MICIP Portfolio Report

Fremont Public School District

Goals Included

Active
- FPS Achievement Goal
- Gap reduction goal
- SEL

Archived
- Social-Emotional Competencies

Buildings Included

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- Daisy Brook Elementary
- Fremont High School
- Fremont Middle School
- Pathfinder Elementary School
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Plan Components Included

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    Data Story
Strategy
    Summary
    Implementation Plan
        Buildings
        Activities
            Activity Text
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MICIP Portfolio Report

Fremont Public School District

FPS Achievement Goal

Status: ACTIVE

Statement: By June of 2028: We will have core content structures in place k-12 ... that will increase student achievement as reflected on local and state level assessments.

Created Date: 06/28/2023   *Target Completion Date:* 06/29/2028

Data Story Name: Achievement Data - FPS

Initial Data Analysis: K-2: 22% (1st grade) and 30% (2nd grade) were below grade level on ELA assessment. K-2: Average RIT score for Math has dropped from 193 to 191 pre COVID to now. 3-5: Math lack of consistency in growth. MAP (59.6%, 50.5%, 57.9%,) MSTEP (41.1%, 37.4%, 39.1%)3-5: ELA MSTEP (52.8%, 59.3%, 52.2%) and MAP (42.9%, 44.5%, 39.4%) does show a trend of growth and increasing proficiency aside from 2022. 6-8: NWEA Reading proficient levels are at 66%, 70%, 66% (6,7,8) 6-8: NWEA Math proficient levels are at 47%, 56%, 51% (6,7,8)6-8: NWEA Science proficient levels are at 71%, 80%, 73% (6,7,8) 9-11: (FHS) 56% of students are not proficient in Math 9-11: (FHS) 40% of students are not proficient in ELA9-11 (Quest) - 76% of students are not proficient in ELA 9-11 (Quest) - 97% of students are not proficient in Math

Initial Initiative Inventory and Analysis: K-2: ELA and Reading: Most teachers have done GELN Literacy Essentials, Orton Gillingham training. All now use OG principles and Heggerty Phonemic awareness.K-2: Math past 2 years done AVMR training and Math talks training. EveryDay Math with fidelity. 3-5: ELA and Reading: GELN Essentials Instructional Practices, FRECKLE ELA, Orton Gillingham, Leveled Literacy Intervention, Benchmark Advance, Common writing assessment/MSTEP writing pilot3-5: Math: Math Recovery, GELN Math Essential Instructional Practices, Curriculum search/pilot, FRECKLE Math, Math Recovery intervention6-8: ELA has added No Red Ink program and Mechanics Instruction that Sticks.6-8: Schoolwide use of Article of the Week/Graph of the Week, SSR, and Claim, Evidence, Reasoning writing initiatives. 6-8: Math is in year five of using the Big Ideas curriculum/textbook resource. 9-11: Math is in it's first year of using Big Ideas curriculum/ textbook resource and doing Graph of the month9-11: ELA is piloting NoRedInk Program and Reading/Writing across the curriculumQuest: ELA: No Red Ink, Writing day in Quest for Success, Writing across the curriculum, Quest: Math: Piloting Graphs across the curriculum,

Gap Analysis: K-2: Significant gap between GenEd and Special Ed in ELA MAP math during 2022-23 school year: (-.22 growth in special ed, .31 growth in gen ed) K-2: Significant gap between GenEd and Special Ed in ELA MAP math during 2022-23 school year: (-.06 growth in special ed, .22 growth in gen ed)3-5: Significant gaps between GenEd and Special Ed in ELA MAP between 2019-2022(-47%, -42.7%, -41%) and MSTEP (-31.2%, -31.5%, -31.2%)3-5: Significant gaps between GenEd and Special Ed in Math MAP between 2019-2022(--44.2%,

-38.5%, -42.7%) and MSTEP (--29.9%, -28.6%, -29%)6-8:There are significant gaps between General Ed and Special Ed 2022 MSTEP proficiency rates in Math at each grade level (6 -- 37%; 7th -- 32%; 8th -- 29%) 6-8: There are significant gaps between General Ed and Special Ed 2022 MSTEP proficiency rates in ELA at each grade level (6 -- 30%; 7th -- 28%; 8th -- 42%)9-11:There is a 27% difference in achievement between General Education Students and Speical Education Students in ELA9-11: There is a 26% difference in achievement between General Education Students and Speical Education Students in MathQuest: There is a 27% gap in achievement between General Education students and Special Education students in ELA.Quest: There is not a significant gap in Math between General Educationl Students and Special Educaton Students.

District Data Story Summary: Identifiy what you want to... Keep doing:K-2: -AVMR Training, Math Talks, Orton Gillingham training for new staff, Tier 2 & 3 services in reading and math 3-5 AVMR training, Orton Gillingham, Tier 2 & 3 services in Reading and Math6-8: AoW; CER; No Red Ink; Reading and Math Enrichment courses (Title); Fast ForWord; Mechanics that Sticks; AI support services; Mi-STAR science curriculum9-12 FHS -AI Support Systems, Quest - AI Support, Behavioral Intervention, Quest for Success classStop doing - Everyday Math Curriculum

Start doing ... based on your data.- Implement a K-5 math curriculum to meet our student's needs

Strategies:

(1/1): Guaranteed and Viable Curriculum

Owner: Brad Reyburn

Start Date: 06/28/2023   *Due Date:* 06/30/2028

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
AVMR Training and Implementation	Fran Clemence	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
Orton Gillingham Training and Implementation	Jodi Ferris	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
MIStar Science Curriculum	Wes Zerlaut	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont Middle School				
Reading and Math Enrichment Courses	Wes Zerlaut	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont Middle School				

Activity	Owner	Start Date	Due Date	Status
AI support system	Scott Sherman	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont High School • Fremont Middle School • Quest High School				
K-5 Math Pilot	Jodi Ferris	06/30/2023	06/28/2024	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
Science and Social Studies embedded in Literature	Jodi Ferris	06/30/2023	06/28/2024	ONTARGET
Activity Buildings: • Pathfinder Elementary School				

Gap reduction goal

Status: ACTIVE

Statement: By June 2028, we will have adopted a gradual release program and begin to see gains in reducing the achievement gap.

Created Date: 06/28/2023   *Target Completion Date:* 06/29/2028

Data Story Name: Gap/Special Ed

Initial Data Analysis: K-2: Significant gap between GenEd and Special Ed in ELA MAP math during 2022-23 school year: (-.22 growth in special ed, .31 growth in gen ed) K-2: Significant gap between GenEd and Special Ed in ELA MAP math during 2022-23 school year: (-.06 growth in special ed, .22 growth in gen ed)3-5: Significant gaps between GenEd and Special Ed in ELA MAP between 2019-2022(-47%, -42.7%, -41%) and MSTEP (-31.2%, -31.5%, -31.2%)3-5: Significant gaps between GenEd and Special Ed in Math MAP between 2019-2022(--44.2%, -38.5%, -42.7%) and MSTEP (--29.9%, -28.6%, -29%)6-8:There are significant gaps between General Ed and Special Ed 2022 MSTEP proficiency rates in Math at each grade level (6 -- 37%; 7th -- 32%; 8th -- 29%) 6-8: There are significant gaps between General Ed and Special Ed 2022 MSTEP proficiency rates in ELA at each grade level (6 -- 30%; 7th -- 28%; 8th -- 42%)9-11:There is a 27% difference in achievement between General Education Students and Speical Education Students in ELA9-11: There is a 26% difference in achievement between General Education Students and Speical Education Students in MathQuest: There is a 27% gap in achievement between General Education students and Special Education students in ELA.Quest: There is not a significant gap in Math between General Educationl Students and Special Educaton Students.

Initial Initiative Inventory and Analysis: K-2: ELA and Reading: Most teachers have done GELN Literacy Essentials, Orton Gillingham training. All now use OG principles and Heggerty Phonemic awareness.K-2: Math past 2 years done AVMR training and Math talks training. EveryDay Math with fidelity. 3-5: ELA and Reading: GELN Essentials Instructional Practices, FRECKLE ELA, Orton Gillingham, Leveled Literacy Intervention, Benchmark Advance, Common writing assessment/MSTEP writing pilot3-5: Math: Math Recovery, GELN Math Essential Instructional Practices, Curriculum search/pilot, FRECKLE Math, Math Recovery intervention6-8: ELA has added No Red Ink program and Mechanics Instruction that Sticks.6-8: Schoolwide use of Article of the Week/Graph of the Week, SSR, and Claim, Evidence, Reasoning writing initiatives. 6-8: Math is in year five of using the Big Ideas curriculum/textbook resource. 9-11: Math is in it's first year of using Big Ideas curriculum/textbook resource and doing Graph of the month9-11: ELA is piloting NoRedInk Program and Reading/Writing across the curriculumQuest: ELA: No Red Ink, Writing day in Quest for Success, Writing across the curriculum, Quest: Math: Piloting Graphs across the curriculum,

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93% of Quest High School students were behind in credits/off track for graduation.

District Data Story Summary: Identifiy what you want to... Keep doingK-5: Orton Gillingham training6-8: Workshop/Resource Room programming; Co-Taught ELA classes; Fast ForWord reading program6-8: Workshop/Resource Room pogramming; Co-Taught Math classes; IXL math programStop doing

Start doing ... based on your data.

Strategies:

(1/2): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Brad Reyburn

Start Date: 06/28/2023   *Due Date:* 06/30/2028

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Heggerty Phonemic Awareness	Jodi Ferris	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Pathfinder Elementary School				
Math Talk training and implementation	Jodi Ferris	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Pathfinder Elementary School				
Lexia ELA	Fran Clemence	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Daisy Brook Elementary				
Math Recovery Intervention	Fran Clemence	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				

Activity	Owner	Start Date	Due Date	Status
No Red Ink Program	Wes Zerlaut	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont High School • Fremont Middle School • Quest High School				
Mechanics Instruction That Sticks	Wes Zerlaut	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont Middle School				
Big Ideas Math Curriculum	Scott Sherman	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont High School • Fremont Middle School				
Graphs Across the Curriculum	Tracy Sanchez	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: • Fremont High School • Quest High School				
Resiliency Coach	Jodi Ferris	07/04/2023	06/29/2028	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
Fast Forward	Wes Zerlaut	07/04/2023	06/29/2028	ONTARGET
Activity Buildings: • Fremont Middle School				

(2/2): 23g Expanded Learning Time

Owner: Brad Reyburn

Start Date: 10/31/2023   *Due Date:* 06/30/2028

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
K-5 Summer School and After School Tutoring Coordinator	Brad Reyburn	04/01/2024	08/29/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
6 week K-5 Summer School (Summer 2024 and Summer 2025)	Brad Reyburn	06/18/2024	08/15/2025	UPCOMING
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
Lexia Core5 Reading Software + Teacher Training	Brad Reyburn	10/31/2023	09/30/2025	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
6-12 After School and Summer Credit Recovery and Tutoring Coordinator	Tracy Sanchez	06/03/2024	09/29/2025	UPCOMING
Activity Buildings: • Fremont High School • Fremont Middle School • Quest High School				
6-12 Credit Recovery (Summer and After School)	Tracy Sanchez	06/17/2024	09/29/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Fremont High School • Fremont Middle School • Quest High School				
6-12 Core Content Subject Tutoring (Summer and After School)	Tracy Sanchez	06/17/2024	09/29/2025	UPCOMING
Activity Buildings: • Fremont High School • Fremont Middle School • Quest High School				
Carnegi Learning Fast Forword Reading Intervention	Tracy Sanchez	06/17/2024	09/29/2025	UPCOMING
Activity Buildings: • Fremont High School • Fremont Middle School • Quest High School				
Moby Max Math Remediation	Tracy Sanchez	06/17/2024	09/29/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

SEL

Status: ACTIVE

Statement: To adopt explicit behavioral instruction for boys in order to decrease the gap between male and female behaviors.

Created Date: 06/28/2023   *Target Completion Date:* 06/30/2028

Data Story Name: SEL/Mental Health

Initial Data Analysis: Note any data you are using to justify the SEL /Mental Health work in your building K-2: Office Discipline Referrals continue to increase: 378 referrals during 20-21; 489 referrals in 21-22; 530 referrals in 22-23. 10% improvement in attendance from 2021-22. 45% of students had 10 or fewer absences in 2023, as compared to 35% in 2022.. Over the last three years, an average of 89% of students are at Tier 1 for behavior; 5% are at Tier 2, and 6% are at Tier 3.3-5: Tier 1 is intact. 85% of students are receiving 0-1 referrals. Total number of referrals are down from 21-22 to 22-23; significant decline in major referrals from 21-22 to 22-23 (57.9% decrease). Students with IEPs/504s make up a disproportionate percentage of our major referrals (62.5%) inTier 3 (more than 6 referrals).6-8: 72% of the student population received 0-1 discipline referral for the 2022-2023 school year, 17% received 2-5 referrals, and 12% received 6 or more referrals.9-11: At Fremont High School, staff have worked to address the mental health data from our most recent MIPHY survey results (2022). Our data suggest that 21% of our students had serious suicidal ideation. The national data on suicidal ideation among high school students stands at 23%. In our student perception surveys, 80% of students reported that they had an adult they could talk to at Fremont High School. Quest: 69% or Quest students received a behavior referral.

Initial Initiative Inventory and Analysis: Note any initiatives that you are using to support the SEL /Mental Health work in your building K-2: Caring for Students; Behavior Intervention; Trauma-informed practices training; 1/2 time social worker, Restorative practices training for small group, PBIS3-5: Behavior Interventionist, 1/2 time counselor, Caring For Students counseling (C4S), Tier 2 classroom intervention training, PBIS, SEL Competencies Training, mentor-mentee, Child Study, Tier 2 Behavioral Support Referral Process, Kids Hope Mentor Program, BCBA small groups6-8: Behavior Interventionist, student support team, school social worker, caring for students, PBIS, SEL work in homeroom, student intervention team, SRO, Reset room9-11: Behavior Interventionist,caring for students, PBIS, SRO, Corewell Health professional counseling, academic interventionist meetings, 2 counselors, blue envelope, Reset room, SEL work in Success classes, restorative practicesQuest: Behavior Interventionist,caring for students, PBIS, Quest for Success class, SRO, academic interventionist meetings, Reset room, SEL work in Success classes, restorative practices, school social worker

Gap Analysis: Note any sub group (male/female, etc) that is more than 10% off the average. K-2: 13% of all referrals during 2022-23 were for girls. 22% of any student who was referred was female. 78% were male. There was no gap for race/ ethnicity, and IEP'd students averaged .11 referrals per day, while students without IEP's averaged .58 referrals

per day during the 2022-23 school year (per 100 students).3-5: Students with IEPs/504s make up a disproportionate percentage of our major referrals (62.5%) inTier 3 (more than 6 referrals). 85% of behavior referrals were male students.6-8: 79% of the total referrals were for male students. 9-11: Males account for 62% of referrals.

District Data Story Summary: Identifiy what you want to... Keep doingPBIS, Behavior Intervention, social workers, Caring for Students, SRO, Reset room, SEL Tier 1 work, various student support groups throughout the district
Start doing ... based on your data.K-5 Resiliency coach, SEL Second Steps K-5 program for Tier 1, SEL curriculum for secondary

Strategies:

(1/1): TRAILS (Transforming Research into Action to Improve the Lives of Students

Owner: Brad Reyburn

Start Date: 06/28/2023   *Due Date:* 06/30/2028

Summary: TRAILS is a mental health training program that helps schools implement evidence-based mental health practices to support students impacted by stress, anxiety, depression, and exposure to trauma. TRAILS began in 2012 after a local high school requested training for student support staff (e.g., social workers, counselors, psychologists), and today the program is active in over 50 Michigan counties, where school staff and administrators consistently rate the program as outstanding.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
TRAILS curriculum training	Scott Sherman	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
implement TRAILS curriculum	Scott Sherman	06/28/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Second Steps SEL Tier 1 Curriculum	Jodi Ferris	07/03/2023	06/28/2028	ONTARGET
Activity Buildings: • Daisy Brook Elementary • Pathfinder Elementary School				
Live, Laugh, Learn Trauma Program	Scott Sherman	06/29/2023	06/29/2028	ONTARGET
Activity Buildings: • Fremont High School				
SEL Support for ELA and Social Studies Curriculum	Scott Sherman	06/28/2023	06/28/2028	ONTARGET
Activity Buildings: • Fremont High School				

Social-Emotional Competencies

Status: ARCHIVED

Statement:

By June 2022, 80% of Fremont Public Schools teaching staff will know the Five Social-Emotional Competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) and embed them in their everyday instruction. Professional development will define each competency, and staff will brainstorm applications for each at their grade/ department level, and expectations will be clearly defined and modeled.

Created Date: 06/25/2021   *Completion Date:* 06/28/2023

Data Story Name: Social and Emotional Health

Initial Data Analysis: How does GSRP help prepare our students and their parents for Kindergarten?

Initial Initiative Inventory and Analysis: What Social and Emotional needs do these young students have that the district can assist parents with?

Gap Analysis: 50% of kindergarten students are not prepared for the kindergarten experience either socially, emotionally, mentally or in more than one area.

District Data Story Summary: Questions for consideration:
What strengths do GSRP students have?
What supports can the district provide?
Are there major challenges not being addressed under current programming?

Strategies:

(1/1): Social Emotional Learning (SEL) CASEL

Owner: Jodi Ferris

Start Date: 07/01/2021   *Due Date:* 06/04/2022

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings
- Pathfinder Elementary School

Strategies:

(1/1): Social Emotional Learning (SEL) CASEL