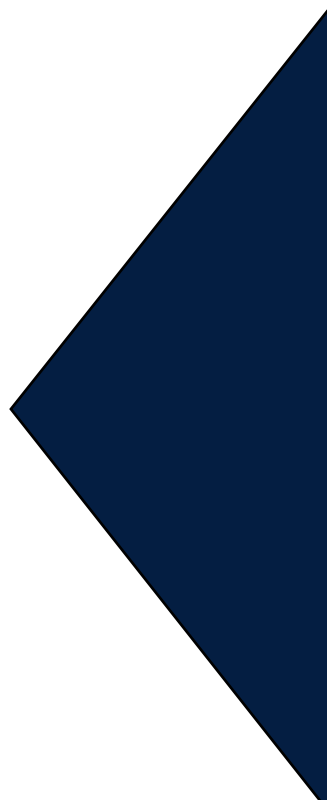
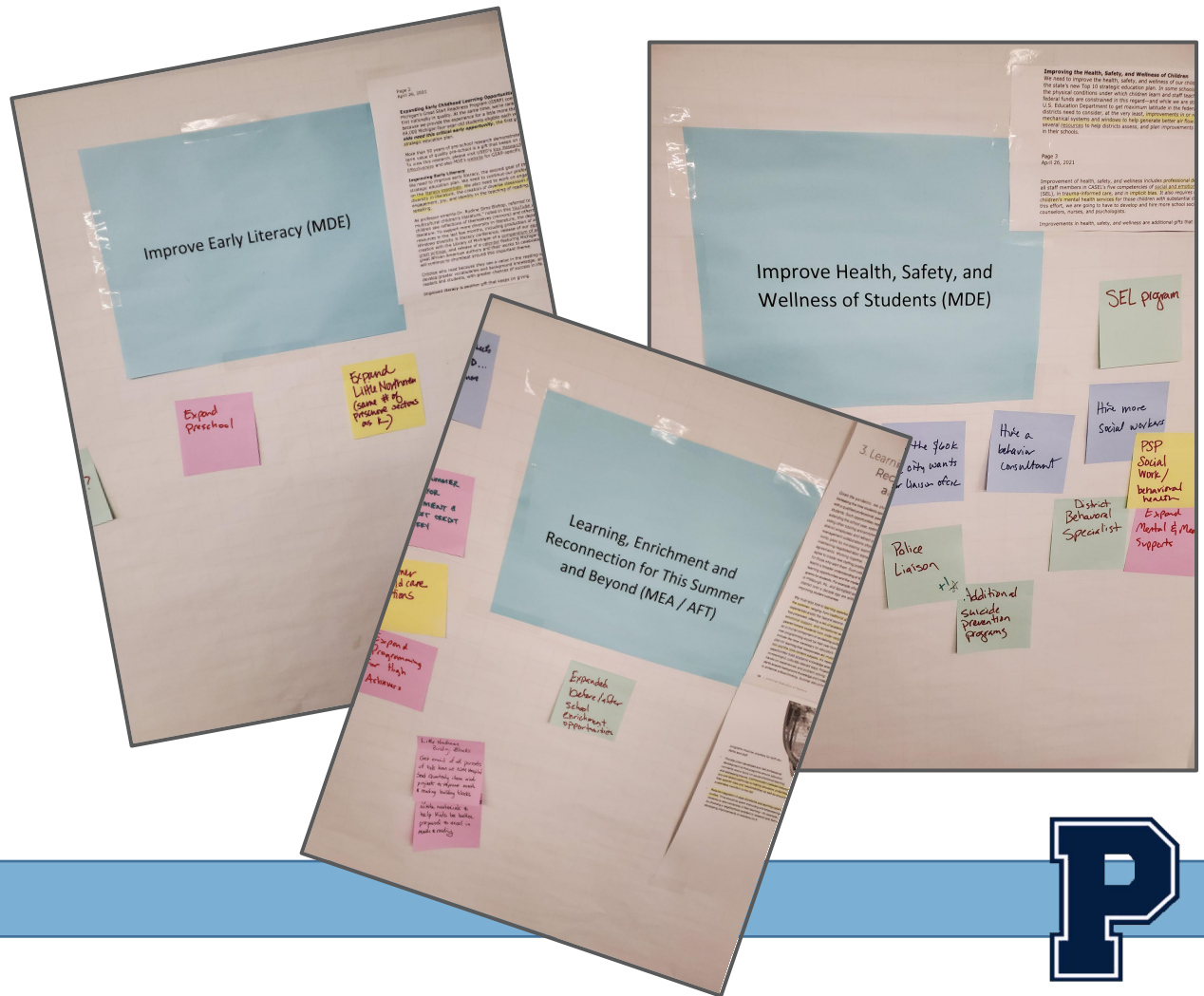


Background & Survey Results



How do we determine what is needed?

