



ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities

Agenda

Regular Meeting
Monday, August 22, 2022
6:00 p.m. B100

A. Call to Order

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
 - a. Adam Benschoter
5. Communications
 - a. Band Boosters
 - b. Maple Fans Club
 - c. Resignation of Deidra LaPointe
 - d. Resignation of Tracy Richard
 - e. Resignation of Kathleen Renner

B. Recommended Action

1. Consent Agenda
 - a. Approval of August 8, 2022, Regular Minutes
 - b. New Hires-
 - i. Paul West, High School Teacher
 - ii. Ryan Neesam, Prairie Teacher
 - iii. Angela Slovak, Head Start
 - iv. Meagan Smith, Head Start
 - v. Stephanie Velasquez, Head Start
 - vi. Crystal Luellen, Head Start
 - vii. Monica Cole, Food Service
 - viii. Alaina Kennedy, Paraprofessional
 - ix. Samantha Hoff, Paraprofessional
 - x. Helena Snyder, Paraprofessional
 - xi. Athena Owens, Paraprofessional
 - c. Change Order on Construction projects
2. Business Requiring Board Action
 - a. Acceptance of donations
3. Business Requiring Future Board Action
 - a. First reading to review merit pay for IUOE Administrative Assistants
 - b. First reading to review AEA merit pay
 - c. First reading to review Non-Union employee merit pay

C. Reports from Superintendent and Staff

- a. District School Improvement

D. Future Meetings and Business

1. Board Committee Reports, Curriculum, Personnel
2. Board Member Comments
3. Meeting Dates and Upcoming Events
 - August 25, 2022, K-8 Open Houses
 - August 25, 2022, First home football game
 - August 29, 2022, First Day of School
 - September 2 & 5, 2022, No School
 - September 12, 2022, BOE Meeting, 6:00 p.m., B100
 - September 17, 2022, Orchestra and Band @ Artalicious
 - September 26, 2022, BOE Meeting, 6:00 p.m., B100

E. Public Comment

F. Closed Session

G. Adjournment

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Deidra LaPointe.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Deidra has submitted her resignation from Adrian Public Schools effective August 8, 2022.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Deidra LaPointe effective August 8, 2022.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Tracy Richard.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Tracy has submitted her resignation from Adrian Public Schools effective September 2, 2022.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Tracy Richard effective September 2, 2022.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Kathleen Renner.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Kathleen has submitted her resignation from Adrian Head Start effective August 8, 2022.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Kathleen Renner effective August 8, 2022.

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF EDUCATION, AUGUST 8, 2022, ADRIAN HIGH SCHOOL B100.

MEETING CALLED TO ORDER

The meeting of the Adrian Board of Education was called to order by President Ferguson at 6:00 p.m.

Pledge of Allegiance was recited.

PLEDGE RECITED

PRESENT: Trustees: Baucher, Ballard, Buku, Henagan, Marks, and President Ferguson

ABSENT: Trustees: Flores

Moved by Trustee Ballard, supported by Trustee Henagan, that the Adrian Board of Education approve the agenda.

AGENDA APPROVED

Motion carried by a 6-0 vote.

Trustee Henagan recited the District's mission statement as a reminder of the purpose and direction of the District.

MISSION STATEMENT

Superintendent Parker explained the Fine Arts Coordinator hiring.

COMMUNICATIONS

The District recognized the resignation of Kyla Buie.

Moved by Vice President Baucher, supported by Trustee Ballard, that the Adrian Board of Education approve the consent agenda.

CONSENT AGENDA

The consent agenda included the following items:

- a. Approval of Minutes from July 25, 2022, Regular Meeting
- b. Approval of New Hires, Emily Gifford, Veronica Stetten, and Molly St. Claire.

Motion carried by a 6-0 vote.

Moved by Trustee Henagan, supported by Trustee Buku, that the Adrian Board of Education approve updates to District policies.

POLICY UPDATES

Motion carried by a 6-0 vote.

Moved by Vice President Baucher, supported by Trustee Buku, that the Adrian Board of Education approve new board policy 3301A, Purchasing and Procurement with Federal Funds.

NEW BOARD POLICY

Motion carried by a 6-0 vote.

Moved by Trustee Ballard, supported by Trustee Marks, that the Adrian Board of Education approve the purchase of Chromebooks in an amount not to exceed \$237,585. The current Dell Chromebook 3180s and Samsung 3s are no longer able to receive critical updates. This will cause issues with standardized testing and will not provide necessary security vulnerability patches. ESSER grant funds will be used to cover part of the purchase. Vice

CHROMEBOOKS

President Baucher commented, "During the Finance Committee meeting tonight we talked about technology creating a sustainability plan. We want to be informed of and have a plan for our technology needs."

Motion carried by a 6-0 vote.

Moved by Trustee Ballard, supported by Trustee Buku, that the Adrian Board of Education approve course offerings for all District K-12 schools. Derrick Richards told the board that during our last accreditation process they were impressed by the number of course offerings we have for the size of the District we are in.

COURSE OFFERINGS

Motion carried by a 6-0 vote.

Superintendent Parker told the board that he had been meeting with a college and career work group. He shared the three objectives and action steps that the group is working through.

**REPORTS FROM
SUPERINTENDENT
AND STAFF**

Vice President Baucher commented that the Finance Committee had met and discussed the Chromebook purchase and the Technology storage array.

Trustee Ballard commented, "Congratulations to the administration and staff for the articles in the Maple Messenger. They were excellent. The graph about attendance was alarming. I was fortunate to have a superb education and I would like all students to receive the same superb education. The graph reminds everyone of the importance of students being in school."

President Ferguson commented, "I want to thank Brad and the great coverage of the Alexander students at MIS. Thanks for capturing this event. I wish I could have gone."

**FINANCE
COMMITTEE**

There being no further business, a motion was made by Vice President Baucher, supported by Trustee Marks, that the meeting be adjourned.

**BOARD MEMBER
COMMENTS**

Motion carried by a 6-0 vote.

The meeting adjourned at 6:34 p.m.

Beth Ferguson, President

Mike Buku, Secretary

ADJOURNMENT

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a full-time teacher (1.0 FTE) at Springbrook Middle School.

EXPLANATION:

Nate Parker and his interview team recommend Paul West as a full-time math teacher at Springbrook Middle School. He has twenty-two (22) years of teaching experience. Paul has a Bachelor of Science in Political Science from University of Michigan and a Masters in Middle School Math from University of North Carolina.

RECOMMENDATION:

It is the recommendation of the HR Director that Paul West be hired as a full-time teacher, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a full-time teacher (1.0 FTE) at Prairie Elementary.

EXPLANATION:

Carl Lewandowski and his interview team recommend Ryan Neesam as a full-time elementary teacher at Prairie Elementary. He has sixteen (16) years of elementary teaching experience. Ryan has a Bachelor of Science in Integrated Science from Eastern Michigan University and a Masters in Educational Leadership from Grand Canyon University.

RECOMMENDATION:

It is the recommendation of the HR Director that Ryan Neesam be hired as a full-time teacher, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Cully

PURPOSE

To recommend the hiring a parent educator at Drager Early Education Center.

EXPLANATION:

Mary Buggenwirth and her interview team recommend Angela Slovak as a Head Start Parent Educator at Drager Early Education Center. She has a Bachelor of Applied Behavioral Science from Ashford University.

RECOMMENDATION:

It is the recommendation of the HR Director that Angela Slovak be hired as a Head Start Parent Educator at Drager Early Education, effective August 29, 2022.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Cully

PURPOSE

To recommend the hiring a teacher at Drager Early Education Center.

EXPLANATION:

Mary Buggenwirth and her interview team recommend Meagan Smith as a Head Start Teacher at Drager Early Education Center. She has five (5) years of teaching experience. Meagan has a Bachelor of Arts in Early Childhood Education from Ashford University.

RECOMMENDATION:

It is the recommendation of the HR Director that Meagan Smith be hired as a Head Start Teacher at Drager Early Education, effective August 29, 2022.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a Teacher's Assistant for Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Stephanie Velasquez as a Head Start Teacher's Assistant. Stephanie has a background working in customer service and works well as a team member.

RECOMMENDATION:

It is the recommendation of the HR Direct that Stephanie Velasquez be hired as a full time Teacher's Assistant for Drager Early Education Center, effective August 29, 2022.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a Teacher's Assistant for Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Crystal Luellen as a Head Start Teacher's Assistant. Crystal Luellen has fifteen (15) years of teaching assistant experience.

RECOMMENDATION:

It is the recommendation of the HR Direct that Crystal Luellen be hired as a full time Teacher's Assistant for Drager Early Education Center, effective August 29, 2022.

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EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a Food Service Cashier at Springbrook Middle School.

EXPLANATION:

Shelley Miller and her interview team recommend Monica Cole as a Food Service Cashier. Monica is a team player and takes on leadership roles.

RECOMMENDATION:

It is the recommendation of the HR Director that Monica Cole be hired as a cashier, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a paraprofessional for Prairie Elementary.

EXPLANATION:

Deb Agnew and her interview team recommend Alaina Kennedy as a paraprofessional at Prairie Elementary. She has seven (7) years of customer service experience.

RECOMMENDATION:

It is the recommendation of the HR Director that Alaina Kennedy be hired as a paraprofessional, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a paraprofessional for Adrian Public Schools.

EXPLANATION:

Deb Agnew and her interview team recommend Samantha Hoff as a paraprofessional. She has four (4) experience working with students. Samantha is a team player and leader.

RECOMMENDATION:

It is the recommendation of the HR Director that Samantha Hoff be hired as a paraprofessional, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a paraprofessional for Lincoln Elementary.

EXPLANATION:

Deb Agnew and her interview team recommend Helena Snyder as a paraprofessional at Lincoln Elementary. She has two (2) years of experience working as a Noon Hour Supervisor at Lincoln Elementary.

RECOMMENDATION:

It is the recommendation of the HR Director that Helena Snyder be hired as a paraprofessional, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a paraprofessional for Springbrook Middle School.

EXPLANATION:

Deb Agnew and her interview team recommend Athena Owens as a paraprofessional. She has two (2) years of experience working with students.

RECOMMENDATION:

It is the recommendation of the HR Director that Athena Owens be hired as a paraprofessional, effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: September 12, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To report a change order for additional work at Alexander, Michener and AHS.

EXPLANATION:

The following change order was signed recently, with funds to come out of contingency:

- Krieghoff – Locker bottom inserts material change, various painting at all three buildings - \$42,578

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the attached change order in the amount of \$42,578 be included and reported on the consent agenda, for approval by the Adrian Board of Education.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Nate Parker

PURPOSE: To accept a donation from Wilson Capital Management, Tom MacNaughton, Nate Parker, American Legion Riders Post 180, Meredith Francis, and Marvin Farms.

EXPLANATION:

- Wilson Capital Management, LLC, donated \$200 along with a 1979 varsity jacket.
- Tom MacNaughton donated \$400 to the Girls Golf team.
- Nate Parker donated \$1000 to the Superintendent's scholarship fund.
- The American Legion donated \$270, in honor of Jacob Guzman, to the athletic department.
- Meredith Francis donated \$500 to the Girl's golf team
- Marvin Farms donated \$1000 to the football team

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education accept these donations and thank the donors for their support.

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE: To review the resolution for merit pay for IUOE Administrative Assistant employees for 2022-23.

EXPLANATION:

As stated in the attached resolution, “Section 1250 of the Revised School Code, as amended, requires the district to implement and maintain a method of compensation for its teachers and administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation for district administrators and teachers.” While merit pay is not required for Administrative Assistants, the board still has the option to approve this pay for this group and may do so through a resolution.

