



# Thank You 2021-2022 Student Senate Members!

Your leadership and dedication is greatly appreciated!

# BHMS 6th Grade

- Ava Amick
- Lydia Beyer
- Jagger Dehko
- Juliana Kucinski
- Wyatt Micallef
- Jeffrey Romain
- Indigo Sherell
- Lily Tang
- Chloe Wade
- Megan Williams



# BHMS 7th Grade

- Luke Atto
- Madeline Bahu
- Jared Barnett
- Ananya Dakarapu
- Reese Holton
- Sienna Jancyyk
- Ameen Kafri
- Nicko Kleinsmith
- Alessia Liegmann
- Giselle Mathis
- Monil Patel
- Rishiv Ramesh
- Jared She
- Jack Sloan
- Sophia Stearns
- Milan Thai-Tang



# BHMS 8th Grade

- Kirpa Bedi
- Brielle Brooks
- Violet Garrett
- Sonnie Habbo
- Sadie Hall
- Malia Hillman
- Aayan Jawad
- Salem Maguire
- Alexa Merkerson
- Laveesh Nithiyananthan
- Carmen Rocha
- Katie Tadesse
- Cece Vincent
- Fallou Cise
- Riley Forrester
- Julian Billoti



# EHMS 6th Grade

- Ali Abukamil
- Nour Alhayek
- Ruslana Avci
- Jayden Baker
- Trey Cooper
- Sunny Ishihara
- Jacob Konja
- Zorha Nikokeza
- Sachin Ploucha
- Michael Rhodes
- Kade Stacy
- Ralpheal Standifer
- Numa Tabassum

# EHMS 7th Grade

- Sham Alkadri
- Matty Hamilton
- Seherin Hussain
- Honor Hutchison
- Arya Manohar
- Gabe Mitchell
- Hannah Oh
- Krish Patel
- Humberto Salmon Perez Moreno
- Lanceton Staten

# EHMS 8th Grade

- Falak AlHomsy
- Charlie Antone
- Lillian Bujoll
- Eliana D'Mello
- Chase Denha
- Zechariah Johnson
- Evelyn Kalaydjian
- Pehal Kalra
- Julia LaBond
- Prisha Lingam
- Sarah Linn
- Da'ron Mason
- Sloane Popov
- Kevin Quiles
- Brooke Sanders
- Lainey Socha
- Kyle Takach
- Conner Twentyman
- Emanuel-Rich Zhelev



# WHMS Combined 6-8th

## 6th Grade

- Amaya Robinson
- Giulia Schellino
- Zuheir Sibai
- Austin Kattoula
- Jack Hockey
- Natalie Levy

## 7th Grade

- Jonah Frank
- Aliza Mercado
- Grant Moyer
- Sophia Tomina
- Izzy Dukes
- Christian Banks

## 8th Grade

- Sofie Delidow
- Elan Mesa
- Hasan Ramadan
- Suhani Salecha
- Chariden Stringer
- Owyn Allison

# Student Intern and Advisory Council Update

# BHMS Student Senate

- Meeting recap
- Progress

# WHMS Student Senate

- Meeting recap
- Progress

# EHMS Student Senate

- Meeting recap
- Progress



*Way Elementary*

By: Lea, Zoey, Ram, Caleb, Moora  
**Extreme Weather**  
Wizards

## M-STEP Proficiency Rates by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	69%	74%	67%	80%	73%	Not Av.	N/A	14%
Reading 2017-18 SY	66%	72%	50%	62%	72%	Not Av.	38%	29%
Reading 2018-19 SY	67%	82%	50%	75%	72%	Not Av.	17%	N/A
Reading 2020-21 SY	73%	85%	92%	50%	73%	45%	48%	55%
Reading 5-Year Avg. Baseline & Target for 2021	69%	78%	65%	67%	73%	45%	34%	33%

## M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	69%	78%	65%	67%	73%	45	34%	33%
NWEA 2019 Avg.	82%	85%	64%	100%	85%	Not Av	64%	73%
Fountas & Pinnell 2019 Avg	86%	87.7%	79%	87.5%	88.5%	Not Av.	50%	52%
Fountas & Pinnell Fall 2020	76.6%	82.6%	81.8%	75%	77.3%	Not Av.	60.9%	53.3%
Fountas & Pinnell Spring 2021	89%	94%	90%	90%	89%	Not Av.	78%	65%
Fountas & Pinnell Fall 2021	83%	94%	65%	89%	84%	Not. Av	60%	50%

