse Elementary School</li> <li>• Lottie M. Schmidt Elem. School</li> </ul>				
Literacy Specialists will	Kathy Elias	09/07/2021	06/13/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
work in all 6 elementary buildings to oversee the MTSS process.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Ashley Elementary School</li> <li>Dean A. Naldrett School</li> <li>Francois Maconce Elem. School</li> <li>Great Oaks Elementary School</li> <li>Lighthouse Elementary School</li> <li>Lottie M. Schmidt Elem. School</li> </ul>				
Academic Coaches will work in both middle schools and the high school	Kathy Elias	09/07/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Anchor Bay High School</li> <li>Anchor Bay Middle School North</li> <li>Anchor Bay Middle School South</li> </ul>				
Check-in/Check-out program at elementary and middle school buildings	Kathy Elias	09/07/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Anchor Bay Middle School North</li> <li>Anchor Bay Middle School South</li> <li>Ashley Elementary School</li> <li>Dean A. Naldrett School</li> <li>Francois Maconce Elem. School</li> <li>Great Oaks Elementary School</li> <li>Lighthouse Elementary School</li> <li>Lottie M. Schmidt Elem. School</li> </ul>				
Tutoring available for all students (before/after school, lunch, etc)	Kathy Elias	09/07/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Paraprofessionals will work with identified students on targeted intervention.	Kathy Elias	09/07/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Ashley Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"><li>• Dean A. Naldrett School</li><li>• Francois Maconce Elem. School</li><li>• Great Oaks Elementary School</li><li>• Lighthouse Elementary School</li><li>• Lottie M. Schmidt Elem. School</li></ul>				

**(2/10): Essential Instructional Practices Grades K-3**

**Owner:** Kathy Elias

**Start Date:** 06/17/2021

**Due Date:** 06/13/2026

**Summary:** Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

**Buildings**

- Ashley Elementary School
- Dean A. Naldrett School
- Francois Maconce Elem. School
- Great Oaks Elementary School
- Lighthouse Elementary School
- Lottie M. Schmidt Elem. School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Modeling of best practices through PD and/or workshops	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum review/ alignment to incorporate the Reading Essentials into classroom instruction	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy specialists will attend the MISD literacy network and provide PD for teachers	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/10): Essential Instructional Practices Grades 4-5**

**Owner:** Kathy Elias

**Start Date:** 06/17/2021

**Due Date:** 06/13/2026

**Summary:** "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

**Buildings**

- Ashley Elementary School
- Dean A. Naldrett School
- Francois Maconce Elem. School
- Great Oaks Elementary School
- Lighthouse Elementary School
- Lottie M. Schmidt Elem. School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Curriculum review/ alignment to incorporate the Reading Essentials into classroom instruction	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Literacy specialists will attend the MISD literacy nets and provide PD for	Kathy Elias	06/17/2021	06/13/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teachers				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Modeling of best practices through PD and/or workshops	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/10): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms**

**Owner:** Kathy Elias

**Start Date:** 06/17/2021

**Due Date:** 06/13/2026

**Summary:** A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

**Buildings**

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Curriculum review/ alignment to incorporate the Essential Practices into classroom instruction and ensure the identification of standards for each grade level in Language Arts.	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Modeling of best practices through PD and/or workshops	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/10): Adolescent Critical Reading Intervention**

**Owner:** Kathy Elias

**Start Date:** 06/17/2021

**Due Date:** 06/13/2026

**Summary:** ACRI (Adolescent Critical Reading Intervention) is a program designed to increase comprehension in informational reading (non-fiction text). Research has shown that the ACRI program is successful and helps students make significant growth in their reading level. It is instructed quite differently from a traditional reading class model. Instruction takes place in a small group setting. Assessments will be given but will be for the purpose of examining the growth of each child. Students will examine informational reading pieces and analyze them for specific structures within the text.