Merit pay for IUOE Administrative Assistant employees will be paid based on individuals meeting the following criteria, for 2022-23:

- Effective or highly effective overall evaluation rating with no sub-categories as ineffective in 2022-23, or the prior year if the evaluation cycle is once every two years
- Successful completion of goals, one that is District based and one that is Building based
- Maximum payout, or cap, per person of up to \$500
- Employed as of October 1, 2022, and June 1, 2023

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the IUOE Administrative Assistants merit pay resolution for 2022-23, for approval at the next board meeting.

ADMINISTRATIVE ASSISTANTS EMPLOYEE MERIT PAY FOR 2022-23

Adrian Public Schools (the "District").

A regular meeting of the Board of Education of Adrian Public Schools was held at Adrian High School, Room B100:

on the 12th day of September 2022, at 6:00 o'clock p.m.

The meeting was called to order by _____

Present: Members, _____

Absent: Members, _____

The following preamble and resolution were offered by Member _____ and supported by Member _____

WHEREAS:

1. Section 1250 of the Revised School Code, as amended, requires the district to implement and maintain a method of compensation for its teachers and administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation for district administrators and teachers
2. Merit pay shall be awarded for such IUOE Administrative Assistant employees listed below, meeting the following criteria for 2022-23:
 - a. Criteria for earning merit pay:
 - i. "Effective" or "highly effective" overall evaluation rating with no sub-categories as "ineffective" in 2022-23, or for those employees evaluated every other year, in 2021-22
 - ii. Employee must be employed as of October 1, 2022, and June 1, 2023
 - iii. Employee must meet one District goal and one Building Level goal
 - b. The total payout of \$5,500 will be shared equally amongst those employees meeting the criteria, with a maximum of \$500 per person, paid out by the last pay in June 2023.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has reviewed the proposed merit pay in accordance with Section 1250 of the Revised School Code, as amended, and by the adoption of this resolution, approves the criteria and amount identified for merit pay for the 2022-23 school year.
2. All resolutions and parts of resolutions insofar as they conflict with the procedures of this resolution be and the same are hereby rescinded.

Ayes: Members, Trustees _____

Nays: Members _____

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the Adrian Public School District, Michigan, hereby certifies that the foregoing is a true and complete copy of the resolution was adopted by the Board of Education at a regular meeting held on September 12, 2022, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE: To review the resolution for teacher merit pay for 2022-23.

EXPLANATION:

As stated in the attached resolution, “Section 1250 of the Revised School Code, as amended, requires the district to implement and maintain a method of compensation for its teachers that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation for district teaching staff.” As the AEA collective bargaining agreement is currently settled through the 2023-24 school year, the board has the option to approve teacher merit pay through a resolution, per the union contract.

The resolution includes the criteria a teacher must meet to be eligible for merit pay. All five criteria must be satisfied for eligibility:

- Effective or highly effective overall summative evaluation rating with no elements as “minimally effective or ineffective”; if an employee is on the highly effective multiyear cycle this section is exempt
- Successful completion of all goals with a rating of effective or highly effective
- Absences less than or equal to five (excluding FMLA leave, W/C leave, and personal days)
- Individual student growth goals met at effective or highly effective
- Employed as of October 1, 2022, and June 1, 2023

The total payout to be shared equally among those teachers meeting the criteria is \$50,000 with a per person cap of \$1,000.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the teacher merit pay resolution for 2022-23, for approval at the next board meeting.

TEACHER MERIT PAY FOR 2022-23

Adrian Public Schools (the "District").

A regular meeting of the board of education of the District was held in the High School, room B-100 in the district, on September 12, 2022, at 6 o'clock p.m.

The meeting was called to order by _____

Present: Members, _____

Absent: Members, _____

The following preamble and resolution were offered by Member _____ and supported by Member _____

WHEREAS:

1. Section 1250 of the Revised School Code, as amended, requires the district to implement and maintain a method of compensation for its teachers that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation for district teaching staff
2. The Board has considered that merit pay shall be awarded for any District teacher meeting the following criteria for 2022-23:
 - a. Criteria for earning merit pay:
 - i. "Effective" or "highly effective" overall summative evaluation rating with no elements as "minimally effective or ineffective"; if a teacher is on a multiyear highly effective cycle, this section is exempt
 - ii. Successful completion of all goals with a rating of "effective" or "highly effective"
 - iii. Absences (non-school related) less than or equal to five, excluding FMLA leaves, Worker's Comp leaves, and personal days
 - iv. Teacher must have met their individual student growth goal at "effective" or "highly effective"
 - v. Teacher must be employed as of October 1, 2022, and June 1, 2023
 - b. The total payout of \$50,000 will be shared equally amongst those teachers meeting the criteria, with a maximum of \$1,000 per person, paid out by the last pay in June 2023.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The Board of Education has reviewed the proposed merit compensation for District teachers in accordance with Section 1250 of the Revised School Code, as amended, and by the adoption of this resolution, approves the criterion and amount identified for merit pay for the 2022-2023 school year.
2. All resolutions and parts of resolutions insofar as they conflict with the procedures of this resolution be and the same are hereby rescinded.

Ayes: Members, Trustees _____

Nays: Members _____

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the Adrian Public School District, Michigan, hereby certifies that the foregoing is a true and complete copy of the a resolution adopted by the Board of Education at a regular meeting held on September 12, 2022, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

EXECUTIVE SUMMARY

DATE: August 22, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE: To review the resolution for merit pay for non-union employees for 2022-23.

EXPLANATION:

As stated in the attached resolution, “Section 1250 of the Revised School Code, as amended, requires the district to implement and maintain a method of compensation for its teachers and administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation for district administrators and teachers.” For employees that have individual contracts, the board has the option to approve merit pay through a resolution.

Merit pay for non-union employees will be paid based on individuals meeting the following criteria, for 2022-23:

- Effective or highly effective overall evaluation rating with no sub-categories as ineffective in 2022-23, or the prior year if the evaluation cycle is once every two years
- Successful completion of goals where applicable
- Maximum payout, or cap, per person of up to \$500
- Employed as of October 1, 2022, and June 1, 2023

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the non-union merit pay resolution for 2022-23, for approval at the next board meeting.

NON-UNION EMPLOYEE MERIT PAY FOR 2022-23

Adrian Public Schools (the "District").

A regular meeting of the Board of Education of Adrian Public Schools was held at Adrian High School, Room B100::

on the 12th day of September 2022, at 6:00 o'clock p.m.

The meeting was called to order by _____.

Present: Members, _____

Absent: Members, _____

The following preamble and resolution were offered by Member _____ and supported by Member _____

WHEREAS:

1. Section 1250 of the Revised School Code, as amended, requires the district to implement and maintain a method of compensation for its teachers and administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation for district administrators and teachers
2. Merit pay shall be awarded for such non-union employees listed below, meeting the following criteria for 2022-23:
 - a. Criteria for earning merit pay:
 - i. "Effective" or "highly effective" overall evaluation rating with no sub-categories as "ineffective" in 2022-23, or for those employees evaluated every other year, in 2021-22
 - ii. Employee must be employed as of October 1, 2022, and June 1, 2023
 - b. The total payout will be shared equally amongst those employees meeting the criteria, with a maximum of \$500 per person, paid out by the last pay in June 2023.
 - c. Employee classifications included are: Pupil Accounting Coordinator, Accounting Assistant, Administrative Assistant to Superintendent, Administrative Assistant to Food Service, Facilities Coordinator, Help Desk Manager, Technology Specialist (two), Administrative Assistant for State & Federal Programs, School Nurse, Director of Community Recreation and Communications, Parent Involvement Coordinators, Mental Health Professionals (five), Hall Monitor, Adult Ed Lead Teacher, Lead Teacher – Alternative/Virtual, Comstock Dean of Students, and Adult Education Teacher.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has reviewed the proposed merit pay in accordance with Section 1250 of the Revised School Code, as amended, and by the adoption of this resolution, approves the criteria and amount identified for merit pay for the 2022-23 school year.
2. All resolutions and parts of resolutions insofar as they conflict with the procedures of this resolution be and the same are hereby rescinded.

Ayes: Members, Trustees _____

Nays: Members _____

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the Adrian Public School District, Michigan, hereby certifies that the foregoing is a true and complete copy of the a resolution adopted by the Board of Education at a regular meeting held on September 12, 2022, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

MICIP Portfolio Report

Adrian Public Schools

Goals Included

Active

- All students at Adrian Public Schools will learn in a positive culture and climate.
- Improve State Assessment Proficiency Levels

Buildings Included

Open-Active

- Adrian Community High School
- Adrian High School
- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary
- Springbrook Middle

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

MICIP Portfolio Report

Adrian Public Schools

All students at Adrian Public Schools will learn in a positive culture and climate.

Status: ACTIVE

Statement: Reduce the mean number of office discipline referrals per day per month to at or below the national median of .2 for K-12 as measured by Office Discipline Referrals from School-Wide Information System (SWIS) and increase the percentage of students non-chronically absent by 10%.

Created Date: 04/28/2021

Target Completion Date: 06/30/2024

Data Set Name: All students at Adrian Public Schools will be health and learning a positive culture and climate.

Name	Data Source
Springbrook School Domain MiPHY 17-18	Other
19-20 District Attendance Rates	MiSchoolData
PBIS System Data (Fidelity, SRSS, Behavior Outcomes by District view)	Other
PBIS District Capacity Assessment	Acadience
Student Counts: Attendance	MiSchoolData

Data Story Name: All students at Adrian Public Schools will learn in a positive culture and climate.

Initial Data Analysis: The PBIS and Attendance data reveals that Adrian Public Schools commitment to challenge and inspire the students to excel with behavior within our school system is increasing school attendance.

Initial Initiative Inventory and Analysis:

What is the connection to district mission? The mission of Adrian Public Schools is the following: In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society. This is connection to the mission statement and the program Positive Behavior Interventions and Supports (PBIS) connects students to excel as a contributing citizen to society to challenge them as students.

What personnel are involved in the implementation? Implementation has taken place K-12

with all staff. It is a whole school approach with Administration, Classroom Teachers, Support Staff, Counselors, and Lenawee Intermediate School District staff have contributed to all areas of implementation.

What is the expected outcome? The expected outcome is to allow students, the community and Adrian Public Schools staff to build positive relationships and to increase time spent on academic instruction and time spent in school. School Leadership Teams have coordinated and managed interventions and supports in their schools by increasing positive, pro-socials behaviors and decreasing behavioral challenges.

What evidence for outcomes are there thus far? The evidence for the outcomes are evident in the Tier I and Tier II interventions within each school. Tier 1 interventions such as Classroom and Schoolwide Acknowledgement Systems are in place district wide. Tier II interventions such as Check In and Check out have supported students who need adult relationships and positive reinforcement are also in place district wide. With these systems in place, the behavior data has dropped district wide for major discipline referrals.

Attendance data also shows that 92% of our students are in attendance daily.

What is the financial commitment and source of funding? The district is supporting the stipends for PBIS Coaches and rewards systems for each of the buildings. The state grant also supplied all of the technical support.

What fidelity measures exist? The Tiered Fidelity Inventory is used to measure fidelity within each of the buildings two to three times a year. At the district level, the District Capacity Assessment (DCA) is used to measure infrastructure supports needed district wide.

What professional development exists including coaches and performance feedback? The PBIS trainer continues support with the PBIS coaches during the three data reviews and also supports the PBIS School Leaderships Teams.

