

# MICIP Portfolio Report

## Farwell Area Schools

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### Goals Included

#### Active

- ELA Curriculum Review
- Goal #2 Mathematics
- Goal #3 Social and Emotional Learning

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### Buildings Included

#### Open-Active

- Farwell Elementary School
- Farwell High School
- Farwell Middle School
- Farwell Timberland Alternative High School

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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Farwell Area Schools

### Goal #3 Social and Emotional Learning

**Status:** ACTIVE

**Statement:** All students will show growth, become proficient, or meet career and college readiness benchmarks in the area of Social and Emotional Learning.

The FAS will define what data points, for the district and each building, that we will use to measure our SEL and Child Study Process by 10/30/21.

**Created Date:** 06/29/2021

**Target Completion Date:** 06/29/2024

**Data Set Name:** Farwell Area Schools Non-Academic Social and Emotional Health (Child Study Process)

Name	Data Source
2020 2021 Benchmark Data	STAR Assessment
2020 2021 FHS SAT	Other

**Data Story Name:** Farwell Area Schools Non-Academic Social and Emotional Health (Child Study Process)

**Initial Data Analysis:** The Farwell Area Schools need to select which data sets we will use to measure our progress on this goal.

By August 2021, The FAS SI Team will determine which data sets we will be using to measure our SEL Goals.

HS- Based on trial data for ABC's (and the COVID pandemic) we are seeing some correlation with the longitudinal data and the social emotion supports for the specific students involved in the SEL group.

MS - Discipline report for the number of disrespect referrals and choice room visits. Student and Staff Perception Survey.

ES - There is an increase in discipline and Choice Room referrals between lower and upper elementary.

**Initial Initiative Inventory and Analysis:**

What is the connection to the district mission?

HS - "Doing what is best for all KIDS" clearly defines our SEL for whole child development and success

MS - "Educate all students in a safe and supportive environment." connects with the mission statement.

ES - "Educate all students in a safe and supportive environment." connects with the mission statement.

What personnel are involved in the implementation?

HS - Administration, teachers, paraprofessionals, social workers, RESD support staff (all staff are involved in social emotional wellbeing of a student), guardians, CMH, Listening Ear, MRS, etc.

MS-Administration, teachers, paraprofessionals, secretaries, Choice room Director, social worker, RESD ancillary staff, CMH counselor, (bus drivers and kitchen staff as a part of the district implementation)

ES - Administration, teachers, paraprofessionals, secretaries, Choice room Director, social worker, RESD ancillary staff, CMH counselor, (bus drivers and kitchen staff as a part of the district implementation)

What is the expected outcome?

HS - Improved data for ABC's

MS - Decreased number of disrespect referrals. Increase the percentage of students who feel safe and supported at school. (Survey data.)

ES - Students will develop better communication skills for the purpose of solving problems and reducing frustration.

What evidence for outcomes are there thus far?

HS - Longitudinal data as a whole and for individual students

MS - We have the baseline data for disrespect.

ES - Discipline referrals for disrespect. Referral discrepancy between lower and upper elementary.

What is the financial commitment and source of funding?

HS - General fund, 31n, special education, grants

MS - General fund, 31n (Second Step), special education

ES - General fund, 31n (Second Step), special education

What fidelity measures exist?

HS - Monthly meetings with data collection and analysis with and regular interventions that are communicated with all stakeholders (FBA, BIP, Staff PD/Meetings, MiPhy Survey, Staff and Student SIP Survey)

MS - Monthly reports, Child Study Meetings, Grade Level Team Meetings

ES - Child Study Meetings, Second Step Reports, Grade Level Team Meetings

What professional development exists, including coaches and performance feedback?

K-12 Social-Emotional Learning: Introduction to SEL

HS - Mental Health First Aid, CPI, Trauma PD, Safe Schools

MS - Mental Health First Aid, CPI, Second Step, Safe Schools, Trauma PD, Student and Staff feedback survey, CHAMPS

ES - CPI, Second Step, Safe Schools, Trauma PD, CHAMPS

*Gap Analysis:* HS - Desired state - SEL success for all students based on the ABC data; Current state - SEL data shows improvements needed for attendance, behavior and curriculum based on truancy, discipline referrals, and course failures/off-track to graduate MS - The gap between our current reality and our desired state is that we don't have all of the data we need to analyze what we want to analyze.