- NEA / AFT Report
- PEA discussions (last summer)
- MDE recommendations
- Principal discussions
- Stakeholder survey
- Data



M-Step/SAT Proficiency

2016-2021: **Math grades 3 - 7 and 11**

	M-Step (3-7) and SAT (11): MATH					
	*not taken in 2020					
	2016	2017	2018	2019	2021	2022 <i>Projected Proficiency with no changes</i>
M-Step	50%	52%	49%	53%	48%	49%
SAT	45%	47%	49%	47%	52%	39%

Consistent
despite Covid!



M-Step Proficiency Projection: Math Based on Fall 2021 NWEA Scores in grades 2 - 7



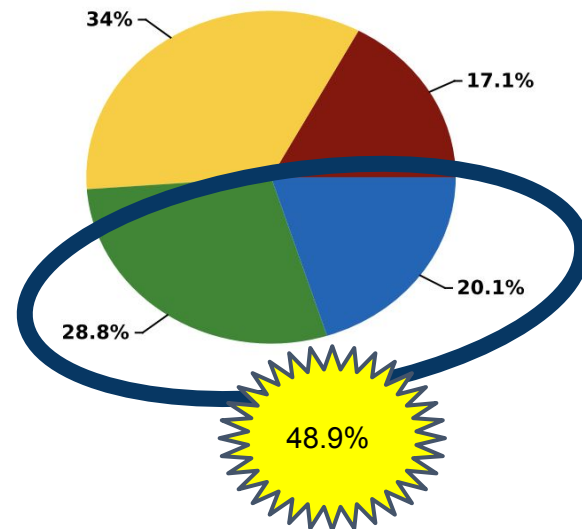
Projected to: **Michigan Student Test of Educational Progress** taken in **spring**

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	199	38	19.1%	62	31.2%	53	26.6%	46	23.1%
3	159	28	17.6%	36	22.6%	53	33.3%	42	26.4%
4	168	11	6.5%	68	40.5%	58	34.5%	31	18.5%
5	195	36	18.5%	71	36.4%	51	26.2%	37	19.0%
6	173	36	20.8%	63	36.4%	48	27.7%	26	15.0%
7	191	37	19.4%	69	36.1%	49	25.7%	36	18.8%
Total	1085	186	17.1%	369	34.0%	312	28.8%	218	20.1%

2nd grade: 49.7%
3rd grade: 59.7%
4th grade: 53.0%

5th grade: 45.2%
6th grade: 42.7%
7th grade: 44.5%



M-STEP/SAT Proficiency

2016-2021: **ELA grades 3 - 7 and 11**

	M-Step (3-7) and SAT (11): ELA *not taken in 2020					
	2016	2017	2018	2019	2021	2022 <i>Projected Proficiency with no changes</i>
M-Step	60%	59%	58%	62%	59%	56%
SAT	70%	70%	71%	68%	69%	71%

Consistent
despite Covid!



M-Step Proficiency Projection: Reading Based on Fall 2021 NWEA Scores in grades 2 - 7



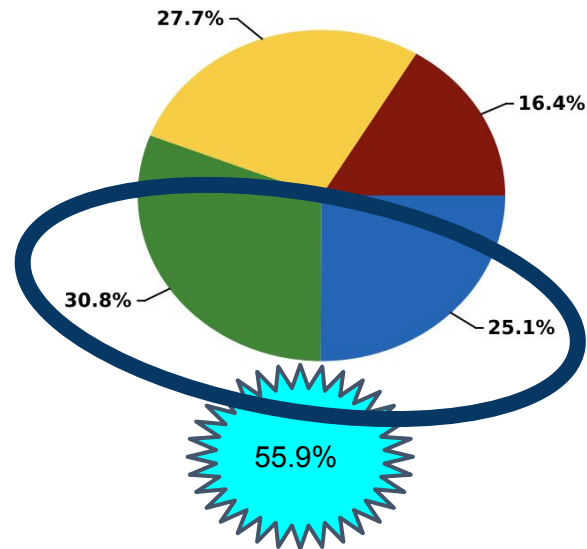
Projected to: **Michigan Student Test of Educational Progress** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>


Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	198	52	26.3%	70	35.4%	39	19.7%	37	18.7%
3	159	25	15.7%	50	31.4%	41	25.8%	43	27.0%
4	168	26	15.5%	37	22.0%	41	24.4%	64	38.1%
5	195	22	11.3%	44	22.6%	75	38.5%	54	27.7%
6	179	24	13.4%	49	27.4%	70	39.1%	36	20.1%
7	194	30	15.5%	53	27.3%	71	36.6%	40	20.6%
Total	1093	179	16.4%	303	27.7%	387	30.8%	274	25.1%