Gap Analysis: The current reality with Adrian Public Schools PBIS data is in direct correlation with less students attending school for face to face instruction due to the need for social distancing in the classroom/Covid precautions. The behavior data shows that the average referrals over time increased over time, but with less students in our buildings for the 2020-21 school year, the behavior referalls are very low.

District Data Story Summary:

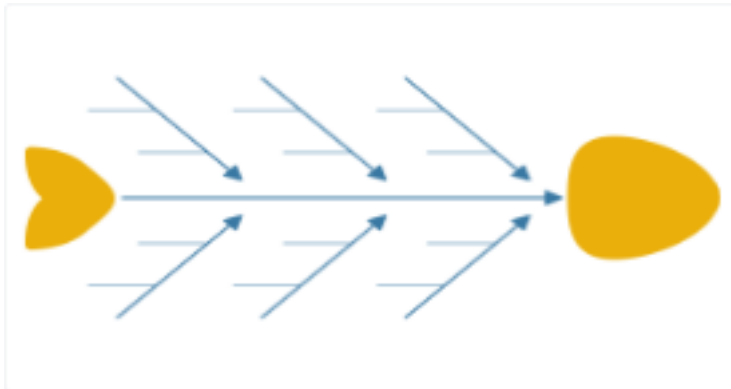
What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently? The PBIS installation checklist for Tier I supports has increased over time with all six district buildings, with some buildings hitting the 100% average. Tier 2/3 behavior supports are also seen as growth over time in all district buildings and 4 of those buildings are also reporting 100% growth in a portion of those goals. Growth is needed in Tier 3 behavioral supports in all district buildings.

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs? Graduation Coaches in each of the district buildings are coordinating effort to increase student attendance by working with families. Counselors, Social Emotional support staff, Social Workers are also employed by the district to support students behavior and academic needs. Each district building has at least one designated PBIS coach to lead PBIS data reviews two to three times a year with the School Wide PBIS Leadership Teams. This data is then shared out to the building staff.

Are there any major challenges not being addressed by a service, program, or activity?
 Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
 Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?
 Is there a braiding of funding across there various programs and efforts?

Analysis:

Root Cause



Summary of Fishbone discovery:

Generally speaking, there are numerous factors across the community such as trauma, socioeconomic challenges, and other environmental factors that have led to attendance issues as well as general positive climate and culture.

Supporting Documents

No Documents Included

Challenge Statement: The district needs to allocate resources to continue building strong Positive Behavioral Interventions and Supports (PBIS) as well as to decrease the percentage of students chronically absent district-wide.

Strategies:

(1/6): Restorative Practice/Restorative Justice

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/30/2024

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. "

Buildings: All Active Buildings

Total Budget: \$10,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reinforce Classroom Circles	Derrick Richards	06/14/2021	06/30/2023	ONTARGET
Professional Development on Restorative Practices	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Implement Dispute Resolution Practices	Derrick Richards	06/14/2021	06/30/2024	ONTARGET

(2/6): Positive Behavioral Intervention and Support (PBIS)

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/30/2024

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: All Active Buildings

Total Budget: \$20,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monitor Staff and Student Acknowledgment Programs	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
Review/Implement new student risk screener	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
Monitor/Implement Tier II/ III Teams	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Monthly Data Reviews with Staff	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Peer to Peer Supports	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Check In/Check Out	Derrick Richards	06/14/2021	06/30/2024	ONTARGET

(3/6): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/30/2024

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children."

Buildings: All Active Buildings

Total Budget: \$50,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement SEL Elementary Special Class	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
Adopt SEL Curriculum for K-12 use	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
In partnership with LISD and County, increase mental health services to students	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Mindful Classrooms at Prairie	Carl Lewandowski	06/15/2021	06/30/2024	ONTARGET
Morning Meetings at Michener	Ann Lacasse	06/15/2021	06/30/2024	ONTARGET
Free to Play Lincoln	Sam Skeels	06/14/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Morning Meetings at Michener	Ann Lacasse	06/15/2021	06/30/2024	ONTARGET

(4/6): Parent Involvement and Community Partnerships

Owner: Derrick Richards

Start Date: 06/15/2021

Due Date: 06/30/2024

Summary: Children learn best when the significant adults in their lives -- parents, teachers, and other family and community members -- work together to encourage and support them. This basic fact should be a guiding principle as we think about how schools should be organized and how children should be taught. Schools alone cannot address all of a child's developmental needs: The meaningful involvement of parents and support from the community are essential.

Buildings: All Active Buildings

Total Budget: \$45,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Partnership with Adrian Center for the Arts	Carl Lewandowski	06/16/2021	06/30/2024	ONTARGET
Parent Involvement Coordinators	Derrick Richards	06/15/2021	06/30/2024	ONTARGET
Title I Parent Nights	Derrick Richards	06/15/2021	06/30/2024	ONTARGET
Parent Council at Springbrook	Nathan Parker	06/15/2021	06/30/2024	ONTARGET
Parent Council at High School	Mike Perez	06/16/2021	06/30/2024	ONTARGET

(5/6): Provide Meaningful Extracurricular Activities to Students

Owner: Derrick Richards

Start Date: 06/16/2021

Due Date: 06/30/2024

Summary: To improve student's connectedness to school, it is important to offer additional activities and opportunities for students to feel a self of belonging and value. Such activities may include sports, academic clubs, fine arts, and other clubs.

The benefits of after school activities for children are wide and varied, ranging from physical benefits due to the promotion of increased activity, to psychological and social advantages. Scientific research proves that encouraging children to engage in activities after school could aid their development.

Experts in child advancement suggest that participation in extracurricular activities on a regular basis is the best way to help children develop their individual personalities, cut down on emotional stress, and enhance social or academic skills that could benefit them in the future. Psychologists even recommend after school activities as the preferred choice over confidence-building classes

Buildings: All Active Buildings

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Fine Arts Performance at Lincoln and Michener	Ann Lacasse	06/17/2021	06/30/2024	ONTARGET
APS Recreation Department Activities	Derrick Richards	06/16/2021	06/30/2024	ONTARGET
Student Council, Garden Club, Drama Clubs, and Science Olympiad at Elementary Buildings	Derrick Richards	06/17/2021	06/30/2024	ONTARGET

(6/6): Success/Graduation Coaches

Owner: Derrick Richards

Start Date: 07/19/2022

Due Date: 06/30/2024

Summary: Success Coaches and Graduation Coaches ensure the successful transition of all students from elementary to middle school, middle to high school, and high school to post-secondary education or the workforce. Provide comprehensive prevention/ intervention programs for students at risk of grade retention and/or dropping out of school. Identify students in need of additional support and work with them to achieve academic and social success. Ensure that all identified students receive the resources and services needed to guide them toward graduation

Buildings: All Active Buildings

Total Budget: \$400,000.00

- Other Federal Funds (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide Academic Support	Derrick Richards	07/19/2022	06/30/2024	ONTARGET
Monitor Student Attendance	Derrick Richards	07/19/2022	06/30/2024	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 3% for Student Counts: Attendance		06/29/2022	OVERDUE
Increase by 3% for Student Counts: Attendance		06/29/2023	ONTARGET
Increase by 4% for Student Counts: Attendance		06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
06/12/2022	Lincoln: Impact Statements:	Sam Skeels

Date	Note	Author
	<p>Increase by 3% for student counts: Attendance by 6.29.22 - Look at Count Day report for Fall and Spring 2020 - 2021 and 2021-2022. Upload/attach reports</p> <p>What did we do Additional letter sent out to those students who were at 20% or more days of attendance. A plan for home visits for students who have high attendance issues was developed and door tags were purchased. Classroom teachers reach out to parents through text messages, phone calls, met students at the car, put in positive rewards with students to help with improving attending school. SAT teams have occurred with parents to improve communication and develop plans to help students who are struggling with attendance be more successful.</p> <p>What can we do For next year we can continue with systems that are already being implemented and follow through on the home visit plan. Next year it will be critical to determine a team to facilitate home visits. Potentially provide attendance awards for perfect attendance for each month, trimester, & for the entire school year. Decrease by 2% for PBIS System Data (TFI, Aperture, Behavior outcomes):</p> <p>What did we do 488 (divide by number of students in building)/330 students =1.4 referrals per student on average in the system as of today 5/12/22; last year 280 referrals (divided by 200 students) = 1.4 referrals per student Review of referrals shows that we maintained the referral percentage at 1.4 referrals per student on average for both the 2020-2021 and 2021-2022 school years. The percentages staying the same could be attributed to longer school days, more students participating in face to face instruction, less structure during</p>	

Date	Note	Author
	<p>recess, more relaxed spacing guidelines within the school building and grounds. The data shows as the guidelines have relaxed the referrals have increased. Things that have helped this year is continuing to have breakfast in the classroom. Tier 1 PBIS interventions are strong and being implemented with fidelity. We were able to bring back more tier 2 interventions (peer mentoring). Teachers and administration have done a better job in school wide acknowledgement through pride tickets on the announcements. Classroom teachers do a really good job with communicating with parents immediately regarding behaviors. Rewards being provided for Whale Done for teachers and students, as well as, grandma shout outs.</p> <p>What can we do Continue with the systems we have in place. Ensure that PBIS team meetings continue and data is reviewed to determine students who need interventions. Work on developing an intervention system for unstructured times.</p>	
06/12/2022	<p>High School: Impact Statements: Increase by 3% for student counts: Attendance by 6.29.22 AHS Count Day #'s for SIP What did we do: Reminder emails from Admin, What can we do: Parent Reminders Hire attendance Manager for Springbrook and AHS. Facilitate meetings with student and parent after missing ___ days. At Madison the AP does this. Chris Howard thinks the funding is available to make a hire. Then make appropriate Truancy Referrals. Exam Exemptions Attendance Awards Parent Education w/ Rae on getting kids to school unless REALLY sick.</p>	Sam Skeels

Date	Note	Author
	<p>Build Intrinsic Motivators: Staff training - What does this mean for staff, so we can be intentional - Book Study/modeling for kids.</p> <p>Give kids the idea to kids, if you miss my class, you are missing out on something.</p> <p>Course options for Freshman (hands on, work applications)</p> <p>Envision and re-vision your path. How to get there, make a plan.</p> <p>Extracurricular involvement and clubs.</p> <p>Complete spreadsheets, make it "attractive" and add to the handbook!</p> <p>Look at interest in class, make some choices.</p> <p>Home Visits</p> <p>Reduce the ratio of MAIN (Go to) Adult to students</p> <p>Teach kids how to show school spirit, involve parents.</p> <p>Start PTO, task them with helping intentionally build school Spirit and Community Spirit.</p> <p>Delay athletics practices to promote school involvement.</p> <p>Add incentives for school spirit. (Attend events)</p> <p>19-20: Fall 92.31% / Spring 92.08%</p> <p>20-21: Fall 91.55% / Spring 89.78%</p> <p>21-22: Fall 91.23% / Spring 90.80%</p> <p>Decreased by 2% for PBIS System Data (TFI, Aperture, Behavior outcomes):</p> <p>What did we do</p> <p>What can we do</p> <p>Discipline is a delayed process. Students are given options, we need to make it inconvenient. Need more of an instant process.</p> <p>Make the intention behind discipline Clear.</p> <p>The WHY.</p> <p>Write apology/amends letters when we make mistakes. (Restorative)</p> <p>Be unified in what we do as a staff, no</p>	

Date	Note	Author
	<p>confusion. Both PBIS and Punitive. Strong, United Front. Things will get worse before they get better.</p> <p>19-20 ISS: 165 OSS: 459.5 Expulsions: 22</p> <p>20-21 ISS: 62 OSS: 221 Expulsions: 0</p>	
04/28/2022	.	Ann Lacasse