ES - The data shows discipline and choice room referrals for upper elementary are much greater than lower elementary.

#### *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?

HS - Strengths - f2f/daily attendance shows improvement; Participating in monthly SEL for students showed a decrease in behavior issues and increase in academic success.

MS - Strength: We have started the Child Study Process. Unmet needs: Some learner needs are not adequately met due to the high volume of student Social Emotional needs.

ES - Strength- The Child Study data collection is organized, accurate, thorough and up to date. Growth Area- Building-wide data collection for targeted behavior for all students.

Unmet Learner Needs - Educating all students with a common SEL curriculum, which uses common language throughout the building.

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

HS - Ignite, Monthly SEL, Social Workers, In-House CMH, In-House Ten16, Collaboration with Listening Ear/BBBS, Paraprofessional Supports, Team Teaching, MRS, Transition, School Liaison, CHAMPS, Alternative Education, Choice Room, differentiation/accommodations that multiple modes of access

MS - CMH Counselor, Student Council, YAC, CHAMPS, Choice Room, Paraprofessionals, Team Teaching, PBIS, Second Step

ES - CMH Counselor, CHAMPS, Choice Room, CPI Team, CGRESA Ancillary Staff, PBIS, Second Step

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

HS - More guardian involvement in their student's education; additional mental health resources and services

MS - Addressing the mental health needs of our students is a major challenge. While our CMH counselor does an outstanding job, he is only one person. Added support in this area could alleviate this challenge.

ES -Understaffed in the areas of administration, social work services, and counseling. Due to these shortages, a school-wide program must be implemented. The education of parents/guardians is limited and might hinder the “carry over” of skills learned at school.

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

HS - Yes, through our SEL focus group that meets monthly and includes data collection and analysis

MS - Yes. (Child Study Process, Para Support, Team Taught Classes, AE, Title Services, SPARKS, Second Step)

ES - Yes, the high demand students receive the services that they need due to being identified through the Child Study Process. Students not undergoing the process, may have needs that are not being addressed.

Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so?

HS - No duplication; however, there are weaving of services that collaborate to support additional services for students for increased tiers of invention.

MS - No. However, there are weaving of services that collaborate to support additional services for students for increased tiers of intervention.

ES -No. There are many needs still left unaddressed.

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

HS - RESD funding, grant funding, gen, special ed and at-risk funding, state monies (CMH, Listening Ear, BBBS, Ten16, MRS, fundraising efforts, etc.)

MS - Yes. CMH Counselor, Paraprofessionals, RESD Ancillary Staff

ES- Yes, general fund, special ed., Title, 31n- At-Risk,

## Analysis:

### Root Cause



## Five Whys

- Why: The Farwell Area Schools need to select which data sets we will use to measure our progress on this goal.

By August 2021, The FAS SI Team will determine which data sets we will be using to measure our SEL Goals.

HS- Based on trial data for ABC's (and the COVID pandemic) we are seeing some correlation with the longitudinal data and the social emotion supports for the specific students involved in the SEL group.

MS - Discipline report for the number of disrespect referrals and choice room visits. Student and Staff Perception Survey.

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## Strategies:

(1/5): CHAMPS

Owner: Steven Scoville

Start Date: 06/29/2021

Due Date: 10/30/2021

**Summary:** CHAMPS is a proactive and positive classroom management approach. The strategies are easy to implement and will reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and establish respectful and civil interactions. By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are: Conversation: Can students talk to each other during this activity? Help: How do students get the teacher's attention and their questions answered? Activity: What is the task/objective? What is the end product? Movement: Can students move about during this activity? Participation: How do students show they are fully participating? What does work behavior look/sound like? Success: When students meet CHAMPS expectations, they will be successful! The key benefits of CHAMPS are that teachers establish clear expectations with logical and fair responses to misbehaviors, spend less time disciplining and more time teaching, learn tools to motivate students to do their best and students are taught how to behave responsibly.