<b>Fastbridge</b>	<b>All</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Dis</b>	<b>EL</b>	<b>SWD</b>
FastBridge Avg. Fall 2020	86.8%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	84%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	86%	91%	77%	85%	84%	63%	75%	50%
Aspirational Goal Target	On-Track*							

# Way Elementary

## Exploration Target Area: Reading (Collective Efficacy and Enactment Fidelity)

Target Goal	Actions Taken	Further Study
<ul style="list-style-type: none"><li>● Enact with fidelity the 2019 Literacy Commitments: <i>Learners need informed instruction, including feedback that is tailored specifically for them.</i> <i>Learners need opportunities to read high-interest, accessible books of their own choosing.</i></li><li>● Provide accelerated growth in reading comprehension and basic reading skills for all students.</li></ul>	<ul style="list-style-type: none"><li>● Conduct Learning Walks 3-4 times per year for all instructional staff associated with conferring and small group instruction.</li><li>● PTO fundraiser to enrich classroom libraries with non-fiction, F and P leveled texts. (\$15,000.00 in 2021-22)</li><li>● Principal/Staff performance evaluation tied in with Literacy Commitments and SI Goals.</li><li>● Individual and grade level coaching on an organized, ongoing basis.</li></ul>	<ul style="list-style-type: none"><li>● Plot Fall-to-Spring Fastbridge data on a distribution, noting trends at the classroom, grade level, and school-wide levels.</li><li>● Use F and P data to assess the quality of classroom libraries and target enrichment for 2022-23.</li><li>● Evaluate effectiveness and appropriateness of strategies to inform adjustments in practice for 2022-23.</li><li>● Continue to learn more about the challenges of improving high-achieving schools.</li></ul>

## M-STEP Proficiency Rates by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Math 2016-17 SY	82%	96%	67%	80%	82%	Not Av.	0%	7%
Math 2017-18 SY	72%	90%	50%	75%	69%	Not Av.	38%	50%
Math 2018-19 SY	79%	91%	50%	62%	81%	Not Av.	28%	44%
Math 2020-21 SY	77%	93%	93%	50%	75%	56%	42%	48%
Math 5-Year Avg. Baseline & Target for 2021	78%	93%	65%	67%	77%	56%	36%	47%

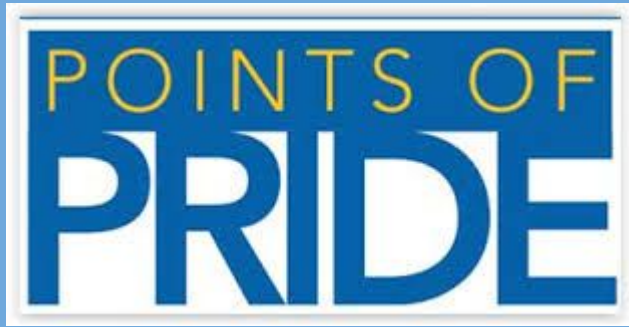
## M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	78%	93%	65%	67%	77%	56%	36%	47%
NWEA 2019 Avg.	85%	94%	64%	100%	89%	Not Av.	71%	70%
FastBridge Avg. Fall 2020	88.4%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
FastBridge Avg. Spring 2021	85%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
Fastridge Avg. Fall 2021	84%	95%	69%	69%	84%	61%	76%	68%
Aspirational Goal Target	On-Track*							

