



Superintendent Community Brief

November 1, 2021

Where Learning Strikes!

Dear Ida Schools Community:

As we near the end of the first marking period, let us take a snapshot of where we are with:

- Student Achievement
- Social and Emotional Learning
- COVID – 19
- Transportation
- Food Services
- District Bond Proposal

A tremendous amount of effort is being used to provide a traditional and as normal a school year as we can for our students, including extra-curricular activities. With worker shortages in all areas at Ida and around the county and nation, it is not uncommon for a bus driver to forgo a vacation day or a personal day of their own choice, so the students have a bus run. A paraprofessional (assistant) or food service worker might find themselves helping in an area that is not their usual assignment but where they are needed most for our students. It is not uncommon for a teacher or administrator to sub during their planning period or put off admin responsibilities when we do not have enough subs and then add more time to their after-school hours to grade papers, prepare work for those absent, especially if there are higher numbers due to COVID, or to tend to admin responsibilities. Constant sanitizing along with regular duties is the pace of our custodial staff, and it does make a difference. Our secretarial staff is all nursing assistants to our school nurse, educating themselves on infectious diseases to guide students and parents to the best of their abilities when immediate questions or needs are presented.

These are the efforts of the staff. The students' efforts are no less impressive, as you will find in the student achievement section of this brief. Day-to-day, please discuss your child's progress with their teacher(s) and take advantage of parent-teacher conferences the week of Thanksgiving. Each principal will release specific information as to how to schedule a conference.

Thank you for partnering in these efforts. It takes all of us to fulfill our mission. We see our students flourish, rebounding from the last year and a half, and we will continue toward this goal. One day at a time, we make a difference!

Sincerely,
Sandy Kreps

MISSION STATEMENT

The mission of Ida Public Schools is to bring students, staff, and community together to maintain our rich traditions. We will provide students with a safe learning environment, an exceptional curriculum, skills to meet the challenges of the future, and the means to become life-long learners.

Student Achievement: The K – 8th-grade NWEA student cohort scores show gains over the years; the past two years are no exception. In the following pages, you will find a table with the scores for each grade level by cohort breakdown. This means you will see the scores for your child’s class each year. Find the graduation year for your child and see the steady gains. With the achievement gaps predicted due to COVID, Ida students and staff prevailed! The improvement during those times stayed steady and on track as compared to other non-Covid years. This is a huge relief for teachers and administrators, and I can only imagine how relieved parents will be knowing this. As you meet during parent-teacher conferences, Thanksgiving week, please discuss your child’s progress.

The SAT scores from last spring for the Class of 2022 are beyond impressive. In the following pages, you will find they scored the highest in the county in all areas. Ida has always done well but to be tops in all areas is a great accomplishment. This is a tribute to our student’s grit and focus, and it is also a tribute to their parents and the K – 11th-grade teachers and support staff. Their 12th-grade teacher’s commitment continues this year in preparing our students to be Career and College ready. Our elective classes, K – 12, are equally influential in preparing our students academically and with Career and College ready skills. Please find out specifics during parent-teacher conferences.

Each building is reviewing its procedures for how to help struggling students. This area of our efforts is called Multi-tiered Systems of Support (MTSS). Teachers, support staff, and administrators will examine how they determine which students need additional interventions to realize their fullest academic potential and/or bridge achievement gaps. For more information, please contact your building principal or school counselor.

Social and Emotional Health and Learning: The Social and Emotional team meets every two weeks to look at student data and what services or resources are needed for students, teachers, and parents. The Social and Emotional Health and Learning team is finding ways to meet the students where they are maturity-wise. The impact of lost socialization due to distance learning and not being in school with peers five days a week until March of last year is evident. In the following pages, you will find a table that reminds us of the reality of normalcy interrupted. This gap in traditional five days a week social and emotional development shows itself in higher incidences of disruptive behavior, anxiety, poor choices, and mean behavior compared to years before COVID interruptions.

Based on data and behavior, the social and emotional team has been expanded to include an elementary counselor with upcoming interviews for an additional middle school counselor. Mrs. Becker, the assistant principal, has been temporarily assigned to the middle school focusing on student social and emotional development, student behavior, restorative practices, and circles with Mr. Ray Leighton, a retired administrator, subbing as an assistant principal for the high school and middle school. We will re-evaluate these temporary assignments once the additional middle school counselor is on-site. These added positions and sub positions are funded by The Elementary and Secondary School Emergency Relief fund (ESSER) and the 31o fund.

Please remember, counseling personnel in a school is not a substitute for ongoing counseling needed for established counseling needs (needs that arise due to non-school-related need or cause). Their responsibility is to help students learn ways to be successful here at school, and those learning points will hopefully translate to life outside of school and at home. If ongoing counseling is needed, the school counselor or provider will offer names of outside resources that can partner with us in helping your child. Mr. Eack and Mr. Fuller sent out a letter recently regarding student IDs that contain resources for parents. If you missed this, please contact their office.