**Buildings:** All Active Buildings

**Total Budget:** \$1,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- State School Aid Act (Section 32p(4)) (State Funds)

## Communication:

Method

- Other

Audience

- Staff
- Educators



**(2/5): Youth Mental Health First Aid**

**Owner:** Steven Scoville

**Start Date:** 06/29/2021

**Due Date:** 10/29/2022

**Summary:** Mental Health First Aid is an adult public education program designed to improve participants' knowledge and modify their attitudes and perceptions about mental health and related issues, including how to respond to individuals who are experiencing one or more acute mental health crises (i.e., suicidal thoughts and/or behavior, acute stress reaction, panic attacks, and/or acute psychotic behavior) or are in the early stages of one or more chronic mental health problems (i.e., depressive, anxiety, and/or psychotic disorders, which may occur with substance abuse).

**Buildings**

- Farwell High School
- Farwell Middle School
- Farwell Timberland Alternative High School

**Total Budget:** \$5,000.00

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

**Communication:**

**Method**

- Presentations

**Audience**

- Educators
- Staff

### (3/5): Handle with Care Behavior Management System

*Owner:* Steven Scoville

*Start Date:* 06/29/2021

*Due Date:* 06/29/2024

*Summary:* Handle With Care training and program is federally approved and is in full compliance with: Children's Healthcare Act of 2000; Centers for Medicare and Medicaid Services regulations; federal case law; Americans with Disabilities Act; No Child Left Behind Act; Section 504 of the Rehabilitation Act of 1973; including various other federal and state laws

*Buildings:* All Active Buildings

*Total Budget:* \$1.00

- General Fund (Other)

#### *Communication:*

Method

- Other

Audience

- Educators
- Staff

## (4/5): Restorative Practice/Restorative Justice

*Owner:* Steven Scoville

*Start Date:* 06/29/2021

*Due Date:* 06/29/2024

*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:* \$5,000.00

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

### *Communication:*

#### Method

- Presentations

#### Audience

- Staff
- Educators

**(5/5): Second Step (2002 Edition)**

**Owner:** Steven Scoville

**Start Date:** 06/29/2021

**Due Date:** 06/29/2024

**Summary:** SEL Curriculum-Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The Early Learning program in Second Step also includes a unit for transitioning to kindergarten. Second Step uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice.

**Buildings**

- Farwell Elementary School
- Farwell Middle School

**Total Budget:** \$1,000.00

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

**Communication:**

Method

- Presentations

Audience

- Educators
- Staff

## ELA Curriculum Review

**Status:** ACTIVE

**Statement:** The Farwell Area Schools School Improvement Teams (District and Building) will undertake a comprehensive review of our K-12 ELA Curriculum, ELA Data, Practices and Schedules by 12-30-2023, in order to improve our ELA scores by 5% by 2025.

**Created Date:** 06/30/2023

**Target Completion Date:** 06/28/2025

**Data Set Name:** Goal #1 ELA: All students will show growth, become proficient, or meet career and college readiness benchmarks in the area of English and Writing for 2021-2026.

Name	Data Source
Student Assessment: College Readiness	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
2022 EOY Benchmark Assessment Data	STAR Assessment

**Data Story Name:** Goal #1 ELA: All students will show growth, become proficient, or meet career and college readiness benchmarks in the area of English and Writing for 2021-2026.

**Initial Data Analysis:** Over the last several years our results have been mixed. The Pandemic created a learning GAP that was evident K-12 Grade. Quality Instruction and Interventions have showed positive signs of closing this education GAP.

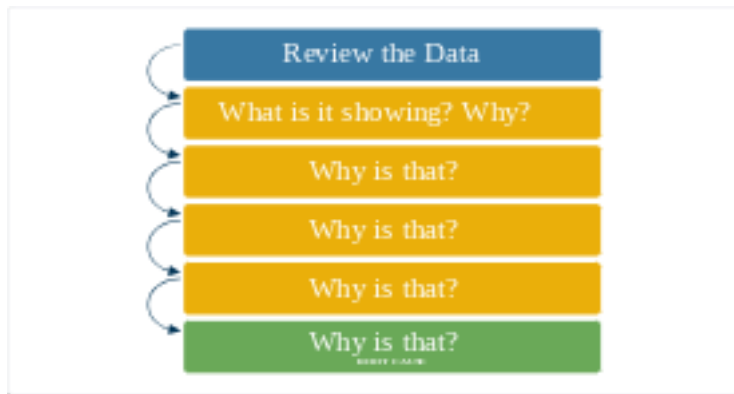
**Initial Initiative Inventory and Analysis:** Purchased a new LLI ELA Curriculum for K-5. Due to issues with shipping, the materials tricked in through the 2021-2022 School Year. Staff has explored and piloted portions of this program. District is anticipating full implementation during the 2022-2023 School Year. 6-12 Grades have completed work on priority standards and pacing guides