# Way Elementary

## Exploration Target Area: Math

Target Goal	Actions Taken	Further Study
<p>We will broaden our repertoire of instructional strategies aligned to improve the practice of unpacking and comprehending mathematical word problems for students in K-4. The identified instructional strategies will then be facilitated with a target group of students and formative assessments used to monitor progress and growth.</p>	<ul style="list-style-type: none"><li>• Consulted with Math Teacher Leader to look at current best practice math strategies for unpacking and comprehending mathematical word problems.</li><li>• Leveraged 2 professional learning experiences to learn about additional strategies (ie. CUBES).</li><li>• Shared engaging higher- order thinking math practices with staff (3 Act Task).</li></ul>	<ul style="list-style-type: none"><li>• Explore the benefits and further possibilities of mathematical word walls.</li><li>• Engage in vertical conversations for a Learning Lab like experience to reflect on the benefits of new and shared mathematical practices.</li></ul>



- ★ Staff and students continue to grow within a Culture of Thinking. Teachers leveraged instructional moves and routines to further develop thinking dispositions that are valued at Way. Prioritizing a deeper understanding of content remained a priority during both virtual and in-person learning.
- ★ Way's school-wide commitment to SEL is embedded in... daily check-ins (taking place in all classes), during PRIDE den meetings, and through whole-school weekly lessons and resources shared in all classrooms.
- ★ Staff continues to embrace the Lucy Calkins Readers and Writers Workshop units. Staff used reading and writing conferences to guide instruction both remotely and in-person.
- ★ Staff utilized school, grade, and class Data Stories to look at and inform lessons and teaching practices.



*Lone Pine  
Elementary*

## Lone Pine M-STEP Proficiency Rates by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2017-18 SY	67%	n/a	n/a	n/a	70%	n/a	n/a	n/a
Reading 2018-19 SY	59%	n/a	n/a	n/a	60%	n/a	n/a	n/a
Reading 2020-21 SY	71%	n/a	n/a	n/a	77%	n/a	n/a	n/a
Reading 3-Year Avg. Baseline & Target for 2021	66%	n/a	n/a	n/a	69%	n/a	n/a	n/a

## Lone Pine M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	66%	n/a	n/a	n/a	69%	n/a	n/a	n/a
Fountas & Pinnell Fall 2021-2022 SY	77%	n/a	n/a	n/a	82%	n/a	n/a	n/a
Fountas & Pinnell Winter 2021-2022 SY	79%	n/a	n/a	n/a	83%	n/a.	n/a	57%
FastBridge Fall 2021-2022 SY	78%	n/a	n/a	n/a	80%	n/a.	n/a	55%
FastBridge Winter 2021-2022 SY	79%	n/a	n/a	n/a	83%	n/a	n/a	57%
Aspirational Goal Target	On Track*							

# Lone Pine Elementary

## Exploration Target Area: Reading

Target Goal	Actions Taken	Further Study
<p>All students will utilize the goal setting process to support a growth mindset and encourage the independent use of multiple strategies in problem-solving in the area of language arts</p>	<ul style="list-style-type: none"><li>• Strengthen students' word attack/decoding skills and phonological awareness</li><li>• Small group reading instruction and student talk strategies</li><li>• Continue to increase frequency and volume of writing instruction with students to increase stamina, extend writing, improve idea generation, sequencing.</li><li>• K-2 phonological awareness</li><li>• Apply letter/sound knowledge to read familiar and unknown words.</li><li>• Fine motor--letter formation</li><li>• Strengthen inferring skills: focus on main idea and details, themes, lessons learned</li><li>• Support students' skills with breaking words apart to improve decoding/fluency.</li><li>• Encourage student agency through utilization of student reflections and the goal setting process.</li></ul>	<ul style="list-style-type: none"><li>• Further investigate phonics instruction and its impact on student learning.</li><li>• Involve students in developing criteria for assessments and monitor/direct their own progress.</li></ul>

## Lone Pine M-STEP Proficiency Rates by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Math 2017-18 SY	68%	n/a	n/a	n/a	73%	n/a	n/a	83%
Math 2018-19 SY	68%	n/a	n/a	n/a	70%	n/a	n/a	n/a
Math 2020-21 SY	64%	n/a	n/a	n/a	66%	n/a	n/a	n/a
Math 3-Year Avg. Baseline & Target for 2021	67%	n/a	n/a	n/a	70%	n/a	n/a	n/a