Transportation: The bus drivers and Mr. Elkins have worked hard to provide uninterrupted transportation for our families. To date, it has been necessary to combine two bus runs due to driver shortages. The need to do a double run so Bus 10 could still provide transportation on Friday is not unusual for most districts. It is for us. **If we run into this again, and there is a good chance that could happen, please pay special attention to the adjusted times for the pick-up and drop-off that Mr. Elkins provides in a call-out.** This is especially important if you have a child on a health plan. Would you please communicate to the transportation secretary if you have an immediate concern? We apologize, in advance, for the disruption, this can cause. Many parents have not signed up to receive texts, so a call-out is necessary so those who need this information receive it.

Parent drop-off and pick-up and student drivers: Be extra-careful of driving safely during drop-off and pick-up. If you can carpool, please do. If you see a driver not following safety or driver etiquette, please speak to them if they are a friend, or let the transportation secretary or Mr. Elkins know the license number and what you observed. These times take everyone working together to keep traffic moving smoothly.

Short-term: We consult with the parents, fire department, law enforcement, and the township regarding how to best work through these times. **Long-term:** We are beginning conversations with MDOT and our legislators for funding for a long-term solution.

Food Services: The Director of Food service, Mrs. Oberski, has been challenged with the national and local food supply chain. She and the food service team are committed to providing various entrees cooked on our premises, which is not the norm across the state. Thank you to our team for their determination to offer home-cooked options to our students.

COVID – 19 Update: With COVID 19 and influenza season upon us, I would like to remind our community to continue following Ida Public School Health Guidance, which is posted on our website. Each building will also continue to follow the mitigation and sanitizing efforts as outlined by their building principal.

As always, we to ask you to keep your child home if they have symptoms. Makenzie Rozek, our school nurse, will be on leave for the next few months. Lisa Wagenhauser will be our sub nurse two days a week. If you have a positive case to report, please keep your child home and report the positive case to your child's building secretary listed below:

Elementary: Becky Clymer 734-269-9003

Ext.3502 clymer@idaschools.org

Middle School: Tracy Getzinger 734-269-9003

Ext. 2502 getzinger@idaschools.org

High School: Robin Nowak 734 - 269 – 9003

Ext. 1503 nowak@idaschools.org

These secretaries will guide you and answer general questions. If you would like to speak with the nurse, the secretary will refer you to Lisa, our sub nurse, who will respond when she is in the office. As always, continue to consult your health care provider with further questions.

The district COVID protocols are listed on our website. School messenger will still be used to alert close contacts. As always, updated district COVID data is located on the Dashboard along with county data. Please reach out to me (superintendent) with general district questions and to the principals with general building questions.

Bond Proposal: Members of the Building Committee met with the Band Boosters, the Athletic Boosters, the PTA, the Christmas in Ida Committee of the Whole, two township Boards to present the bond proposal and offered seven general community meetings.

*Error in the Monroe News:
Correction to the hardcopy of the
article on Sunday, October 31st, 2021,
in the Monroe News: The Ida Public
Schools bond proposal for
\$38,800,000 is 4.7 mills not the mill
amount in the paper.*

If you have any questions about our bond proposal, or how any school bond, including ours, can play out over 30 years, please do not hesitate to call.

FAQ's: The following are the most asked question from the community meetings:

Are these projects really needed: The timeline in the Bond Special Edition, which is on our website and was mailed, explains how the projects and amount were determined.

Why not build? Reviewing all options and costs, it was determined it was more cost-effective to upgrade our buildings than to build a new one. All our facilities are close in age. The original construction for the Elementary is 1950, Middle School 1954, and High School 1964.

Three years ago, a new elementary was estimated at \$32,000,000. and a new high school at \$50,000,000. Using the data from an in-depth facility study, much more comprehensive than a study in 2018, the committee worked in teams, prioritizing, discussing, and debating to arrive at the final proposal that stayed within the dollar amount a community survey showed they could and would support which was not more than \$40,000,000. The proposal was then presented to our Board of Education and to the Michigan Department of Treasury for review and approval. The first \$21,000,000. of the bond are needed replacement and re-constructs in the next 2 to 5 years. The remainder of the bond amount is for curriculum, safety, and facility improvements.

The bond project includes, but is not limited to:

- Upgrades to all classrooms, including new floors, ceilings, windows, doors, millwork, and storage.
- Enlarged high school and middle school science classrooms with extensive safety upgrades including the required square footage.
- Replace heating and ventilation systems.
- An elementary classroom addition that would allow Ida to have the space in another part of the building for a secure entrance by displacing two existing classrooms and for Early Childhood

classes for 3 and 4 year old's that would displace grade-level classrooms. In essence, the addition would house the classrooms displaced with two to spare and a multi-grade level student work area.