Adjust Notes:

No Data Available

Activity Status:

Restorative Practice/Restorative Justice Activities

Activity	Owner	Start Date	Due Date	Status
Reinforce Classroom Circles	Derrick Richards	06/14/2021	06/30/2023	ONTARGET
Professional Development on Restorative Practices	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Implement Dispute Resolution Practices	Derrick Richards	06/14/2021	06/30/2024	ONTARGET

Positive Behavioral Intervention and Support (PBIS) Activities

Activity	Owner	Start Date	Due Date	Status
Monitor Staff and Student Acknowledgment Programs	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
Review/Implement new student risk screener	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
Monitor/Implement Tier II/ III Teams	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Monthly Data Reviews with Staff	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Peer to Peer Supports	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Check In/Check Out	Derrick Richards	06/14/2021	06/30/2024	ONTARGET

Whole School, Whole Community, Whole Child Framework (WSCC) Activities

Activity	Owner	Start Date	Due Date	Status
Implement SEL Elementary Special Class	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
Adopt SEL Curriculum for K-12 use	Derrick Richards	06/14/2021	06/29/2022	COMPLETE
In partnership with LISD and County, increase mental health services to students	Derrick Richards	06/14/2021	06/30/2024	ONTARGET
Mindful Classrooms at Prairie	Carl Lewandowski	06/15/2021	06/30/2024	ONTARGET
Morning Meetings at Michener	Ann Lacasse	06/15/2021	06/30/2024	ONTARGET
Free to Play Lincoln	Sam Skeels	06/14/2021	06/30/2024	ONTARGET
Morning Meetings at Michener	Ann Lacasse	06/15/2021	06/30/2024	ONTARGET

Parent Involvement and Community Partnerships Activities

Activity	Owner	Start Date	Due Date	Status
Partnership with Adrian Center for the Arts	Carl Lewandowski	06/16/2021	06/30/2024	ONTARGET
Parent Involvement Coordinators	Derrick Richards	06/15/2021	06/30/2024	ONTARGET
Title I Parent Nights	Derrick Richards	06/15/2021	06/30/2024	ONTARGET
Parent Council at Springbrook	Nathan Parker	06/15/2021	06/30/2024	ONTARGET
Parent Council at High School	Mike Perez	06/16/2021	06/30/2024	ONTARGET

Provide Meaningful Extracurricular Activities to Students Activities

Activity	Owner	Start Date	Due Date	Status
Fine Arts Performance at Lincoln and Michener	Ann Lacasse	06/17/2021	06/30/2024	ONTARGET
APS Recreation Department Activities	Derrick Richards	06/16/2021	06/30/2024	ONTARGET
Student Council, Garden Club, Drama Clubs, and Science Olympiad at Elementary Buildings	Derrick Richards	06/17/2021	06/30/2024	ONTARGET

Success/Graduation Coaches Activities

Activity	Owner	Start Date	Due Date	Status
Provide Academic Support	Derrick Richards	07/19/2022	06/30/2024	ONTARGET
Monitor Student Attendance	Derrick Richards	07/19/2022	06/30/2024	ONTARGET

Monitoring Notes

Monitoring Notes: Parent Involvement and Community Partnerships

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/12/2022	High School: This has stalled since COVID, however, pre pandemic, many good things were in place, that will be re launched, along with new ideas. Implement a PTO / Parent Advisory. Create Maple College and Career Council.	Sam Skeels
06/12/2022	Lincoln: Parent Involvement Coordinators: Amy Baker does a fantastic job. Next year's focus will be on direct, face to face interactions and events for parents. Coming out of COVID, this will be a natural thing. Title I Parent Nights: Nights implement practical strategies that parents can use with kids at home. We want to increase the participation at parent activities, and focus on having more of these opportunities at the beginning of the year or before the school year begins to set families up for success for the school year. Record and post all of these for reference throughout the year for families.	Sam Skeels
06/08/2022	Prairie: Through the Parent Communication Coordinator we have provided a handful of parent workshops designed to help equip our parents with a greater capacity of how to better support their children as learners.	Derrick Richards
06/01/2022	Springbrook: The parent council met this year. Parents have been surveyed on dress code and scheduling.	Derrick Richards
05/13/2022	ACHS: The program is working with Goodwill,	Derrick

Date	Note	Author
	Parkside, and Michigan Works on an ongoing basis to provide additional student support in areas non-academic.	Richards
05/06/2022	District: Additional work in this area will be a focus of 2022-23 to build more opportunities for parents to be part of their child's education. COVID has negatively impacted parental involvement in some ways.	Derrick Richards
05/05/2022	Alexander Title 1 Parent Nights for Math and Reading have been coordinated by the Parent Coordinator. A Title Parent information night and Math night were held face to face. The Title Reading night was held face to face.	Shanan Henline
04/28/2022	Michener: Title 1 Parent Nights for Math and Reading have been coordinated by the Parent Coordinator. A Title Parent information night and Math night were held virtually. The Title Reading night was held face to face.	Ann Lacasse

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/12/2022	High School: Progress will be made beginning 2022-2023	Sam Skeels
06/12/2022	Lincoln: Parent Involvement Coordinators: Amy Baker does a fantastic job. Next year's focus will be on direct, face to face interactions and events for parents. Coming out of COVID, this will be a natural thing. Title I Parent Nights: Nights implement practical strategies that parents can use with kids at home. We want to increase the participation at parent activities, and focus on having more of these opportunities at the beginning of the year or before the school year begins to set families up for success for the school year. Record and post all of these for reference throughout the year for families.	Sam Skeels
06/08/2022	Prairie: We have not had the best turn out and we will have an action step on how to get more involvement with our families.	Derrick Richards

Date	Note	Author
05/05/2022	Alexander: Parents participate minimally in the Title Parent Nights as two were held this school year. Classroom communication systems have been implemented and parents participation is well received.	Shanan Henline
05/05/2022	Michener--Parents participate minimally in the Title Parent Nights. However they do participate at a high level when there are fundraisers, Parent Teacher Conferences and checking the teacher's social media. Parents communicate frequently with classroom teachers via FB messenger, class Dojo and other electronic means. Teachers report talking with parents throughout the day via social media.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/12/2022	High School: Progress will be made beginning 2022-2023	Sam Skeels
06/12/2022	Lincoln: Parent Involvement Coordinators: Amy Baker does a fantastic job. Next year's focus will be on direct, face to face interactions and events for parents. Coming out of COVID, this will be a natural thing. Title I Parent Nights: Nights implement practical strategies that parents can use with kids at home. We want to increase the participation at parent activities, and focus on having more of these opportunities at the beginning of the year or before the school year begins to set families up for success for the school year. Record and post all of these for reference throughout the year for families.	Sam Skeels
06/08/2022	Prairie: We do have some families that have seen the value in the programming however we would like to see more families getting involved.	Derrick Richards
05/05/2022	Alexander: All staff communicate with parents effectively using their parent communication	Shanan Henline

Date	Note	Author
	systems.	
05/05/2022	Michener--Staff has significant capacity to communicate with parents effectively. Teachers communicate daily through social media, notes home in daily folders, etc. However, the communication is often one sided.	Derrick Richards
04/28/2022	Additional training is necessary to improve parent involvement.	Ann Lacasse

Monitoring Notes: Positive Behavioral Intervention and Support (PBIS)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/12/2022	High School: Pride tickets are suggested by PBIS team (Laura and Melanie) Student recognition breakfast in December. Staff have award menus Athlete of the Week (Athletico) 2. Aperture: Student identification in March, staff volunteered to informally check in with students. 3. PBIS meetings: No formal process to identify/report students and needs (behavior/academic) Social Worker (Parkside and LISD) Angela Pooley Grad Coaches 4. SWIS is not being used at this time 5. Maple Mentor (Partially implemented) Beginning/Advanced Leadership (Gilmore) Fresh/Senior Seminar Project Unify 6. Students identified by Grad Coaches and Admin.	Sam Skeels
06/12/2022	Lincoln: Monitor Staff and Student Acknowledgement Programs: Lincoln - Pride Tickets, Whale Dones (Staff, Student, Classroom), Grandma Shout Outs. Review/Implement new student risk screener (Aperture): Implemented and spent PD time analyzing and targeting students.	Sam Skeels

Date	Note	Author						
	<p>Monitor/Implement Tier II/III Teams: Lincoln Roles in the PBIS Leadership Team and Tier II. Tier III are our SAT Meetings.</p> <p>Monthly Data Reviews with Staff: Lincoln has worked hard and this is a strength</p> <p>Peer to Peer Supports and Peer Mentoring: Both are in place and high functioning at Lincoln.</p> <p>Check In/Check Out: Fully implemented at Lincoln.</p>							
06/01/2022	<p>Springbrook:</p> <p>In the area of staff/student acknowledgement we are on track. We have implemented the students risk screener. Our teams have been meeting. We can improve our staff data reporting and peer to peer supports.</p>	Derrick Richards						
05/13/2022	<p>ACHS: The program has in place a student acknowledgment system to reward good behavior and an acknowledgment system. The teachers work on providing positive feedback to a 6 to 1 ratio.</p>	Derrick Richards						
05/05/2022	<p>Alexander: PBIS team's (BLT, Tier 2/3), Kick off assembly, schoolwide acknowledgement systems, individual classroom incentives, added more Tier II interventions,</p>	Shanan Henline						
03/22/2022	<p>Lincoln: PBIS is in full implementation mode at Lincoln. Our PBIS Leadership, Tier 2/3 teams meet bi weekly to review SWIS data, and implement interventions. ELT and PD time is allocated for continuous improvement to our school wide and classroom processes and procedures.</p>	Sam Skeels						
<p><i>Evidence Data Set for 'Lincoln: PBIS ...'</i></p> <table> <tr> <th>Date</th><th>Data Name</th><th>Provider</th></tr> <tr> <td>03/21/2022</td><td>PBIS HANDBOOK 2021-2022</td><td>2021-2022 Lincoln PBIS Handbook for Staff (1).pdf</td></tr> </table>			Date	Data Name	Provider	03/21/2022	PBIS HANDBOOK 2021-2022	2021-2022 Lincoln PBIS Handbook for Staff (1).pdf
Date	Data Name	Provider						
03/21/2022	PBIS HANDBOOK 2021-2022	2021-2022 Lincoln PBIS Handbook for Staff (1).pdf						
03/22/2022	<p>Prairie: has implemented the peer-to-peer through our "Success Coach" we have identified students with 3 or more referrals within the School-Wide Information System</p>	Carl Lewandowski						

Date	Note	Author
	<p>(SWIS) and have matched these students with peer mentors. We reached out to families to gain permission to implement this strategy and have created a schedule of peer to peer sessions. The sessions are monitored with our "Success Coach" who is providing activities that the peer mentors and peers to play or do while they spend time together.</p> <p>We have staff and student acknowledgement programs in place.</p> <p>We use Aperture as our screener for identifying at risk students</p> <p>We monitor and implement tier 2 & 3 teams using school wide information system</p> <p>We do monthly data review with teams but it is not always with entire staff we need to push out with our entire staff</p> <p>We utilize check in and check out (CICO) as a tier 2 strategy</p> <p>We utilized the peer to peer program as a tier 2 strategy</p>	
02/07/2022	<p>Michener: Students are being acknowledged through three schoolwide celebrations, PRIDE tickets for meeting expectations, Maple PRIDE store, Student of the Month recognition at PTO, Outstanding Citizen Award at the Board of Education, Perfect Attendance awards. Each classroom has a classroom reward system and these were monitored at the Tier 1 level. There is no formal recognition system for staff.</p> <p>Michener: At this point, the building has administered the DESSA SEL Screener twice during the 2021-2022 school year.</p>	Derrick Richards

