Ida Elementary School Curriculum Vision for 2024-2025

MTSS - Multi-Tiered Systems of Support for Behavior & Academic Monitoring
Our system ensures thorough access to education and each student is evaluated and accounted for.

MTSS Behavior
- **Social Emotional supports - Behavior Matrix**

A behavior guidance plan has been developed this year to ensure consistency throughout the building. Components include:
1. Behavior Matrix: 4 Response Levels/ Restorative & PBIS Interventions
2. The 4 Response Levels At-a-Glance
3. Ida Elementary Behavior Detail/Response Levels
4. Threatening Behavior Protocol
5. IES Discipline Terminology

- **Attendance/Truancy System Updates**

Utilizing Infinite Campus, Mrs. Wehner and I have streamlined our truancy notification system. The elementary handbook states:

Upon the eighth day of absence from school per semester the principal will give written notice to the parent by U.S. mail. **If unacceptable attendance continues a report will be filed with the Monroe County Truancy Officer.**

Letter 1 reinforces the importance of consistent attendance to ensure access to education.
Letter 2 requires an *Attendance Improvement Plan* meeting where parents watch a video, go through a PPT presentation, and design an action plan to improve attendance. If there is no response to Letter 2, local authorities are contacted to conduct a safety check on the child.
Letter 3 notifies the parent regarding a report to the Monroe County Truancy Officer.

PLC's & Top Performing Schools in Michigan
Sarah Ash's research report illustrates top performing schools comparable to Ida but with A and B Letter Grades have a couple components in place that we currently don't have. These top performing schools have Common Grade-Level Planning Time and follow the Professional Learning Community (PLC) format.

I shared this with one of the elementary union reps to toss around some ideas. She is going to take the following Pilot Plan for next year to the Union.

Once a week grade-level teachers will use a lunch/recess period for CIA Planning (Curriculum, Instruction, & Assessment). Teachers will be required to participate and will be compensated for missing their contractual lunch/recess time.

MTSS Academic
Title Services - This school year during MTSS meetings we have scrutinized the program, taking a closer look at what qualifies a student identified as Tier 1, Tier 2, or Tier 3.

Tier 2 (students 10pts below RIT score)
Clara Efta - Reading Interventionist: Changed from pull-out to push-in this year with most students. This is an effective approach due to students remaining in their familiar learning environment.

Next Year - IES will Pilot Walpole with Tier 2 students in the classroom. Researcher, Sharon Walpole, utilizes an effective direct, concentrated form of instruction with repetition for READING Intervention. I've worked with Lynn Fleck from the ISD, she is going to be training some of the staff for its implementation.

Tier 3 students (haven't shown growth at Tier 2 or significantly below RIT)
Our Reading and Math Interventionist will focus on our highest need students. This will include a combination of push-in and pull-out depending on student need.

Special Education
Natalie Spires was one of the first staff members in my office. She has been attempting to revamp the special education system; transitioning from a program that pulls out and teaches all the curriculum, to a push-in system that targets specific skills based on the student's IEP.

This year Natalie has focused on educating the staff about this change in approach as well as building her own understanding by visiting other area schools following this model.

Next year, Ida Elementary will Pilot this philosophy of collaboratively co-teaching a push-in special education program with 2 grade levels, 1st and 3rd with willing teachers. This team will progress monitor, attend professional development, and rely on the ISD for additional resources and support.

Melissa Morton, Special Education Supervisor for the SW Region, has played a pivotal role in evaluating our special education program. She conducted an audit for specific students as well as the program as a whole. We will work closely with Melissa to identify strengths and areas of need as well as with the entire special education team.

STEM lab

This year our beloved Science Lab underwent a makeover to fill the need for a more modern application. STEM stands for Science, Technology, Engineering, and Mathematics,

Spearheading the lab is Sarah Eubanks. *Pass out presentation.

- **Curriculum** - In the future, I recommend requesting Sarah Eubanks and another educator attend MSTA (Michigan Science Teacher Association) Conference to learn more about emerging STEM Curriculum that can be adopted in the STEM Lab.

Currently - the curriculum consists of a multitude of digital and physical resources.

Technology

MACUL Conference-
6 participants, 4 teachers, 1 IT, and 1 administrator
Modified technology plan to include funding from the technology budget to enable more teachers to attend. Previously teachers paid their own hotel, food, and transportation. This is now covered with the expectation that when they return they "teach the teacher" and present what they learned with District and Building staff.

Primary Take-Aways:
Digital Citizenship - Kids have access and future jobs will require its use. It is our responsibility to fully integrate technology usage and streamline instruction as though it is on the job training.

Social Emotional - Start with Joy, End with Joy… Recognize greatness of colleagues, Acknowledge, and Extend gratitude.
- The Whole Child - Social Emotional software tracks success of Tier 2 and Tier 3 Interventions and how student is feeling from student perspective and teacher perspective.
- Tracking our Responses - How algorithms are used to influence our emotional responses on the internet

District Meeting
Focus on curriculum integration with classroom instruction. The MiTECS were developed with this concept in mind. We have the resources to make this happen, it will take planning to map out how it will look K-12.

Counselor, Alexa Young

- **504's**, focus is determining does a handicap/diagnosis limit access to education. Transition this year from …but what if, to does data provide evidence for a need…

The 504 is a support tool to assist short-term limitations with the intent to fade-out the dependency.

This year three 504's have been created, Four have been reviewed, Zero completely re-written.

- **Social Emotional Curriculum**, Michigan Cares Social Emotional update was given by Mackay Wickenheiser. Students watch a video and have a full class discussion with Ms. Young. Some topics that have been covered so far are on friendships, problem solving, and empathy. A teacher survey will be conducted next month to get feedback on the instruction but so far it seems to be going well.

- **Student Assistance Team (SAT) Meetings**

Purpose - When a student isn't making adequate behavior &/or academic progress teachers fill out a SAT request.

The SAT request form was modified this year to mirror the needs of the teacher regarding data and feedback.

To date; there have been 24 SAT requests and meetings as well as follow-up meetings 4 to 6 weeks later. These meetings include necessary support staff and parents. An intervention Action Plan is created and implemented. This process is successful based on there haven't been ANY 2nd SAT Meeting requests.

Staffing
IES will maintain 26 teaching sections for the 23-24 school year.
This maintains current class sizes between 22 to 26 students per section.
These numbers are reliable with maintaining the current school of choice numbers

New Curriculum
Big Ideas Math - Adopted
Mystery Science - Adopted