2nd grade: 38.4%
3rd grade: 58.4%
4th grade: 53.8%

5th grade: 67.4%
6th grade: 56.9%
7th grade: 53.3%



ESSER III Stakeholder Survey Responses

530 responses 

Not accepting responses ☐

Message for respondents

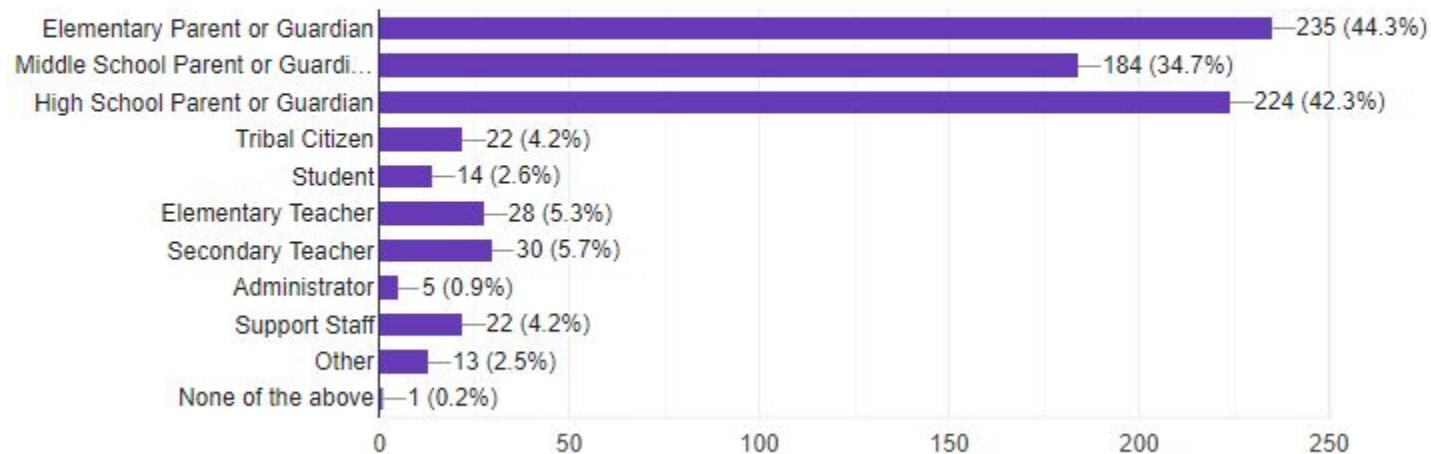
This form is no longer accepting responses

SummaryQuestionIndividual

Survey open 11/1/21 - 11/8/21

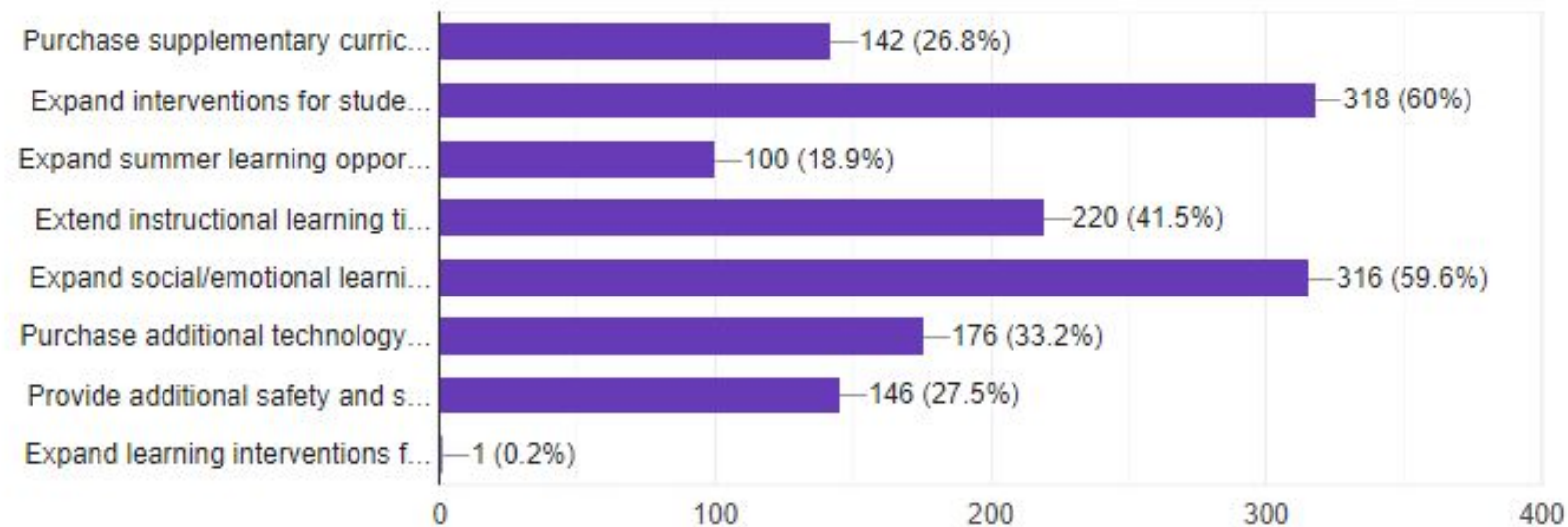
Please select the stakeholder group(s) that describe you. Please choose all that apply.