**Buildings**

- Anchor Bay Middle School North
- Anchor Bay Middle School South
- Ashley Elementary School
- Dean A. Naldrett School
- Francois Maconce Elem. School
- Great Oaks Elementary School
- Lighthouse Elementary School
- Lottie M. Schmidt Elem. School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Continue to offer the ACRI course for identified middle school students	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>• Anchor Bay Middle School North</li> <li>• Anchor Bay Middle School South</li> </ul>				

**(6/10): IXL - Reading Comprehension**

**Owner:** Kathy Elias

**Start Date:** 06/17/2021

**Due Date:** 06/13/2026

**Summary:** 324 Reading Comprehension skills, sorted by grade level K-5.

**Buildings**

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South
- Ashley Elementary School
- Dean A. Naldrett School
- Francois Maconce Elem. School
- Great Oaks Elementary School
- Lighthouse Elementary School
- Lottie M. Schmidt Elem. School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
IXL will be utilized by identified students for skill remediation in Math and/or Language Arts.	Kathy Elias	06/17/2021	06/13/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/10): 23g Tutoring**

**Owner:** Kathy Elias

**Start Date:** 10/13/2023

**Due Date:** 06/13/2026

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings**

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South
- Ashley Elementary School
- Dean A. Naldrett School
- Francois Maconce Elem. School
- Great Oaks Elementary School
- Lighthouse Elementary School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
The Instructional Coaches will oversee the work of literacy and math tutors to provide pull out or push in support for students identified as being below grade level in Math or ELA during the day	Kathy Elias	01/30/2024	06/06/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase of instructional resources to support the intervention work	Kathy Elias	01/30/2024	06/06/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional development in Foundational Reading Skills with Dr. Julia Lindsey	Kathy Elias	11/06/2023	11/23/2023	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Ashley Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>• Dean A. Naldrett School</li> <li>• Francois Maconce Elem. School</li> <li>• Great Oaks Elementary School</li> <li>• Lighthouse Elementary School</li> </ul>				
A student success coordinator (academic coach) at the high school will identify at risk students and match them to the needed tutoring.	Kathy Elias	10/13/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Anchor Bay High School</li> </ul>				

**(8/10): 23g Expanded Learning Time**

**Owner:** Kathy Elias

**Start Date:** 10/13/2023

**Due Date:** 06/13/2026

**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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
The Student Services Director will work with other administrators to establish focused after school programs for identified students	Kathy Elias	01/30/2024	06/06/2024	UPCOMING
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>Anchor Bay High School</li> <li>Anchor Bay Middle School North</li> <li>Anchor Bay Middle School South</li> <li>Ashley Elementary School</li> <li>Dean A. Naldrett School</li> <li>Francois Maconce Elem. School</li> <li>Great Oaks Elementary School</li> <li>Lighthouse Elementary School</li> <li>Lottie M. Schmidt Elem. School</li> </ul>				
The Student Services Director will work with other district administrators to plan summer programs that focus on closing the gaps in learning for students falling behind their peers	Kathy Elias	06/18/2024	08/17/2024	UPCOMING
<p><b>Activity Buildings:</b></p> <ul style="list-style-type: none"> <li>Anchor Bay High School</li> <li>Anchor Bay Middle School North</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>• Anchor Bay Middle School South</li> <li>• Ashley Elementary School</li> <li>• Dean A. Naldrett School</li> <li>• Francois Maconce Elem. School</li> <li>• Great Oaks Elementary School</li> <li>• Lighthouse Elementary School</li> <li>• Lottie M. Schmidt Elem. School</li> </ul>				
The Instructional Coaches and Summer School Coordinator will determine what instructional resources need to be purchased to support the intervention work	Kathy Elias	05/07/2024	06/06/2024	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Anchor Bay High School</li> <li>• Anchor Bay Middle School North</li> <li>• Anchor Bay Middle School South</li> <li>• Ashley Elementary School</li> <li>• Dean A. Naldrett School</li> <li>• Francois Maconce Elem. School</li> <li>• Great Oaks Elementary School</li> <li>• Lighthouse Elementary School</li> <li>• Lottie M. Schmidt Elem. School</li> </ul>				

## Social Emotional Health and Student Engagement

*Status:* ACTIVE

*Statement:* Our goal is to improve student's social emotional health and sense of belonging and increase student engagement as measured by an improved student attendance, especially for chronically absent students, a 10% decrease in the number of behavior referrals, an increase in the % of students that have a sense of belonging (student survey), and improve student engagement as measured by data collected through our work with Curriculum by Design in Fostering Student Engagement and responses on student surveys.