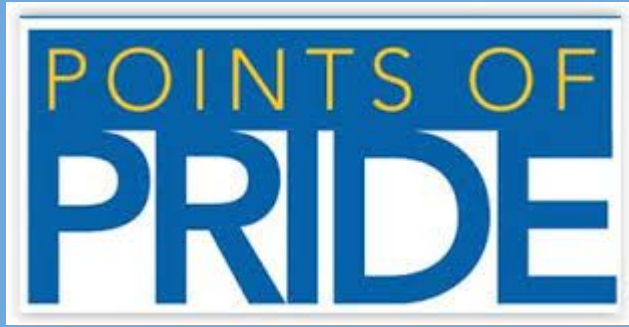
## Lone Pine M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	67%	n/a	n/a	n/a	70%	n/a	n/a	n/a
FastBridge Fall 2021-2022 SY	80%	n/a	n/a	n/a	81%	n/a	n/a	48%
FastBridge Winter 2021-2022 SY	78%	n/a	n/a	n/a	80%	n/a	n/a	67%
Aspirational Goal Target	On Track*							

# Lone Pine Elementary

## Exploration Target Area: Math

Target Goal	Actions Taken	Further Study
<p>All students will utilize the goal setting process to support a growth mindset and encourage the independent use of multiple strategies in problem-solving in the area of math.</p>	<ul style="list-style-type: none"><li>• Enhance engagement through the use of math manipulatives to support various learning styles.</li><li>• Students use the inquiry process to enhance problem solving strategies</li><li>• Color coded “I can statements” to support student ownership of learning targets.</li><li>• Encourage student agency through utilization of student reflections and the goal setting process.</li></ul>	<ul style="list-style-type: none"><li>• Further investigate strategies to support inquiry based math instruction.</li><li>• Involve students in developing criteria for assessments and monitor/direct their own progress.</li></ul>



- Staff continue to embrace practices in support of creating an equitable learning environment for all students, seeking to integrate efforts between SEL, NEP, ADL, and GET with curriculum and instructional practices
- Grade level collaborative team planning has a strong professional learning focus, connecting MiCIP goals to individual teacher and team goals
- IB Teacher Leader and Learning Specialist co-facilitation of team planning to support MiCIP goals and using data effectively to support instruction
- Integration of the Lone Pine Student Action Team with ADL No Place for Hate Efforts and GET goals
- Student led conferences to engage students in taking ownership of their learning



*Eastover Elementary*

## M-STEP Proficiency Rates by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	63%	n/a	n/a	n/a	65%	n/a	n/a	41.70%
Reading 2017-18 SY	72%	n/a	n/a	n/a	71.40%	59%	52.4%	n/a
Reading 2018-19 SY	72%	n/a	n/a	n/a	75%	n/a	n/a	n/a
Reading 2020-21 SY	80%	n/a	n/a	n/a	80%	73%	n/a	36%
Reading 5-Year Avg. Baseline & Target for 2021	71.8%	n/a	n/a	n/a	72.9%	66%	52.40%	38.9%

## M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	71.8%	n/a	n/a	n/a	72.9%	66%	52.40%	38.9%
NWEA 2019 Avg.	77.50%	n/a	n/a	n/a	82.30%	56%	47%	57%
Fountas & Pinnell 2019 Avg	63%	74%	50%	46.75%	66.17%	n/a	38%	55%
Fountas & Pinnell Fall 2020	56%	56%	50%	40%	58.48%	n/a	23%	36%
Fountas & Pinnell Spring 2021	79%	81%	69.45%	83%	83%	n/a	54.55%	33%
Fountas & Pinnell Fall 2021	72%	88%	47%	50%	79%	n/a	50%	57%

FastBridge Avg. Fall 2020	79%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	75%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	74%	85%	56%	58%	74%	Not Av.	41%	53%
FastBridge Avg. Winter 2022	62%	74%	47%	62%	63%	Not Av.	30%	53%
Aspirational Goal Target	On-Track*							