**Gap Analysis:** The GAP between our goal of 80% of our students demonstrating proficiency in ELA widened during the Pandemic. Extended Closures negatively impacted the entire student population. Quarantines increased absenteeism rates and impacted student performance.

**District Data Story Summary:** The Farwell Area Schools have implemented Intervention Plans at each level. Interventions partner with grade level and department teams to review data and design strategies to close the performance gap. Interventions are targeted to groups and individual students that are underperforming based on local data. Interventions are planned, implemented and evaluated for effectiveness and positive impact on performance.

**Analysis:**

**Root Cause**



### Five Whys

- Why: The FAS SI District and Building Teams continue to review our data and implement changes to help our student achieve their maximum potential. Our ELA Student Achievement Data is well below schools in our region, similar schools, and the State of Michigan. We continue to work with our staff, interventionist, students, and families to make a positive change in this area.

**Challenge Statement:** The Farwell Area Schools School Improvement Team will undertake a comprehensive review of our K-12 ELA Curriculum, ELA Data, Practices and Schedules for the purpose of reviewing our program and identifying areas for improvement.

## Strategies:

(1/2): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Steven Scoville

Start Date: 06/30/2023

Due Date: 06/28/2025

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Total Budget: \$1.00

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

## Communication:

Method

- District Website Update

Audience

- Educators
- Staff
- School Board

## Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
FAS SI Teams Review Curriculum	Steven Scoville	06/30/2023	06/28/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

## (2/2): 23g Expanded Learning Time

**Owner:** Steven Scoville

**Start Date:** 10/19/2023

**Due Date:** 06/28/2025

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

**Buildings:** All Active Buildings

**Total Budget:** \$146,536.00

- Other State Funds (State Funds)

### Communication:

#### Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

#### Audience

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

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
FES Summer School Program Teachers- 6 Teachers X 6 Weeks X 4 Days per week X 5.5 Hours X \$50 per hour. Pay + Benefits = \$39,600 + \$13,860 = \$53,460. The summer program will run for 6 weeks in June and July.	Steven Scoville	10/19/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Farwell Elementary School</li> </ul>				
FES Summer School Program Paras- 5 Paras X 6 Weeks X 4 Days per week X 5.5 Hours X \$18 per hour. Pay + Benefits = \$11,880 + \$4,158 = \$16,038. The	Steven Scoville	10/19/2023	06/28/2025	ONTARGET