Date	Note	Author
	<p>Michener: Monthly Tier 1, Tier 2 and Tier 3 meetings are held. These teams use the data to provide supports for individual students and plan for behavior supports.</p> <p>Michener: Data reviews have been shared intermittently at staff PD. Communication to staff is an area for improvement. Information is shared with teaching staff, but not support staff.</p> <p>Michener: Peer to peer supports have been implemented for specific special education students. Next year we would like to implement peer/mentoring support as a Tier 2 behavior intervention that involves older/younger children partnering for positive support.</p> <p>Michener: Check In/Check Out is fully implemented. Meetings are held monthly to review data and discuss which children will benefit from this support.</p>	

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/12/2022	High School: We need more consistency and fidelity of implementation.	Sam Skeels
06/12/2022	Lincoln: PBIS is in full implementation, with plans to reinstate pre pandemic supports taken away as a result of the pandemic.	Sam Skeels
06/08/2022	Prairie, through observation and data collected in our school wide information system we are recognizing that these programs are reaching the intended population.	Derrick Richards
06/01/2022	Springbrook: Our PBIS program is achieving the intended outcomes based on our Infinite Campus behavior reports. Referrals went down for students on check-in check out , grades went up and attendance increased.	Derrick Richards
05/05/2022	Alexander: PBIS is in full implementation at	Shanan

Date	Note	Author
	Alexander.	Henline
05/05/2022	Michener: PBIS is fully implemented and all students are able to earn Maple Pride tickets and access the Pride store. All students are taught PBIS lessons.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/12/2022	High School: We need more consistency and fidelity of implementation. With this, the program will get back on track to meet needs and expectations in the 2022-2023 school year.	Sam Skeels
06/12/2022	Lincoln: Continuous progress being made evidenced by TFI, SWIS, data.	Sam Skeels
06/08/2022	Prairie staff capacity around the activities continues to grow however we have had a number of teachers new to Adrian Public Schools. This has made it challenging to go back and train new staff yearly.	Derrick Richards
06/01/2022	Springbrook: Our staff has a strong capacity to meet the expectations of PBIS. Staff implement PBIS lessons and use the rewards and re-teaching moments.	Derrick Richards
05/13/2022	ACHS: Additional support in this area can be enhanced through training.	Derrick Richards
05/05/2022	Alexander: Glad that new teachers get training and we plan to create a new schoolwide theme next school year.	Shanan Henline
05/05/2022	Michener: We have good capacity with Professional Development over the last 5 or more years. New teachers need to be trained as part of their onboarding. A PBIS refresher is given to the staff each year.	Derrick Richards

Monitoring Notes: Provide Meaningful Extracurricular Activities to Students

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/12/2022	High School:	Sam Skeels

Date	Note	Author
	N/A No Intramural Sport/Activities Various Clubs (See Gilmore)	
06/12/2022	Lincoln: Fine Arts Performance at Lincoln (Drama Club) APS Recreation Department Activities Student Council, Garden Club, Drama Club, Science Olympiad/Math Pentathlon	Sam Skeels
06/08/2022	Prairie: This year we initiated a garden club students were required to fill out an application and then we looked closer at students we know emotionally have struggled during the day with coping. From that we selected a mix of students that could benefit from working in the garden during the school day.	Derrick Richards
06/01/2022	Springbrook: Tutoring program, after school study club, art club, yearbook club, GSA club, Science Fair Club and Community service club.	Derrick Richards
05/05/2022	Alexander: This school year we have implemented some extracurricular activities such as Math Pentathlon, Drama Club, Run Club, Swim Club, after school Basketball, Lunch Buddies, Student Council, and A-team.	Shanan Henline
05/02/2022	Michener: Meaningful extracurricular activities are being provided that include Garden Club, a Theater Arts program that puts on a musical each year, Pokemon Club, Math Pentathlon, Run Club, Swim Club, after school Basketball, Lunch Buddies, Student Council, Clay Club and Yoga.	Derrick Richards

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/12/2022	High School: N/A No Intramural Sport/Activities Various Clubs (See Gilmore)	Sam Skeels
06/12/2022	Lincoln: More students participated in extracurricular activities this year than ever before!	Sam Skeels

Date	Note	Author
06/08/2022	Prairie: We had two parents with an in depth capacity for gardening and were able to meet multiple times with this group to take care of planting, weeding, up potting plants etc.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/12/2022	High School: N/A No Intramural Sport/Activities Various Clubs (See Gilmore)	Sam Skeels
06/12/2022	Lincoln: More students participated in extracurricular activities this year than ever before! All stakeholders realize the importance of school connection and involvement outside of the school day.	Sam Skeels
06/08/2022	Prairie: Teachers are understanding of the value this provides for many of our students. To continue growing the program additional workshops and trainings for staff and parent volunteers would allow this to occur.	Derrick Richards

Monitoring Notes: Restorative Practice/Restorative Justice

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/12/2022	High School: No expectation for classroom circles No formal PD on restorative practices No staff training	Sam Skeels
06/12/2022	Lincoln: Reinforce Classroom Circles: This is effective, but needs to have a stronger focus from the beginning of the school year. New SEL curriculum will help facilitate this. Professional Development on Restorative Practices: Another focus, and training for staff is needed at the beginning of the year PD's to be sure this is complete and done with fidelity. Implement Dispute Resolution Practices: Having success coach services to lead this has been critical to the success of dispute and conflict resolution. Focus for next year.	Sam Skeels

Date	Note	Author
	Create a referral process for Success Coach interventions. Success Coach has helped us exhaust proactive and PBIS based interventions to try to avoid punitive consequences.	
06/01/2022	Springbrook: All staff have some experience implementing circles. Additional professional development is needed. Dispute resolution is used in some cases.	Derrick Richards
05/05/2022	Alexander: Classroom restorative circles (morning meetings) are held as needed to address classroom issues. Also our social worker has worked with small groups on restorative circles to address additional classroom issues too.	Shanan Henline
04/28/2022	<p>Michener: Classroom restorative circles are held as needed to address classroom issues.</p> <p>Michener: Classroom teachers have been trained by Phill Schaedler from the Southeast Michigan Dispute Resolution Center to hold Restorative Circles and have a prompting guide.</p> <p>Michener: Classroom teachers have been partnered with non-classroom teachers to allow circles to be held.</p>	Ann Lacasse

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/12/2022	High School: This needs to be a priority at AHS. The needs are identified, we need to move toward PD and implementation.	Sam Skeels
06/12/2022	Lincoln: Progress halted some during the pandemic. This year, with the addition of SEL, things are back on the right path.	Sam Skeels
06/01/2022	Springbrook: Circles is reaching our intended student groups, especially with our counselors, social workers and grad coaches.	Derrick Richards
05/05/2022	Alexander: Teachers have participated in morning meetings with students and	Shanan Henline

Date	Note	Author
	restorative circles when the needs arise.	
05/05/2022	Michener--All teaching staff participated in a mini-training from the Southeast Michigan Dispute Resolution Center at the beginning of the year. Students have been participating in Restorative Circles and have been requesting to participate in them.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/12/2022	High School: No documented progress this past school year.	Sam Skeels
06/12/2022	Lincoln: The ideas and understanding exists, more training and PD to help with application would be good.	Sam Skeels
06/01/2022	Springbrook: Staff have an understanding of circles. Staff could use additional training and exposure to using circles.	Derrick Richards
05/05/2022	Michener--we use a google doc to track participation in Restorative Circles. Teachers have been partnered so that they have someone to cover their classes if they need to hold a circle. Professional Development was lead by Phill Schaedler from the SE Michigan Dispute Resolution Center.	Derrick Richards

Monitoring Notes: Success/Graduation Coaches

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Whole School, Whole Community, Whole Child Framework (WSCC)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/12/2022	To begin Tri II 2022/23 (Lion's Quest)	Sam Skeels
06/12/2022	Lincoln: Implement SEL Elementary Specials Class: Done Adopt SEL Curriculum for K-12 use: Done In partnership with LISD and County, increase mental health services to students: Questionable. Need more consistency and in school services. Lincoln has developed an SEL website with lots of resources for families. Free2Play at Lincoln: Reduced space in classrooms coming out of COVID has prevented us from the same implementation fidelity as last school year. Next year, Free2Play will be implemented directly into the PE curriculum.	Sam Skeels
06/08/2022	Prairie has worked for these past 3 years on mindfulness we created a weekly slide show with weekly themes that coordinates with a the themes within the book "Mindful Classrooms" by James Butler. We spent time aligning these themes with the PBIS attributes (Productivity, Respect, Integrity, Determination and Excellence).	Derrick Richards
06/01/2022	Springbrook: Our mentoring program includes some lessons in SEL.	Derrick Richards
05/05/2022	Alexander: Our students have the SEL Lion's Quest special once a week. The teachers have implemented an SEL student screener called Aperture.	Shanan Henline
02/07/2022	District: The District has implemented the SEL elementary class as a specials rotation using Lion's Quest as the Curriculum. Students have the course once a week. The District implemented an SEL student screener called Aperture. The first assessment took place in January/February using the Mini-Dessa. The second assessment is taking place in April/May.	Derrick Richards

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/12/2022	High School: N/A To begin Tri II 2022/23 (Lion's Quest) Rachel Grisham was not replaced. This is a need. District Nurse (More conversations to come)	Sam Skeels
06/12/2022	Lincoln: See note above, lots of progress and implementation.	Sam Skeels
06/08/2022	Prairie has noticed through observations and a discipline referrals that students are showing signs of controlling emotions.	Derrick Richards
05/06/2022	District: Been able to increase student support at AHS as well as provide SEL curriculum to all students in grades K-5.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/12/2022	N/A To begin Tri II 2022/23 (Lion's Quest) Rachel Grisham was not replaced. This is a need. District Nurse (More conversations to come)	Sam Skeels
06/12/2022	Lincoln: See 1st note.	Sam Skeels
06/08/2022	Prairie staff received Initial professional development provided in September, a book study on mindful classrooms and for our new teachers the mentors reviewed mindfulness in the classroom and how to program for meditation and yoga.	Derrick Richards
05/06/2022	District: Additional training is needed as we move forward with SEL curriculum. Counselors are trained professionals in their work.	Derrick Richards

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
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Measure	Due Date	Status
Decrease by 2% for PBIS System Data (Fidelity, SRSS, Behavior Outcomes by District view)	06/30/2024	ONTARGET
Increase by 10% for Student Counts: Attendance	06/30/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve State Assessment Proficiency Levels

Status: ACTIVE

Statement: Students at Adrian Public Schools will increase average proficiency by 6% by 2024 in all subject areas.

Created Date: 05/18/2021

Target Completion Date: 06/15/2024

Data Set Name: Adrian Public Schools Academics

Name	Data Source
High School Assessments: Performance Level	MiSchoolData
Elementary M-STEP Standard Performance Strength and Weakness Report	Acadience
Springbrook M-STEP Strength and Weakness Report 2019	Acadience
NWEA Fall Data	Acadience
Alexander ELA Grades 3-8 Assessments: Proficiency	MiSchoolData
Lincoln ELA Grades 3-8 Assessments: Proficiency	MiSchoolData
Michener ELA Grades 3-8 Assessments: Proficiency	MiSchoolData
Prairie ELA Grades 3-8 Assessments: Proficiency	MiSchoolData
Alexander Math Grades 3-8 Assessments: Proficiency	MiSchoolData
Lincoln Math Grades 3-8 Assessments: Proficiency	MiSchoolData
Michener Math Grades 3-8 Assessments: Proficiency	MiSchoolData
Prairie Math Grades 3-8 Assessments: Proficiency	MiSchoolData
Student Assessment: College Readiness SAT	MiSchoolData
Springbrook Grades 6-8 Assessments: Proficiency	MiSchoolData

Name	Data Source
Springbrook Grades 6-8 Assessments: Proficiency	MiSchoolData
Springbrook Grades 6-8 Assessments: Proficiency	MiSchoolData
Springbrook Grades 6-8 Assessments: Proficiency	MiSchoolData
Springbrook Grades 6-8 Assessments: Proficiency	MiSchoolData
Student Counts: Student Count Economic	MiSchoolData
Student Counts: Student Count Ethnicity	MiSchoolData
Grades 3-8 Assessments: Performance Level	MiSchoolData
Student Assessment: College Readiness	MiSchoolData
Grades 3-8 Assessments: Scaled Scores	MiSchoolData
Grades 3-8 Assessments: Performance Level	MiSchoolData

Data Story Name: All students at Adrian Public Schools will be proficient in all subject areas.

Initial Data Analysis: English Language Arts

Alexander Proficiency: English Language Arts proficiency in 3rd through 5th grade is generally in the 40% range of students with around 20 to 30% partially proficient in M-STEP.
 Lincoln: English Language Arts proficiency in 3rd through 5th grade is generally in the 40% to 50% range of students with around 20 to 25% partially proficient in M-STEP. Generally Lincoln has the highest proficiency percentage of students in the District.

Michener: English Language Arts proficiency in 3rd through 5th grade is generally in the 20% to 30% range of students with around 15 to 30% partially proficient in M-STEP.

Prairie English Language Arts proficiency in 3rd through 5th grade is generally in the 20% to 35% range of students with around 20 to 30% partially proficient in M-STEP. Prairie has had some recent years where a grade level scored above 50% proficiency two years in a row.

Springbrook: English Language Arts proficiency in 6th through 7th grade is generally in the 25% to 40% range of students with around 20 to 25% partially proficient in M-STEP. 8th Grade Students are averaging under 40% on PSAT

Adrian High School has seen a decline in proficiency of students meeting ELA college readiness benchmarks from a high of 63% in 2015-16 down to 44.9% in 2018-2019.

Mathematics

Alexander Proficiency: Math proficiency in 3rd through 5th grade is generally in the 20% to

50% range of students with around 30% partially proficient in M-STEP. Generally, Alexander has the highest average for M-Step Math but has a decline in 4th and 5th grade.

Lincoln: Math proficiency in 3rd through 5th grade is generally in the 20% to 40% range of students with around 30% partially proficient in M-STEP. Generally Lincoln has much higher proficiency rates at the third-grade level and then it declines over the next two grade levels.

Michener: Mathematics proficiency in 3rd through 5th grade is generally in the 35% to 40% range of students with around 15 to 30% partially proficient in M-STEP.

Prairie: Mathematics proficiency in 3rd through 5th grade is generally in the 20% to 35% range of students with around 20 to 37% partially proficient in M-STEP. Prairie has had some recent years where 4th grade has been the highest in the District.

Springbrook: Mathematics proficiency in 6th through 7th grade is generally in the 20% to 30% range of students with around 20 to 25% partially proficient in M-STEP. 8th Grade Students have scored around 20% proficient and 20% partially proficient on PSAT.

Adrian High School has seen a decline in proficiency of students meeting Mathematics college readiness benchmarks from a high of 40% in 2015-16 down to 23% in 2018-2019.

Initial Initiative Inventory and Analysis: English Language Arts

The mission of Adrian Public School is the following: In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society. The connection of this data set and the particular goal is to provide students with a quality education, proficiency in English Language Arts is important to their development for future jobs and or educational careers.

What personnel are involved in the implementation?

The District ensures that all teachers are highly qualified for the positions of teaching English Language Arts. Teachers, the District Curriculum Department, and building administration are important in the development and progress of this goal.

What is the expected outcome?

The expected outcome is to have a majority of our students proficient in English Language Arts and be College and Career Ready by the time they graduated from Adrian Public Schools.

What evidence for outcomes are there thus far?

At this time, the outcome thus far is that a majority of our students are not college and career ready according to the SAT and PSAT in English Language Arts or proficient in the M-STEP in grades 3-7.

What is the financial commitment and source of funding?

This district's commitment to English Language Arts proficiency is in the areas of increasing curriculum budgets and using state and federal funds to provide needed materials to elementary students, particularly Heinemann Fountas and Pinnell materials. In addition, Intervention Teachers are in place at each elementary building as well as secondary buildings to provide Tier II and Tier III ELA support to students that need it.

What professional development exists including coaches and performance feedback?

The District has contracted with Trish Camino and other Fountas and Pinnell representatives to provide professional development on Fountas and Pinnell materials as well as best instructional practices. The District has also participated in professional development provided by the local ISD on best instructional practices.

Mathematics

The mission of Adrian Public School is the following: In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society. The connection of this data set and the particular goal is to provide students with a quality education, proficiency in Mathematics is important to their development for future jobs and or educational careers.

What personnel are involved in the implementation?

The District ensures that all teachers are highly qualified for the positions of teaching Mathematics. Teachers, the District Curriculum Department, and building administration are important in the development and progress of this goal.

What is the expected outcome?

The expected outcome is to have a majority of our students proficient in Mathematics and meet College and Career Ready benchmark by the time they graduated from Adrian Public Schools.

What evidence for outcomes are there thus far?

At this time, the outcome thus far is that a majority of our students are not college and career ready according to the SAT and PSAT in Mathematics or proficient in the M-STEP in grades 3-7.

What is the financial commitment and source of funding?

The District has recently purchased new Algebra, Geometry, and Algebra II materials with general fund dollars. State and Federal dollars have been used to provide interventions for

students in mathematics.

What professional development exists including coaches and performance feedback?

The District has participated in LISD professional development and Mathematic Strategic Intervention Solutions professional development for Elementary Teachers concentrated on number sense.

Gap Analysis: English Language Arts

The following are standards that have had multiple years in a row that demonstrates a weakness on M-STEP.

Alexander

3rd Grade Weakness

Examine or compare relationships within or across literary texts.

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Revise brief texts demonstrating narrative techniques appropriate to purpose.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit a text.

4th Grade Weakness

Interpret, explain, or connect information presented within or across informational texts.

Revise brief narrative texts demonstrating mode specific organization, format, and focus.

Revise brief informational texts demonstrating mode specific organization, format, and focus.

Revise brief texts stating opinion demonstrating mode specific organization, format, and focus.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit texts.

Lincoln

3rd Grade GAP/Weakness

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Cite evidence to support opinions based on prior knowledge and information collected.

4th Grade GAP/Weakness

Relate knowledge of literary text structures, features, or formats to interpret, explain, or connect information.

In an informational text, interpret fig. language/lit. devices/connotative meaning and their impact on meaning or tone.

5th Grade GAP/Weakness

In a literary text, interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.

Write full explanatory texts demonstrating mode specific techniques: organization, format, focus.

Revise brief texts stating opinion demonstrating mode specific organization, format, and focus.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit texts.

Michener

3rd Grade GAP/Weakness

Accurately use language and vocabulary appropriate to the purpose and audience.

Revise brief texts demonstrating narrative techniques appropriate to purpose.

Accurately use language and vocabulary appropriate to the purpose and audience.

Given an inference or conclusion, use supporting details and information from an informational text.

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Cite evidence to support opinions based on prior knowledge and information collected.

4th Grade GAP/Weakness

Write/revise brief narrative texts demonstrating mode specific organization, format, and focus.

Use informational text structures or features to obtain, interpret, explain, or integrate information.

Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected.

5th Grade GAP/Weakness

Prairie 3rd Grade

3rd Grade GAP/Weakness

Revise brief texts stating an opinion with appropriate organization, focus, and format.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit a text.

Identify central ideas, key events, or the sequence of events presented in a literary text.

Make an inference/provide a conclusion of informational texts and use supporting evidence to justify/explain inferences.

4th Grade GAP/Weakness

Write/revise brief narrative texts demonstrating mode specific organization, format, and focus. Weakness

Identify central ideas, key events, or procedures in an informational text.

Use language and vocabulary appropriate to the purpose and audience when revising or composing.

Given an inference or conclusion, use supporting details and information from a literary text.

5th Grade GAP/Weakness

In a literary text, interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.

Revise brief informational texts demonstrating mode specific organization, format, and focus.

Springbrook
7th Grade Weakness/Gaps on M-STEP

Apply a variety of strategies when writing/revising one or more paragraphs of informational/explanatory text.

Springbrook
8th Grade Weakness/Gap on Previous M-STEP

Make an inference/provide a conclusion of a literary text; use supporting evidence to justify/explain inferences.

Mathematics

The following are standards that have had multiple years in a row that demonstrates a weakness on M-STEP.

Alexander

3rd Grade Weakness

Examine or compare relationships within or across literary texts.

In an informational text, interpret use of language, distinguishing literal from nonliteral meaning of words/phrases.

Revise brief texts demonstrating narrative techniques appropriate to purpose.

Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit a text.

4th Grade Weakness

Select and use appropriate tools strategically. Weakness

Apply mathematics to solve problems arising in everyday life, society, and workplace.

Weakness

State logical assumptions being used. Weakness

Identify important quantities in a practical situation and map relationships.

5th Grade Weakness

Geometric measurement: use concepts of volume, relate to multiplication & addition.

Weakness

Graph points on the coordinate plane. Weakness

Identify important quantities in a practical situation and map their relationships. Weakness

Construct chains of reasoning to justify models, interpretations, and solutions. Weakness

Identify important quantities in a practical situation and map relationships.

Lincoln

3rd Grade GAP/Weakness

Solve problems involving the four operations. Identify, explain patterns in arithmetic.

Use place value and properties of arithmetic to perform multiWeaknessdigit arithmetic.

Develop understanding of fractions as numbers.

4th Grade GAP/Weakness

Extend familiarity with factors and multiples.

Extend understanding of fraction equivalence and ordering.

5th Grade GAP/Weakness

Perform operations with multiWeaknessdigit whole numbers & with decimals to hundredths.

Use equivalent fractions as a strategy to add and subtract fractions.

Geometric measurement: use concepts of volume, relate to multiplication & addition.

Graph points on the coordinate plane.

Select and use appropriate tools strategically.

Michener

3rd Grade GAP/Weakness

Select and use appropriate tools strategically.

State logical assumptions being used.

Distinguish correct logic or reasoning from that which is flawed.

4th Grade GAP/Weakness

Understand decimal notation for fractions, and compare decimal fractions.

Apply mathematics to solve problems arising in everyday life, society, and workplace.

Test propositions or conjectures with specific examples.

Base arguments on concrete referents such as objects, drawings, diagrams, and actions.

Analyze existing model or develop model of a real phenomenon.

5th Grade GAP/Weakness

Apply mathematics to solve problems arising in everyday life, society, and workplace.

Base arguments on concrete referents such as objects, drawings, diagrams, and actions.

State logical assumptions being used.

Analyze existing model or develop model of a real phenomenon.

Prairie 3rd Grade

3rd Grade GAP/Weakness

Multiple and divide within 100

Develop understanding of fractions as numbers.

4th Grade GAP/Weakness

Measurement, conversion of measurements from a larger unit to a smaller unit.

5th Grade GAP/Weakness

Graph points on the coordinate plane.

Perform operations with multi digit whole numbers and with decimals to the hundredths place.

Springbrook

7th Grade Weakness/Gaps on M-STEP

Represent, analyze relationships between dependent & independent variables.

Solve problems involving area, surface area, and volume.

Develop understanding of statistical variability.

7th Grade Weakness/Gaps on M-STEP

Identify important quantities in a practical situation and map relationships.

Investigate chance processes and develop, use, & evaluate probability models.

Know geometrical figures and describe the relationships between them.

Numerical and algebraic expressions and equations.

Operations with fractions; add, subtract, multiply, and divide rational numbers.

Select and use appropriate tools strategically.

State logical assumptions being used.

8th Grade Weakness/Gap on Previous M-STEP

Define, evaluate, and compare functions.

Identify important quantities in a practical situation and map relationships.

Identify important quantities in a practical situation and map relationships.

Interpret results in the context of a situation.

State logical assumptions being used.

Use functions to model relationships between quantities.

Work with radicals and integer exponents.

District Data Story Summary: District Data Story Summary
English Language Arts

What strengths have been uncovered? What growth edges have been identified?

Individual buildings have strengths in specific standards for a year or two as outlined in the data charts provided in the District Data. However, many of the standards are communicated to the District as “neither a weakness” nor a strength. It is evident that writing is an area of growth that could be addressed moving forward.

What learner needs are going unmet or not being met adequately/sufficiently?

It’s possible due to the number of students needing additional support that not all students needing support are able to receive it at the level of need. To address that issue moving forward additional interventionists will be hired to support those students.

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

Currently the district programs include instructional coaches to provide assistance to teachers, graduation coaches to provide direct support to students. Read 180 and other reading intervention programs for students K-12, classroom materials to ensure teachers have the materials needed to teach students what is expected, and SEL supports.

Are there any major challenges not being addressed by a service, program, or activity?

Additional emphasis on student attendance is necessary moving forward for the district.

Are learners at the greatest risk of receiving prevention programs, services, and supports?
If not, why?

The intent of the school is to ensure these students are receiving support. Due to the number of students needing Tier 2 or Tier 3 supports, it is feasible that not all students are receiving all they need.

Is there a braiding of funding across various programs and efforts?

Yes, the district uses 31a-state at-risk funds, Title I funds, Title II funds, and general funds to support all programs to improve student outcomes.

Mathematics

What strengths have been uncovered? What growth edges have been identified?

Individual buildings have strengths in specific standards for a year or two as outlined in the data charts provided in the District Data. However, many of the standards are communicated to the District as "neither a weakness" nor a strength.

What learner needs are going unmet or not being met adequately/sufficiently?

It's possible due to the number of students needing additional support that not all students needing support are able to receive it at the level of need. To address that issue moving forward additional interventionists will be hired to support those students.

What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?

Currently, the district programs include instructional coaches to provide assistance to teachers, graduation coaches to provide direct support to students. Math 180 and additional mathematics intervention programs for students K-12, classroom materials to ensure teachers have the materials needed to teach students what is expected, and SEL supports.

Are there any major challenges not being addressed by a service, program, or activity?

Additional emphasis on student attendance is necessary moving forward for the district.

Are learners at the greatest risk receiving prevention programs, services, and supports? If

not, why?

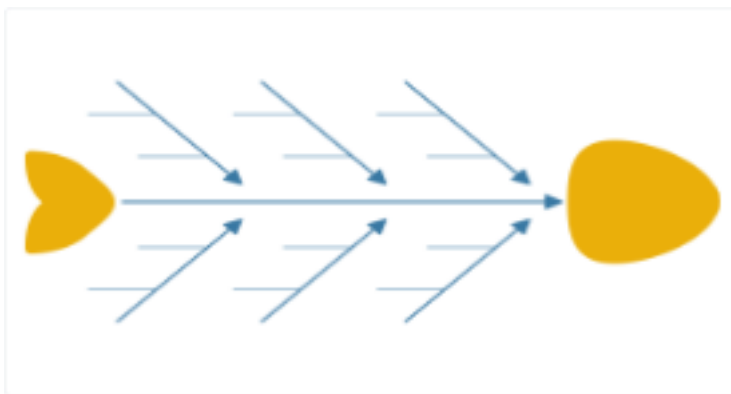
The intent of the school is to ensure these students are receiving support. Due to the number of students needing Tier 2 or Tier 3 supports, it is feasible that not all students are receiving all they need.

Is there a braiding of funding across the various programs and efforts?

Yes, the district uses 31a-state at-risk funds, Title I funds, Title II funds, and general funds to support all programs to improve student outcomes.

Analysis:

Root Cause



Summary of Fishbone discovery:

The Fishbone exercise demonstrated that there are numerous factors but attendance is a major factor in students not meeting academic achievement. Other factors may be but are not limited to: curriculum updates, staffing, trauma, and other environmental causes.

Supporting Documents

No Documents Included

Challenge Statement: The district needs to allocate resources to increase students' attendance, provide interventions, increase awareness of career and post secondary, and ensure that curriculum is meeting the needs of students.

Strategies:

(1/7): Increase Student Engagement by improving Direct Interactive Instruction and implementing engagement strategies.

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: Direct Interactive Instruction, or DII, is an efficient, effective, and research-based approach to closing the achievement gap. DII strategies guide teachers to disaggregate and sequence even the most difficult concepts at the highest levels of cognition and achieve a high success rate with all students.

Buildings: All Active Buildings

Total Budget: \$35,000.00

- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Kagan Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Direct Interactive Instruction Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Peer Teaching Observations	Derrick Richards	06/14/2021	06/15/2023	ONTARGET
Define Foundational Engagement Strategies	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Webb's Depth of Knowledge Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

(2/7): Implement Fountas and Pinnell Classroom

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: Fountas & Pinnell Classroom™ is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. Fountas & Pinnell Classroom™ is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.

Buildings

- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary

Total Budget: \$50,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Fountas and Pinnell Benchmark Assessments	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Read Alouds	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Phonics, Spelling, and Word Study	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Reading Mini Lessons	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Writing K-1	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Professional Development	Derrick Richards	06/14/2021	06/15/2023	ONTARGET
Fountas and Pinnell Classroom Library	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

(3/7): Improve Instruction through Instructional Coaching aligned best practices

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: The number of school districts using instructional coaches is growing at a staggering rate. Coaching is becoming popular, in part, because many educational leaders recognize the old form of professional development, built around traditional in-service sessions for teachers, simply does not affect student achievement

Buildings: All Active Buildings

Total Budget: \$250,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
New Teacher Program	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Instructional Coaches to support District Goals and Instruction Practices	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Co-Plan/Co-Teaching with Teachers	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

(4/7): Math Strategic Intervention Solutions

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: SIS supports 21st century math instruction and works to create systemic change in K-12 schools through a unique combination of customized, hands-on professional development and job-embedded coaching for administrators and teachers alike. Molding Math Mindsets (M³) was created as a workshop series for teachers to gain in-depth knowledge of mathematical content for teaching. Through the 8 Mathematical Practices, Number Talks, Performance Integration and more, teachers will understand and transform their teaching to meet the 21st century demands in mathematics

Buildings

- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary

Total Budget: \$25,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math SIS professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Number Talks and Modeled Drawings	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Implement Math Mini Binders to Engage NY	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math Assessments and Data Analysis Form	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

(5/7): Curriculum alignment and assessments

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: Teachers will continue to align curriculum and assessments through the use of Atlas Rubicon, Illuminate DNA, and State of Michigan standards.

Through the administration of assessments that are carefully aligned to standards and curriculum, educators are able to gain an understanding of how student learning is progressing.

Buildings: All Active Buildings

Total Budget: \$25,000.00

- General Fund (Other)
- ISD Reimbursement (Other)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Atlas Rubicon Curriculum Documentation and Alignment	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Science Standard alignment to NGSS	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Social Studies Curriculum Alignment to new MDE Standards	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Implement new social studies textbook materials	Derrick Richards	06/14/2021	06/14/2022	COMPLETE
Illuminate DNA Assessments	Derrick Richards	06/15/2021	06/15/2023	ONTARGET
Evaluate Battle Creek Science Kits	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

(6/7): Leveled Literacy Intervention

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

Summary: Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Buildings

- Alexander Elementary
- Lincoln Elementary
- Michener Elementary
- Prairie Elementary

Total Budget: \$35,000.00

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

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Leveled Literacy Materials for LLI Implementation	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
LLI Professional Development	Derrick Richards	06/14/2021	06/15/2023	COMPLETE

(7/7): MTSS Framework (General)

Owner: Derrick Richards

Start Date: 06/14/2021

Due Date: 06/15/2024

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: All Active Buildings

Total Budget: \$750,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Graduation Coaches/ Success Coaches	Derrick Richards	06/15/2021	06/15/2024	COMPLETE
Before/After School Tutoring	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Summer School	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Homeless and Foster Care Liaison	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math and Reading Interventionist	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
ESL Teachers and Supports	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Mental Health Therapist and Counselors	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Moby Max Intervention Software	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 4% for High School Assessments: Performance Level		06/14/2023	ONTARGET
Increase by 4% for Alexander ELA Grades 3-8 Assessments: Proficiency		06/14/2023	ONTARGET
Increase by 4% for Springbrook Grades 6-8 Assessments: Proficiency		06/14/2023	ONTARGET
Increase by 4% for Lincoln ELA Grades 3-8 Assessments: Proficiency		06/14/2023	ONTARGET
Increase by 4% for Prairie Math Grades 3-8 Assessments: Proficiency		06/14/2023	ONTARGET
Increase by 4% for Michener Math Grades 3-8 Assessments: Proficiency		06/14/2023	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Increase Student Engagement by improving Direct Interactive Instruction and implementing engagement strategies. Activities

Activity	Owner	Start Date	Due Date	Status
Kagan Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Direct Interactive Instruction Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Peer Teaching Observations	Derrick Richards	06/14/2021	06/15/2023	ONTARGET
Define Foundational Engagement Strategies	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Webb's Depth of Knowledge Professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Implement Fountas and Pinnell Classroom Activities

Activity	Owner	Start Date	Due Date	Status
Fountas and Pinnell Benchmark Assessments	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Read Alouds	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Phonics, Spelling, and Word Study	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Reading Mini Lessons	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Fountas and Pinnell Writing K-1	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Professional Development	Derrick Richards	06/14/2021	06/15/2023	ONTARGET
Fountas and Pinnell Classroom Library	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Improve Instruction through Instructional Coaching aligned best practices Activities

Activity	Owner	Start Date	Due Date	Status
New Teacher Program	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Instructional Coaches to support District Goals and Instruction Practices	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Co-Plan/Co-Teaching with Teachers	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Math Strategic Intervention Solutions Activities

Activity	Owner	Start Date	Due Date	Status
Math SIS professional Development	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Number Talks and Modeled Drawings	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Implement Math Mini Binders to Engage NY	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math Assessments and Data Analysis Form	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Curriculum alignment and assessments Activities

Activity	Owner	Start Date	Due Date	Status
Atlas Rubicon Curriculum Documentation and Alignment	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Science Standard alignment to NGSS	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Social Studies Curriculum Alignment to new MDE Standards	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Implement new social studies textbook materials	Derrick Richards	06/14/2021	06/14/2022	COMPLETE
Illuminate DNA Assessments	Derrick Richards	06/15/2021	06/15/2023	ONTARGET
Evaluate Battle Creek Science Kits	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Leveled Literacy Intervention Activities

Activity	Owner	Start Date	Due Date	Status
Leveled Literacy Materials for LLI Implementation	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
LLI Professional Development	Derrick Richards	06/14/2021	06/15/2023	COMPLETE