530 responses



To address learning recovery and the impact of COVID-19, what do you believe to be the highest priority needs for Petoskey Schools? Please select up to THREE items below.

530 responses

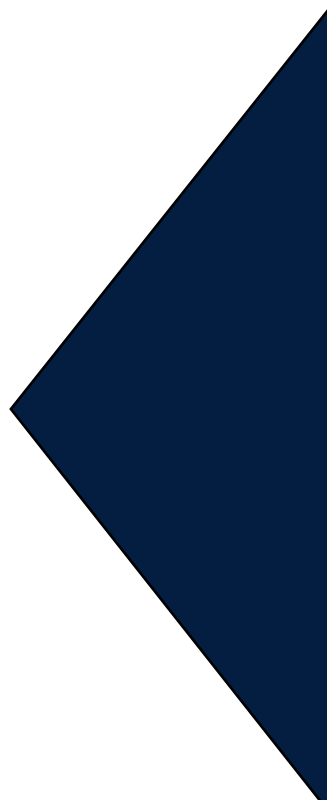


Highest Rated Stakeholder Priorities

1. Expand **interventions** for students not meeting grade level expectations.
2. Expand **social/emotional learning** opportunities such as counseling, mental health, & wellness.
3. Extend instructional learning through **tutoring and end of day support.**



Recommendations



Highest Rated Stakeholder Priorities

1. Expand **interventions** for students not meeting grade level expectations.
2. Expand **social/emotional learning** opportunities such as counseling, mental health, & wellness.
3. Extend instructional learning through **tutoring and end of day support**.



Academic Interventions

Instructional Support Specialist (K-5*)

- ELA-focused
- *K-2 priority, initially grade 2 (based on data)
- Support teachers working with students who have fallen behind their grade level peers to ensure confidence and competence in delivering high quality Tier 1 instruction with Into Reading
- Support intervention plans for students requiring Tier II and Tier III interventions



Academic Interventions

Special Populations Coordinator (K-12)

Special populations refers to students who must overcome barriers that may require special consideration and attention to ensure equal opportunity for success and in an educational setting. These students must be provided support that will ensure they have equal access to education resources and opportunities.

Includes:

- Indian Education
- Migrant Education
- English Learners (EL)/Limited English Proficient (LEP)



Academic Interventions

Elementary STEM Teachers (K-5)

- Allows for current K-5 technology teachers to become K-12 tech coaches; providing in-classroom modeling and coaching
- Supports teachers in utilizing the FOSS science curriculum
- Allows for additional hands-on science, technology, engineering and mathematics projects to take place, often limited by classroom space restrictions
- Reimagines tech lab spaces
- Provides a solid foundation for K-12 STEM programming



Highest Rated Stakeholder Priorities

1. Expand **interventions** for students not meeting grade level expectations.
2. Expand **social/emotional learning** opportunities such as counseling, mental health, & wellness.
3. Extend instructional learning through **tutoring and end of day support**.



Social/Emotional Supports

Health and Wellness Advisor (K-12)

- Contracted (hourly) position
- Grant finding and writing
- Connection with community, State, and Federal resources
- Advise on research based social and emotional learning curriculum
- Assist in coordinating various health and wellness staff and initiatives



Social/Emotional Supports

Student Support Specialists (K-5)

- Social Work background
- Assist with general education behavior supports
- Social / Emotional learning opportunities through individual, group, and whole class lessons
- PBIS / SSN team member
- Augment services provided by Alcona therapists and CEISD SSWs
- Link with community resources, agencies, and services



Highest Rated Stakeholder Priorities

1. Expand **interventions** for students not meeting grade level expectations.
2. Expand **social/emotional learning** opportunities such as counseling, mental health, & wellness.
3. Extend instructional learning through **tutoring and end of day support.**



Extended Day Supports

YMCA After School and Summer Programs (K-5)

- Assist with staff attraction/retention with YMCA after school and summer programs
- Offer full summer camp program to ensure maximum possible learning opportunities for students in the summer months

After school small group and individual tutoring (K-12)

- Current K-12 staff providing small group and individual focused tutoring