Activity	Owner	Start Date	Due Date	Status
summer program will run for 6 weeks in June and July.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Farwell Elementary School</li> </ul>				
FMS Summer School Program Teachers- 4 Teachers X 6 Weeks X 4 Days per week X 5.5 Hours X \$50 per hour. Pay + Benefits = \$26,400 + \$9,240 = \$35,640. The summer program will run for 6 weeks in June and July.	Steven Scoville	10/19/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Farwell Middle School</li> </ul>				
FMS Summer School Program Paras- 4 Paras X 6 Weeks X 4 Days per week X 5.5 Hours X \$18 per hour. Pay + Benefits = \$9,504 + \$3,327 = \$12,831. The summer program will run for 6 weeks in June and July.	Steven Scoville	10/19/2023	06/28/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Farwell Middle School</li> </ul>				
FES Summer School Program Administrator- 1 Administrator X 6 Weeks X 4 Days per week X 5.5 Hours X \$50 per hour. Pay + Benefits = \$6,600 + \$2,310 = \$8,910. The summer program will run for 6 weeks in June and July. The administrator will be responsible for data collection and reporting, as well as strategy implementation oversight.	Steven Scoville	10/19/2023	06/28/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Farwell Elementary School</li> </ul>				
FMS Summer School Program Administrator- 1 Administrator X 6 Weeks X 4 Days per week X 5.5 Hours X \$50 per hour. Pay + Benefits = \$6,600 + \$2,310 = \$8,910. The summer program will run for 6 weeks in June and July. The administrator will be responsible for data collection and reporting, as well as strategy implementation oversight.	Steven Scoville	10/19/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Farwell Middle School</li> </ul>				
FMS After School Intervention Program- 3 Teachers X 6 Weeks X 4 days per week X 1.25 hours per day X \$30 per hour. Total of \$2,700 + benefits of \$945 = \$3,645. The program will run from February 12 until March 21.	Steven Scoville	10/19/2023	06/28/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Farwell Middle School</li> </ul>				
FES After School Intervention Program- 4 Teachers x 6 weeks x 4 days x 1.5 hrs per day x \$30 per hr = \$4,320 salary + \$1,512 benefits. Total cost = \$5,832. The program will run from February 12 through March 21.	Steven Scoville	10/19/2023	06/27/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Farwell Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
After School Intervention Supplies- \$460	Steven Scoville	10/20/2023	06/26/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Farwell Elementary School</li> <li>Farwell Middle School</li> </ul>				
After School Intervention Program Instructional Coach Support- 10 days x 2 hrs per day x \$30 per hr = \$600 + benefits of \$210 = \$810. The program will run from February 12 until March 21. The instructional coach will be responsible for data collection and reporting, as well as strategy implementation oversight.	Steven Scoville	10/19/2023	06/27/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Farwell Elementary School</li> <li>Farwell Middle School</li> </ul>				

## Goal #2 Mathematics

**Status:** ACTIVE

**Statement:** 80% of FAS students will demonstrate proficiency as measured by benchmark and state assessment data by 2026.

**Created Date:** 06/30/2023

**Target Completion Date:** 06/30/2026

**Data Set Name:** Goal #2 Mathematics: 80% of students with demonstrate proficiency as measured by STAR, SAT/PSAT.

Name	Data Source
2022 EOY Benchmark Assessment Data	STAR Assessment

**Data Story Name:** Goal #2 Mathematics: 80% of students with demonstrate proficiency as measured by STAR, SAT/PSAT.

**Initial Data Analysis:** Benchmark Assessment Data indicates that the Gap between our goal of 80% of our students demonstrating proficiency and our current scores widen during the pandemic.

**Initial Initiative Inventory and Analysis:** FAS implemented Math interventionist in all all three buildings. The purposed was to review data and design interventions for students that can positively impact their proficiency.

**Gap Analysis:** During the pandemic the proficiency gap widened. The Interventionist positions were created to address this issue. Interventions work with Grade Level Teams and departments to review performance and design interventions to close this gap.

**District Data Story Summary:** The early indications are that these intervention programs are having a positive impact. FAS will continue to utilize these postions to close the gap.

### Analysis:

#### Root Cause



#### Five Whys

- Why: Our Math Scores are showing positive signs when compared to area schools, schools of similar demographics, and the State of Michigan. FAS needs to continue the work in this area so that our students can make even greater gains.

**Challenge Statement:** Our Math Scores are showing positive signs when compared to area

schools, schools of similar demographics, and the State of Michigan. FAS needs to continue the work in this area so that our students can make even greater gains. FAS needs to expose even more teachers to all levels of AVMR training for appropriate staff and ensure that new staff also receive this critical training so that these gains may be continued.

## Strategies:

(1/1): Math Recovery Targeted Upper Elementary/ Middle School Intervention

Owner: Steven Scoville

Start Date: 06/30/2023

Due Date: 06/30/2026

**Summary:** Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. Mathematics topics include place value, multiplication and division and structuring number.

**Buildings:** All Active Buildings

**Total Budget:** \$1.00

- Title I Part A (Federal Funds)

## Communication:

### Method

- Presentations
- District Website Update

### Audience

- Educators
- School Board

## Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Train appropriate teachers in appropriate levels of AVMR Training	Steven Scoville	06/30/2023	06/30/2026	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan