

# MICIP Portfolio Report

## Fremont Public School District

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### Goals Included

#### Active

- FPS Achievement Goal
- Gap reduction goal
- SEL

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### Buildings Included

#### Open-Active

- Daisy Brook Elementary
- Fremont High School
- Fremont Middle School
- Pathfinder Elementary School
- Quest High School

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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

            Activity Buildings

# 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 by 10% as reflected on local and state level assessments. (ELA, math, science)

**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 ELA 9-11 (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 pilot 3-5: Math: Math Recovery, GELN Math Essential Instructional Practices, Curriculum search/pilot, FRECKLE Math, Math Recovery intervention 6-8: 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 month 9-11: ELA is piloting NoRedInk Program and Reading/Writing across the curriculum Quest: ELA: No Red Ink, Writing day in Quest for Success, Writing across the curriculum, Quest: Math: Piloting Graphs across the curriculum,

**Resource Allocation Review:**

**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:* Identify 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:

### (1/3): Guaranteed and Viable Curriculum

**Owner:** Brad Reyburn

**Start Date:** 06/28/2023

**Due Date:** 06/29/2028

**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	06/29/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
Orton Gillingham Training and Implementation	Jodi Ferris	06/28/2023	06/29/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
MIStar Science Curriculum	Wes Zerlaut	06/28/2023	06/29/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Fremont Middle School</li> </ul>				
Reading and Math Enrichment Courses	Wes Zerlaut	06/28/2023	06/29/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont Middle School</li> </ul>				
AI support system	Scott Sherman	06/28/2023	06/29/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Fremont Middle School</li> <li>Quest High School</li> </ul>				
K-5 Math Pilot	Jodi Ferris	06/30/2023	06/28/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
Science and Social Studies embedded in Literature	Jodi Ferris	06/30/2023	06/28/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Pathfinder Elementary School</li> </ul>				
Implement Bridges Math Curriculum	Jodi Ferris	08/01/2023	06/29/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
Common ELA practices K-5	Jodi Ferris	07/15/2024	06/29/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				

## (2/3): 23g Expanded Learning Time

**Owner:** Brad Reyburn

**Start Date:** 07/30/2024

**Due Date:** 06/29/2028

**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

- Daisy Brook Elementary
- Pathfinder Elementary School

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School K-5 In-person: 3 days per week for 3 hours per day. 6 week program. 2 teachers per grade level.	Jodi Ferris	07/30/2024	08/16/2024	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Summer School 1st-5th In-person: 3 days per week for 3 hours per day. 6 week program.	Fran Clemence	05/05/2025	06/29/2028	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Extended Learning Product Licenses (K-2 Amira, 3rd-5th Lexia) to be used in summer school and as a supplemental resource during the school year	Fran Clemence	05/05/2025	06/29/2028	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

### (3/3): 23g Tutoring

**Owner:** Brad Reyburn

**Start Date:** 07/30/2024

**Due Date:** 06/29/2028

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

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

#### **Buildings**

- Fremont High School
- Fremont Middle School
- Quest High School

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
In-person tutoring for high school/ middle school, add number of days per week/ number of teachers	Brandon Miller	07/30/2024	06/29/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

## 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 Special Education Students in ELA 9-11: There is a 26% difference in achievement between General Education Students and Special Education Students in Math Quest: 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 Education Students and Special Education 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 pilot 3-5: Math: Math Recovery, GELN Math Essential Instructional Practices, Curriculum search/pilot, FRECKLE Math, Math Recovery intervention 6-8: 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 month 9-11: ELA is piloting NoRedInk Program and Reading/Writing across the curriculum Quest: ELA: No Red Ink, Writing day in Quest for Success, Writing across the curriculum, Quest: Math: Piloting Graphs across the curriculum,

**Resource Allocation Review:**

**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

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

*District Data Story Summary:* Identify 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	Shelley Peets	06/28/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Pathfinder Elementary School</li> </ul>				
Math Talk training and implementation	Shelley Peets	06/28/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Pathfinder Elementary School</li> </ul>				
Lexia ELA	Fran Clemence	06/28/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> </ul>				
Math Recovery Intervention	Fran Clemence	06/28/2023	06/30/2028	ONTARGET
<b>Activity Buildings:</b>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
No Red Ink Program	Wes Zerlaut	06/28/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Fremont Middle School</li> <li>Quest High School</li> </ul>				
Mechanics Instruction That Sticks	Wes Zerlaut	06/28/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont Middle School</li> </ul>				
Big Ideas Math Curriculum	Scott Sherman	06/28/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Fremont Middle School</li> </ul>				
Graphs Across the Curriculum	Tracy Sanchez	06/28/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Quest High School</li> </ul>				
Resiliency Coach	Shelley Peets	07/04/2023	06/29/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
Fast Forward	Wes Zerlaut	07/04/2023	06/29/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont Middle School</li> </ul>				

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

**Owner:** Brad Reyburn

**Start Date:** 10/31/2023

**Due Date:** 06/29/2028

**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 Tutoring Coordinator - The district will hire K-5 Summer School Coordinator to monitor after school and summer tutoring program, provide coaching and training, collect program data, lead data review meetings and provide fidelity checks of program implementation.	Brad Reyburn	04/01/2024	08/29/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
6 week K-5 Summer School (Summer 2024 and Summer 2025)-The district will implement a summer school program which focuses on serving identified at risk students for the purpose of addressing unfinished learning, getting students to grade level academic standards and providing additional assistance to	Brad Reyburn	06/18/2024	08/15/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>student at risk of falling behind their peers. The academic areas of focus will be math and reading, implementing the use of Amira for K-2 and LEXIA for 3-5 for reading instruction and Bridges/AVMR for math instruction. Funding will be used for staffing (teaching and secretarial), food service cost remaining after federal reimbursements, ELA and Math Academic Games, Consumable supplies and transportation (as needed) Training and coaching will be provided by HMH and LEXIA, grade level teachers, and the summer school coordinator. Instructors will be provided with curriculum, progress monitoring, and assessment tools which supports individual learning needs of students, with data being collected regularly. Summer School will be overseen by Summer School Coordinator.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Daisy Brook Elementary</li> <li>• Pathfinder Elementary School</li> </ul>				
Lexia Core5 Reading Software + Teacher Training	Brad Reyburn	10/31/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
6-12 After School and Summer Tutoring Coordinator - The district will hire an After School and Summer Tutoring Coordinator to monitor after school and summer tutoring program, provide coaching and training, collect program data, lead data review meetings and provide fidelity checks of program implementation.	Tracy Sanchez	06/03/2024	09/29/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Fremont Middle School</li> <li>Quest High School</li> </ul>				
6-12 Core Content Subject Tutoring (Summer and After School)-The district will implement a grade 6-12 after school tutoring program for the core content areas (English, Math, Social Studies and Science) which focuses on serving identified at risk students for the purpose of addressing unfinished learning, getting students to achieve grade level academic standards, and providing additional assistance to students at risk of falling behind their peers. Tutoring will be provided in small groups by certified teachers or	Tracy Sanchez	06/17/2024	09/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
academic interventionist who will be available up to 2 days a week and 2 hours a day. Tutors will be provided with curriculum, progress monitoring and assessment tools which support students' individual learning needs. Training and coaching will be provided by our summer tutoring coordinator. Funding will be used to pay for staffing (Teacher tutors, academic interventionist tutors, after school tutoring coordinator)				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Fremont Middle School</li> <li>Quest High School</li> </ul>				
Carnegi Learning Fast Forward Reading Intervention	Tracy Sanchez	06/17/2024	09/29/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> <li>Fremont Middle School</li> <li>Quest High School</li> </ul>				
Moby Max Math Remediation	Tracy Sanchez	06/17/2024	09/29/2025	ONTARGET
<i>Activity Buildings:</i> 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%) in Tier 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

**Resource Allocation Review:**

**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%) in Tier 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:* Identify what you want to... Keep doing PBIS, 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
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
implement TRAILS curriculum	Scott Sherman	06/28/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Second Steps SEL Tier 1 Curriculum	Jodi Ferris	07/03/2023	06/28/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Daisy Brook Elementary</li> <li>Pathfinder Elementary School</li> </ul>				
Live, Laugh, Learn Trauma Program	Scott Sherman	06/29/2023	06/29/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> </ul>				
SEL Support for ELA and Social Studies Curriculum	Scott Sherman	06/28/2023	06/28/2028	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fremont High School</li> </ul>				