*Created Date:* 10/13/2023

*Target Completion Date:* 06/10/2028

*Data Set Name:* Social and Emotional Learning

Name	Data Source
Student Counts: Attendance	MI School Data
Student Counts: Student Mobility	MI School Data
Student Counts: Grad/Dropout Rate	MI School Data
Teacher Well-Being Survey	Other
Discipline Summary	District Determined
Middle School Parent Survey	Other
High School Parent Survey	Other
Grades 6-12 Student Survey	Other
Grades 3-5 Social-Emotional Student Survey	Other
Elementary Parent Survey	Other
Discipline Data 2021-22	District Determined
Discipline Data 2022-23	District Determined

*Data Story Name:* Social and Emotional Learning

*Initial Data Analysis:* Data from several sources was collected including demographic, perception, achievement and process data. Student discipline data indicated a drop in incidents during 2019-20 and 2020-21 due to COVID. Data for 2021-22 showed incidents were once again rising as students were in school face-to-face. The majority of incidents logged were by male students (approximately 76%). Due to COVID related absences, attendance data was difficult to analyze as the large increase (20.8% missing 18+ days of school) in student absences this year could be attributed to mandatory quarantines.

Grades 6-11 student survey data indicates that 85% of students feel their teachers are respectful towards them and the majority do not worry about violence at school (survey completed in April/May 2022). In addition, 87% felt that it is important to do well in their classes. Relating to the social emotional well-being of the students, only 29% said they were able to describe their feelings, a large majority (89%) are not able to pull themselves out of a bad mood, and about 40% indicated they do not have an adult in the building that they can go to if they have a personal concern or problem. A total of 51% of students also indicated that the behavior of other students hurts their learning. The survey of students in grades 3-5 indicated an overall positive view of their school and teachers. A total of 77% view their school as a happy place with 78% saying that they feel that they have a sense of belonging. 78% indicate that adults in the building offer them support with 88% saying that they have one adult in the building that cares about them. While the data was overall strong, about 60% of elementary students feel that other student's behavior hurts their learning, 52% say it is difficult to get help when bullied and 50% find it difficult to pull themselves out of a bad mood. Additionally, although the percentage is low, it was still troubling to see that 7% of students in grades 3-5 feel that they do not have at least one friend. The teacher survey shows that 76% feel effective, 96% feel that their work matters and is meaningful, and 88% felt safe at work. While these positive trends exist, 74% did feel stressed and overwhelmed at work. The results from the survey of K-12 parents were mostly positive. Parents feel that their child is safe at school and respected by teachers. Most parents know how their child is doing socially at school and believe their child has a sense of belonging. There were positive comments about the Positivity Project and Link Crew programs. Some areas parents feel could be improved are their child being able to persevere when work becomes difficult, being comfortable asking for help from an adult at school and getting help when being bullied. Parents also overwhelmingly believe it is their responsibility to help their children deal with their emotions, but about 25% say they are not comfortable doing so. Surveys and feedback from counselors, psychologists, social workers and other support staff show an increase in elementary IRP's since 2019. All counselors and social workers have seen an increase in the number of students that have needed support this year, with many of them needing help with anxiety. Protective services reports have increased according to 50% of those surveyed, and the number of 504 plans written has also increased over three years. Overall, those surveyed indicated they spent most of their workday assisting students in crisis and feel the need for student supports (student-centered rooms, coping strategies, etc.) Achievement data reflected the trends that we expected with the interruptions in instruction from the pandemic. Prior to 2020, all core subject areas were trending up in % proficient (with some grade/subject level exceptions). Data from state assessments in spring of 2020 showed a decrease in % proficient. We have now seen a positive trend with proficiency on the state assessments with all grades showing an increase except 4th grade on ELA and 7th grade on both ELA and Math. Another positive note from NWEA data from fall of 2021 to spring of 2022 indicates students are making gains toward growth targets with the return to face-to-face instruction. All grades showed an increase in the number of students that met their expected growth in NWEA reading as measured from fall of 2021 to fall of 2022. This was the same for NWEA math assessment except for 2nd and 7th grade. Data tracking the number of secondary students failing courses indicates that the high school failure of

courses percentage is consistent with the middle school percentage. This suggests that students that are failing classes in middle school continue this trend when they move to high school. It was also noted that more failures occur in grades 8 and 9 and happen semester 1.

*Initial Initiative Inventory and Analysis:* Positivity Project Growth mindset PBIS Mentoring program at Maconce Family dinners Positive announcements Clubs (crafts, cooking, etc.) Student of the month District wellness committee Social Workers/Psychologists/Counselors Facebook utilized for positive messages/posts No bully club at HS Peer mediation at HS Kindness week Police Liaison MTSS tutors as mentors Secondary Wellness Week – April 2022

*Gap Analysis:* Increase the % of student that indicate they have an adult they can go to for assistance when they are having an issue (elementary and secondary) Increase the % of elementary students that indicate they have at least one friend at school Decrease the % of students that say it is difficult for them to pull themselves out of a bad mood (elementary) Increase the % of students that can describe their feelings (secondary) Decrease the % of teachers that report they feel stressed/overwhelmed Decrease the % of students that indicate that the behavior of other students hurts their learning (elementary and secondary) Reduce failures at secondary Reduce the number of chronically absent students

*District Data Story Summary:* Our data has showed us the need to for programs and initiatives in our district for the following:

Give students the tools to better regulate and express and handle their emotions Support systems/programs to assist students that are struggling emotionally Mentor type programs so all students feel they have an adult in the building they can go to Programs that aim to decrease student discipline issues Programs/strategies to engage students in school so sense of belonging, grades and attendance might improve Programs/strategies to support staff so they feel less stressed/overwhelmed

**Strategies:**

**(1/5): 23g Career Pathways**

**Owner:** Kathy Elias

**Start Date:** 10/18/2023

**Due Date:** 06/10/2028

**Summary:** Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

**Buildings**

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South
- Ashley Elementary School
- Dean A. Naldrett School
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- Great Oaks Elementary School
- Lighthouse Elementary School
- Lottie M. Schmidt Elem. School

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
The Director of Student Services will oversee the work of a Career Navigator whose primary role is to oversee the career pathways and connect students to careers	Kathy Elias	10/18/2023	06/10/2028	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Anchor Bay High School</li> </ul>				
The Director of Student Service, along with a team of district staff, will plan career-focused summer camps that give students the opportunity to explore a variety of careers	Kathy Elias	10/18/2023	06/10/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
The Director of Student Services will plan after	Kathy Elias	10/18/2023	06/10/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
school programs that allow students to discover more about career options in the community with possible internships				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Anchor Bay High School</li> </ul>				
The Director of Student Services will plan and provide opportunities for students to have college experiences outside of the school day	Kathy Elias	10/18/2023	06/10/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Anchor Bay High School</li> </ul>				
The Director of Student Services will plan a district wide college week for all grade levels in the district. Each day there will be a theme and the week will culminate with an evening college night with over 50 colleges and universities present.	Kathy Elias	10/18/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The Director of Student Services will plan an apprenticeship exploration fair with local trades, unions and military present to talk about their pathways into their careers.	Kathy Elias	10/18/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Anchor Bay High School</li> </ul>				
The Director of Student Services will plan a district wide career week with activities for all grade levels, culminating in an	Kathy Elias	10/18/2023	06/08/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
evening event with over 150 employers available to speak to students and their families.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/5): 23g Work-Based Learning Experiences (WBLE)**

**Owner:** Kathy Elias

**Start Date:** 10/18/2023

**Due Date:** 06/10/2028

**Summary:** Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

**Buildings**

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Students that take CTE courses will be exposed to work-based learning. This could be done in field trips, guest speakers, internships, job shadowing, coop experiences. The district CTE Coordinator will plan these activities.	Kathy Elias	10/18/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The CTE Coordinator will plan projects and activities that support work-based learning experiences and will be incorporated into CTE courses	Kathy Elias	10/18/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

### (3/5): 23g Personalized Learning Environments

Owner: Kathy Elias

Start Date: 10/18/2023

Due Date: 06/10/2028

**Summary:** A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

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#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Identified teacher leaders (Pathfinders) working with Dan Joseph of CBE Solutions, would receive stipends and release time to work on their content competency progressions and serve as leaders of CBE in their buildings	Kathy Elias	10/18/2023	06/10/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Purchase materials and resources that support the CBE instructional model	Kathy Elias	10/18/2023	06/10/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will contract with a consultant, Dan Joseph of CBE Solutions, that will continue to work with the district as we move to Competency Based	Kathy Elias	10/18/2023	06/10/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Education, which meets each student where they are in their learning and charts the pathway for their success in mastering standards.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/5): Positive Behavioral Intervention and Support (PBIS)**

**Owner:** Kathy Elias

**Start Date:** 10/18/2023

**Due Date:** 06/10/2028

**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

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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Buildings will establish PBIS teams and plans.	Kathy Elias	10/18/2023	10/19/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/5): Restorative Practice/Restorative Justice**

**Owner:** Kathy Elias

**Start Date:** 10/18/2023

**Due Date:** 06/10/2028

**Summary:** "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Administrators will be trained in restorative action plans and implement this strategy in their buildings.	Kathy Elias	10/18/2023	06/08/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will have professional development in restorative practices.	Kathy Elias	10/18/2023	11/21/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				