- An elementary gym/multi-purpose room that the community and rec department could also use.
- An additional high school girl's locker room to meet Title IX requirements enabling Ida to host districts that they are not able to now.
- To replace and reconstruct numerous areas of need across the district, including the welding shop.
- The addition and gym/multi-purpose room to the elementary and the high school would be designed and positioned for future expansions.

Is the addition to the elementary for the school of choice students? No, it is for security and curriculum. Our elementary classroom offerings for early elementary, specifically the 3 and 4-year age range, are lagging most of the county and state. We lose Ida students to the school of choice program to neighboring schools for their early elementary programs. The early education wing is planned for the wing best suited structurally for this program. The number of classrooms currently in this wing and the number of classrooms misplaced due to the proposed new security entrance would be accommodated by the new addition.

Why would we keep all three buildings open? To apply to the Department of Treasury for a bond, a district must hire a non-affiliated professional firm to project enrollment numbers. The firm projected our growth, and this was submitted to the Dept. of Treasury. Our proposal is in keeping with those numbers.

Who would do the construction work? The costs used for the bond proposal to the Department of Treasury were estimates from a seasoned school construction company. If the bond is approved, local contractors will be invited and encouraged to bid.

For more details, please go to www.idaschools.org, contact me at 734-269-9003 Ext. 4000 or contact members of the Building Committee who are listed on the website under Facility Study/Bond https://www.idaschools.org/downloads/district_files_-_long_term_plan/committee_members.pdf

11th Grade Social Studies M-Step

| District | % Proficient 2018 | % Proficient 2019 | % Proficient 2021 |
|---------------|----------------------|----------------------|----------------------|
| State | 48.5% | 46.6% | 43.7% |
| Monroe County | 48% | 42.2% | 41% |
| Airport | 35.2% | 33.7% | 40.9% |
| Bedford | 52.5% | 46.7% | 32.6% |
| Dundee | 51.5% | 43.6% | 28% |
| Ida | 63.9% | 59% | 60.8% |
| Jefferson | 39.8% | 40.6% | 48.6% |
| Mason | 55.8% | 38.9% | 24.2% |
| Monroe | 38.7% | 34.9% | --- |
| Summerfield | 58.6% | 43.5% | 35% |
| Whiteford | 55.8% | 55.1% | 50.9% |

11th Grade Science M-Step

| District | % Proficient 2021 |
|---------------|----------------------|
| State | 15.5% |
| Monroe County | 12.8% |
| Airport | 15.1% |
| Bedford | 9.5% |
| Dundee | 10.4% |
| Ida | 20.6% |
| Jefferson | 16.7% |
| Mason | 5% |
| Monroe | <5% |
| Summerfield | <5% |
| Whiteford | 12.3% |

11th Grade SAT Composite Score Average

| District | 2018 Average Score | 2019 Average Score | 2021 Average Score |
|---------------|--------------------|--------------------|--------------------|
| State | 1000.1 | 985.1 | 995.9 |
| Monroe County | 987.3 | 970.5 | 978.2 |
| Airport | 966.6 | 955.9 | 964.5 |
| Bedford | 1009.7 | 1022.8 | 1007.1 |
| Dundee | 998.5 | 979.1 | 975.2 |
| Ida | 1051.3 | 1046.4 | 1014.4 |
| Jefferson | 972.3 | 946.4 | 956.4 |
| Mason | 1036.9 | 923.4 | 928.2 |
| Monroe | 951.3 | 917.9 | 931.2 |
| Summerfield | 1034.8 | 1000.2 | 966 |
| Whiteford | 982.1 | 971.8 | 1003.9 |

11th Grade SAT Evidence Based Reading and Writing

| District | 2018 EBRW % Proficient | 2019 EBRW % Proficient | 2021 EBRW % Proficient |
|---------------|------------------------|------------------------|------------------------|
| State | 57.8% | 55.3% | 56.6% |
| Monroe County | 59.2% | 54.5% | 57% |
| Airport | 54.2% | 55.8% | 53.2% |
| Bedford | 62.7% | 63.9% | 63.9% |
| Dundee | 66.1% | 53.8% | 60% |
| Ida | 68.3% | 63.8% | 63.9% |
| Jefferson | 54.7% | 48.1% | 50.5% |
| Mason | 70.8% | 41.1% | 48.4% |
| Monroe | 52.4% | 45% | 45.3% |
| Summerfield | 72.4% | 63% | 55% |
| Whiteford | 63.5% | 55.1% | 59.3% |

11th Grade SAT Math

| District | 2018 Math % Proficient | 2019 Math % Proficient | 2021 Math % Proficient |
|---------------|---------------------------|---------------------------|---------------------------|
| State | 36.9% | 36.3% | 34.5% |
| Monroe County | 34.4% | 33.9% | 30.5% |
| Airport | 25.3% | 25.4% | 27.3% |
| Bedford | 43.7% | 47.4% | 37% |
| Dundee | 32.3% | 31.6% | 25.6% |
| Ida | 53.7% | 54.3% | 39.2% |
| Jefferson | 32.8% | 23.7% | 26.7% |
| Mason | 44.6% | 28.8% | 20.3% |
| Monroe | 24.1% | 24.4% | 22.3% |
| Summerfield | 48.3% | 41.3% | 25% |
| Whiteford | 25% | 34.7% | 39% |

NWEA Cohort Trend Data Fall Test Grade Level Average

| | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade | 6 th Grade | 7 th Grade | 8 th Grade |
|----------------------|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Class of 2034 | | | | | | | | | |
| Math | 143.1 | | | | | | | | |
| Reading | 138.2 | | | | | | | | |
| | | | | | | | | | |
| Class of 2033 | | | | | | | | | |
| Math | 146.5 | 162.8 | | | | | | | |
| Reading | 139.5 | 158 | | | | | | | |
| | | | | | | | | | |
| Class of 2032 | | | | | | | | | |
| Math | 142.5 | 160.5 | 173.6 | | | | | | |
| Reading | 141.6 | 153.7 | 170.4 | | | | | | |
| | | | | | | | | | |
| Class of 2031 | | | | | | | | | |
| Math | 139.5 | 166 | 172.2 | 191.6 | | | | | |
| Reading | 140 | 161.8 | 171.6 | 190 | | | | | |
| | | | | | | | | | |
| Class of 2030 | | | | | | | | | |
| Math | 140.2 | 167.6 | 178.4 | 187.8 | 202.7 | | | | |
| Reading | 141.6 | 163.3 | 175.8 | 191.4 | 201.3 | | | | |
| | | | | | | | | | |
| Class of 2029 | | | | | | | | | |
| Math | 141.6 | 167.2 | 177.9 | 190.8 | 200.3 | 209.2 | | | |
| Reading | 141.6 | 162.8 | 174.5 | 190 | 202.9 | 207.4 | | | |
| | | | | | | | | | |
| Class of 2028 | | | | | | | | | |
| Math | 141.8 | 166.3 | 178.6 | 193.6 | 206.2 | 209 | 213.8 | | |
| Reading | 141.6 | 164 | 174.6 | 190.1 | 202.7 | 207.7 | 212.9 | | |
| | | | | | | | | | |
| Class of 2027 | | | | | | | | | |
| Math | 143.1 | 162.9 | 177.4 | 191.2 | 203.8 | 208.9 | 211.6 | 218.3 | |
| Reading | 145.1 | 159.5 | 175.1 | 192.2 | 200.4 | 205.1 | 212.2 | 213 | |
| | | | | | | | | | |
| Class of 2026 | | | | | | | | | |
| Math | 146.6 | 168.4 | 180.1 | 195.7 | 206.4 | 212.7 | 217.8 | 224 | 233.1 |
| Reading | 144.6 | 164 | 177.2 | 194.4 | 203.3 | 209.3 | 214.3 | 218.8 | 220.9 |
| | | | | | | | | | |

NWEA publishes growth norms, or expectations, for students and schools that can be used to estimate the likelihood of how students will perform on state and national based assessments and to see how students are performing compared to others in the same class, school, and around the country. Based NWEA data, students in lower grades have higher growth than students in later grades. This is due to the rapid growth a younger child generally makes when compared to a student in a higher grade, such as Middle or High School. On average a growth of 12.8 points in reading and 14.4 points in math from fall to spring in kindergarten through fourth grade would demonstrate a year of growth according to NWEA national data. Likewise, an average growth of 4.9 points in reading and 7.4 points in math from fall to spring in fifth through eighth grade would demonstrate a year of growth.

THE LAST NORMAL SCHOOL YEAR...

for students currently in...

was

SY 2021-2022

| | |
|--------------|--------------|
| 12th Grade | Grade 9 |
| 11th Grade | Grade 8 |
| 10th Grade | Grade 7 |
| 9th Grade | Grade 6 |
| 8th Grade | Grade 5 |
| 7th Grade | Grade 4 |
| 6th Grade | Grade 3 |
| 5th Grade | Grade 2 |
| 4th Grade | Grade 1 |
| 3rd Grade | Kindergarten |
| 2nd Grade | Never |
| 1st Grade | Never |
| Kindergarten | Never |

SY 2018-2019