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Graduation Coaches/ Success Coaches	Derrick Richards	06/15/2021	06/15/2024	COMPLETE
Before/After School Tutoring	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Summer School	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Homeless and Foster Care Liaison	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Math and Reading Interventionist	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
ESL Teachers and Supports	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Mental Health Therapist and Counselors	Derrick Richards	06/14/2021	06/15/2024	ONTARGET
Moby Max Intervention Software	Derrick Richards	06/14/2021	06/15/2024	ONTARGET

Monitoring Notes

Monitoring Notes: Curriculum alignment and assessments

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/01/2022	Springbrook: Teachers use Illuminate for assessments. Teachers have Atlas maps up to date. Science is aligned to NGSS. Social studies textbooks were utilized.	Derrick Richards
05/05/2022	Alexander: The district utilizes Illuminate to store our data and monitor student progress. We have a district wide Assessment calendar. NWEA is giving 3 times a year with ELA with Grades K-3 with the 3rd grade reading law.	Shanan Henline

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Implement Fountas and Pinnell Classroom

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
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Date	Note	Author
06/08/2022	Prairie: This year Prairie focused on the F&P writing, guided reading instruction, phonics word study, interactive read aloud, reading mini lessons, benchmark assessments.	Derrick Richards
05/06/2022	District: The district has implemented Phonics, Word Study, Reading Mini-Lessons, Guided Reading, and Writing K-1. The 2-3 writing will be implemented for the 22-23 school year.	Derrick Richards
05/05/2022	Alexander: Phonics and word study, mini lessons, read alouds, small guided reading groups, grades K-1 writing F & P	Shanan Henline
04/28/2022	Michener: Benchmark Assessments have been implemented with training provided. Read Alouds, Mini Lessons and the F&P Classroom Libraries are being used. Phonics, Spelling and Word Study materials have been provided and are being used, however we need further training on the use of the materials. First and second grades have created a sequence and are sharing materials to fill student knowledge gaps. Fountas and Pinnell Writing materials have been used in the K-1 classrooms.	Ann Lacasse

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/08/2022	Prairie: through benchmark assessments we are able to see the growth in our students.	Derrick Richards
05/06/2022	District: Teachers are all using the materials so the scale is across the District.	Derrick Richards
05/05/2022	Alexander: all grade levels have had training and the necessary materials to implement the Fountas and Pinnell curriculum. All students are benefiting from this curriculum.	Shanan Henline
05/05/2022	Michener--all grade levels have had training and the necessary materials to implement the Fountas and Pinnell curriculum. All students are benefiting from this curriculum.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with

sufficient resources? What is the evidence?

Date	Note	Author
06/08/2022	Prairie: training has been provided although additional training would be beneficial.	Derrick Richards
05/06/2022	District: Additional training will continue throughout the 22-23 school year. Trish Camino along with the Instructional Coaches have provided training throughout the past couple of years.	Derrick Richards
05/05/2022	Alexander: continued professional development is necessary to increase teacher skill when teaching reading.	Shanan Henline
05/05/2022	Michener--continued professional development is necessary to increase teacher skill when teaching reading.	Derrick Richards

Monitoring Notes: Improve Instruction through Instructional Coaching aligned best practices

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/05/2022	Alexander: Instructional coaches have been working with the new teachers and the instructional coaches reach out to help support any additional staff with questions.	Shanan Henline
05/02/2022	District: The Instructional Coach team has been working specifically with new teachers, teachers needing support, and supporting the District main initiatives including Fountas and Pinnell as well as Engage NY/SIS mathematics. It would be the hope that in the next year, the work could be expanded.	Derrick Richards
04/28/2022	Michener: Co-planning time has been provided for each grade level at least once a week.	Ann Lacasse

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/06/2022	District: The scale/reach was negatively impacted due to a loss of a staff member and retirement. It is the plan in 22-23 to be at full capacity as a team to impact more staff members.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/06/2022	District: Additional training is necessary for the team to be able to effectively lead teachers in all initiatives.	Derrick Richards

Monitoring Notes: Increase Student Engagement by improving Direct Interactive Instruction and implementing engagement strategies.

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/08/2022	Prairie: Teachers continue to make efforts at deconstructing objectives into understandable statements for learners. The Gradual Release of Responsibility Model and the three phases are developing within each teacher. Noticeable are engagement during structured and guided practices.	Derrick Richards
06/01/2022	Springbrook: Attempted alternative engagement strategies. Some peer teaching observations took place.	Derrick Richards
05/05/2022	Alexander is utilizing our surface go and interactive whiteboards to build on student engagement. We utilize google classroom, jamboards, google slides, etc...	Shanan Henline
03/22/2022	District: Due to COVID, this goal needed to be put on hold until it was safe to focus on more engagement strategies. The secondary level will look to work through this strategy in the 2022-23 school year.	Shanan Henline

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/08/2022	Prairie: Steady progress is being made by most teachers and as a result we are noticing more students know why they are learning what they are learning. An increase in students discussing with their classmates around content.	Derrick Richards

Date	Note	Author

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/08/2022	Prairie: Ongoing focus on direct interactive instruction for new and newer teachers and ongoing attention on experienced teachers on their skill around the Dii Model.	Derrick Richards

Monitoring Notes: Leveled Literacy Intervention

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/02/2022	District: The District is making progress in it's approach to providing meaningful reading interventions to students. The materials are used throughout all four elementary buildings. However, there are some differences from building to building.	Derrick Richards
04/28/2022	Michener: LLI has been implemented. There was training provided by Trish Camino from Fountas and Pinnell. Moving forward, Intervention teachers would like to meet as a District Team regularly.	Ann Lacasse

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/05/2022	Michener--identified student who were virtual last year were worked with for the majority of the year, as well as students who were below grade level.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/05/2022	Michener--the Intervention teachers have been trained in the use of the LLI materials and the materials have been provided. The Interventionists informally support the other	Derrick Richards

Date	Note	Author
	teaching staff in best instructional purposes.	

Monitoring Notes: Math Strategic Intervention Solutions

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/08/2022	Prairie: implementing the SIS program into the classroom supplementing the engageNY math lesson plans.	Derrick Richards
05/05/2022	Alexander: Math data analysis PD has been provided, new school year teachers will turn in a data sheet after each unit assessment. Update the pacing guide - adjust.	Shanan Henline
05/02/2022	District: Professional Development was provided to new teacher as well as teachers that needed additional support on Math SIS program. New materials were provided to 2nd grade teachers for the 22-23 school year.	Derrick Richards
04/28/2022	Michener: A data analysis form was provided for teachers to have a monthly data analysis meeting. These meetings were held at the beginning of the year, but have dropped off.	Ann Lacasse

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
05/06/2022	District: All teachers have been trained and have implemented components of SIS in their classrooms. Additional focus and work is needed in this area to ensure full scale/reach throughout the District.	Derrick Richards
05/05/2022	Alexander: all classroom teachers have the materials and professional development to teach using the Strategic Intervention Solutions materials.	Shanan Henline
05/05/2022	Michener--all classroom teachers have the materials and professional development to teach using the Strategic Intervention Solutions materials.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
05/06/2022	District: Additional training and focus is required to move forward. There will be additional professional development provided by SIS in the 22-23 school year.	Derrick Richards
05/05/2022	Alexander: There is continued support from SIS and a refresher on using the math materials and binders will help with implementation post COVID.	Shanan Henline
05/05/2022	Michener--teachers are trained and have materials they need. Refresher professional development is being planned due to the fact that some of the materials could not be used during COVID.	Derrick Richards

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/08/2022	Prairie: we are making progress by implementing a success coach at our school, we also offer summer school, we have 2 full time reading interventionist, access to homeless and foster care liaison, ESL teachers and supports, Moby Max intervention software, and a part-time counselor.	Derrick Richards
06/01/2022	Springbrook: Three Grad coaches are in place with approx. 120 kids on the caseload. Seven Sections of Math and ELA interventions. After school Homework help is offered 4 days per week. Summer school is taking place, 97 currently enrolled. The counselor has been added to help with SEL needs. ESL supports are in place, approx. 27 students. Counselors and social workers are in place.	Derrick Richards
05/13/2022	ACHS: The graduation coach works with all students that are at risk. The position makes home visits, and regular calls, and creates other programs to entice students to come to school.	Derrick Richards
04/28/2022	Michener: We have had turnover of Success Coaches this year. Information was passed on from the first coach to the second one.	Ann Lacasse

Date	Note	Author
	<p>Actions that have been implemented this year to help address attendance issues are Building wide and grade level Monthly Perfect Attendance Awards, home visits, parent phone calls and letters. The Success Coach met with children to help them connect to school. Smart Goals to improve attendance and tardies were crafted with individual students. Daytime activities were implemented such as Lunch Buddies, Yoga and Clay Club with the goal of helping children want to attend school.</p> <p>Michener: Summer School is being provided at Lincoln Elementary with transportation provided.</p> <p>Michener: Math Interventionist provided support at the beginning of the year, but was discontinued when the interventionist was moved into Special Education. There have been 2.5 Reading Interventionists this year. They used the LLI Intervention system.</p> <p>Michener: ESL support has been provided the entire year using Grapeseed materials. Ongoing professional development has been provided.</p> <p>Michener: There has been considerable turnover of providers this year. Parkside has provided a part-time Social Worker this year with two different people holding this position. Under a 31N grant an additional half time social worker has been provided with 3 different people holding this position this year. Going forward, the consistency of staffing needs to be addressed.</p> <p>Michener: Moby Max professional development was provided by the vendor this year. It is being used as an intervention building wide to fill gaps for individual students, but not replace curriculum.</p>	

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?*

Date	Note	Author
06/08/2022	prairie: Having a full time success coach has helped with attendance and home visits. Reading interventionist have helped with students that are on IRIPS. Moby Max has helped supplement for our math intervention. Summer school has helped bridge the gap for learning loss.	Derrick Richards
06/01/2022	Springbrook: We have a wide variety of interventions and are able to meet the needs of most students. Successes and failures are directly related to attendance.	Derrick Richards
05/26/2022	Michener--the Success Coach makes home visits, monitors attendance, makes phone calls to parents, monitors Smart Goals with students and communicates in the Monthly newsletter to parents about attendance. Success Coach problem solves attendance issues with parents.	Ann Lacasse
05/13/2022	ACHS: The Graduation Coach is making contact with each student in the program. The evidence is call logs and other materials. However, it's been difficult the past couple of years to get full engagement from students.	Derrick Richards

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/01/2022	Springbrook: Our capacity is strong. More training for graduation coaches would be beneficial. Some additional training for those teaching intervention classes would be beneficial.	Derrick Richards
05/26/2022	Michener--Although there has been turnover, a competent Success Coach has been in place all year. Students on Smart Goals have improved attendance for those students who are on them.	Ann Lacasse
05/13/2022	ACHS: Trauma training and other relevant trainings to the position is something that will be sought out.	Derrick Richards

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 6% for Alexander ELA Grades 3-8 Assessments: Proficiency	06/15/2024	ONTARGET
Increase by 6% for Michener ELA Grades 3-8 Assessments: Proficiency	06/15/2024	ONTARGET
Increase by 6% for Lincoln ELA Grades 3-8 Assessments: Proficiency	06/15/2024	ONTARGET
Increase by 6% for Prairie Math Grades 3-8 Assessments: Proficiency	06/15/2024	ONTARGET
Increase by 6% for Springbrook Grades 6-8 Assessments: Proficiency	06/15/2024	ONTARGET
Increase by 6% for High School Assessments: Performance Level	06/15/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available