# Eastover Elementary

## Exploration Target Area: Reading

Target Goal	Actions Taken	Further Study
<ul style="list-style-type: none"><li>• We will incorporate targeted phonics instruction into our daily literacy learning for all grade levels (K-3) to further increase student achievement in fluency and comprehension.</li><li>• We will continue to implement individual conferencing and small group instruction to provide targeted support for our readers</li></ul>	<ul style="list-style-type: none"><li>• Implementation of our K-2 Phonics program</li><li>• Diagnostic and formative assessments given to understand specific needs of our students</li><li>• Data digs and collaborative conversations to understand trends we are seeing</li><li>• Based on data, making short term action plans/goals to target specific areas</li></ul>	<ul style="list-style-type: none"><li>• Explore possible resources to meet our identified areas to further enrich</li><li>• Continue vertical conversations to evaluate trends and best practices</li><li>• Partner with our ELA Teacher Leader and continue with Learning Labs to discuss instructional practices &amp; strategies</li></ul>

## M-STEP Proficiency Rates by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Math 2016-17 SY	64%	n/a	n/a	n/a	63.15%	30.5%	n/a	58.35%
Math 2017-18 SY	59%	n/a	n/a	n/a	57.10%	29.40%	42.90%	n/a
Math 2018-19 SY	68%	n/a	n/a	n/a	73.70%	n/a	n/a	n/a
Math 2020-21 SY	83%	n/a	n/a	n/a	85%	73%	n/a	50%
Math 5-Year Avg. Baseline & Target for 2021	68.5%	n/a	n/a	n/a	69.7%	44.3%	42.90%	54.2%

## M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	68.5%	n/a	n/a	n/a	69.7%	44.3%	42.90%	54.2%
NWEA 2019 Avg.	74.50%	n/a	44.30%	n/a	78.25%	47%	51%	58%
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	83%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	82%	91%	50%	65%	86%	Not Av.	66%	63%
FastBridge Avg. Winter 2022	75%	81%	48%	75%	78%	Not Av.	39%	59%
Aspirational Goal Target	On-Track							

# Eastover Elementary

## Exploration Target Area: Math

Target Goal	Actions Taken	Further Study
<ul style="list-style-type: none"><li>• Students will to engage in hands-on experiences to further deepen their foundational skills and understanding</li><li>• We will continue to implement small group instruction to provide targeted support using best practices</li><li>• Finding natural intersections between the Portrait of a Learner, Standards for Mathematical Practices, enVision 2.0, and rich instructional strategies</li></ul>	<ul style="list-style-type: none"><li>• Provide a variety of manipulatives, tools, and learning opportunities for students to engage in with the classroom</li><li>• Use manipulatives, tools and visuals within strategy groups to reinforce skills</li><li>• Explicit teaching of math vocabulary</li><li>• Imbed fact fluency opportunities</li></ul>	<ul style="list-style-type: none"><li>• Explore the benefits and further possibilities of spiraling curriculum &amp; mathematical word walls</li><li>• Continue vertical conversations to evaluate trends and best practices</li><li>• Partner with our Math Teacher Leader to discuss current practices and next steps</li></ul>



- ★ Grade level collaboration to support MICIP district goals and individual team goals
- ★ Utilize school, grade, and class Data Stories to look at and inform lessons and teaching practices
- ★ Staff and students continue to implement various Visible Thinking instructional practices to scaffold students' thinking and further develop thinking dispositions
- ★ Continued implementation of enVision 2.0 and Lucy Calkins Readers and Writers units
- ★ Continued conversations with our Staff, Students, and Community to embrace learning around Equity, Inclusion, SEL, & No Place for Hate
- ★ Create a strong sense of community and partnership with our families



*Conant Elementary*

## M-STEP Proficiency Rates by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	71%	n/a	42%	n/a	74%	n/a	n/a	56%
Reading 2017-18 SY	69%	n/a	41%	n/a	71%	n/a	n/a	35%
Reading 2018-19 SY	81%	n/a	60%	n/a	82%	n/a	n/a	40%
Reading 2020-21 SY	79.8%	81.3%	n/a	n/a	83.1%	70%	89.9%	48.4%
Reading 5-Year Avg. Baseline & Target for 2021	75.2%	81.3%	47.6%	n/a	77.5%	70%	89.9%	44.9%

## M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	79.5%	81.3%	47.6%	n/a	77.5%	70%	89.9%	44.9%
NWEA 2019 Avg.	74.8%	n/a	52.4%	n/a	76.6%	n/a	n/a	Not Av.
Fountas & Pinnell 2019 Avg	87.5%	n/a	**	n/a	**	n/a	n/a	**
Fountas & Pinnell Fall 2020	60.16%	62.86%	41%	45.45%	61.15%	Not Av.	50%	23.26%
Fountas & Pinnell Spring 2021	82%	75%	48%	72%	87%	Not Av.	83%	57%
Fountas & Pinnell Fall 2021	85%	85%	58%	77%	82%	Not Av.	61%	41%

FastBridge Avg. Fall 2020	85%	**	**	**	**	**	**	**
FastBridge Avg. Spring 2021	85%	**	**	**	**	**	**	**
FastBridge Avg. Fall 2021	76%	69%	82%	NA	81%	NA	100%	45%
FastBridge Avg. Winter 2022	74%	100%	N/A	N/A	75.25%	N/A	83%	10%

# Conant Elementary

## Exploration Target Area: Reading

Target Goal	Actions Taken	Further Study
<ul style="list-style-type: none"><li>• All classrooms will incorporate targeted literacy instruction that supports a variety of learning styles</li><li>• Reading, writing, and phonics lessons will support student growth in fluency, comprehension, and word study</li><li>• All classrooms will utilize conferring and small group instruction to differentiate literacy needs using various resources</li></ul>	<ul style="list-style-type: none"><li>• The children reading below grade level are receiving small group support and 1:1 support. Tier 3 support is being provided for the bottom 2-3% of students</li><li>• We are working on word breaking, segmenting, blending, fluency, comprehension and guided reading groups</li><li>• Professional Learning opportunities- Collaborative planning, sharing and viewing of small groups planned for teachers</li></ul>	<ul style="list-style-type: none"><li>• Teachers looking for some common progress monitoring resources (phonics, comprehension, fluency/HFW)</li><li>• Explore 2nd Edition How to Plan Differentiated Reading Instruction- K-3 (Walpole and McKenna) with a possible PD opportunity</li><li>• Staff will monitor there groups and think deeper about flexible groupings during the literacy block</li></ul>

## M-STEP Proficiency Rates by Building Average (Math)

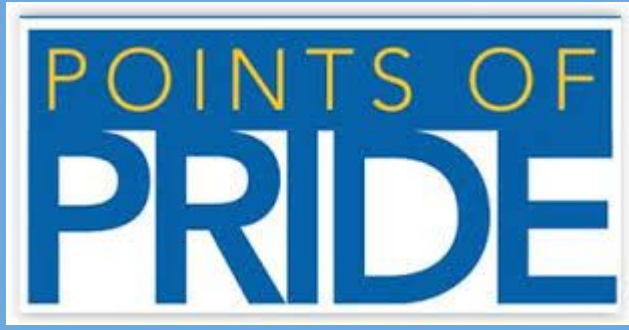
Math 2016-17 SY	79%	n/a	53%	n/a	80%	n/a	n/a	63%
Math 2017-18 SY	76%	n/a	47%	n/a	76%	n/a	n/a	45%
Math 2018-19 SY	86%	n/a	60%	n/a	86%	n/a	n/a	47%
Math 2020-21 SY	76.5%	100%	n/a	n/a	77.6%	70%	61.3%	48.3%
Math 5-Year Avg. Baseline & Target for 2021	79.5%	100%	53.3%	n/a	79.9%	70%	61.3%	50.8%

M-STEP With Additional Data Sources by Building Average (Math)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	79.4%	100%	46.3%	33.4%	79.9%	70%	61.3%	50.8%
NWEA 2019 Avg.	77.8%	n/a	54%	n/a	80.8%	n/a	n/a	Not Av.
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
FastBridge Avg. Spring 2021	85%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
FastBridge Avg. Fall 2021	79%	72%	62%	NA	83%	NA	93%	70%
Fastridge Avg. Winter 2022	84%	80%	85%	N/A	80%	N/A	83%	83%

# Conant Elementary

Exploration Target Area: Math

Target Goal	Actions Taken	Further Study
<ul style="list-style-type: none"><li>• Students will participate in small group instruction to build foundational skills and grade level standards</li><li>• All classrooms participate in active number talks to support students' mathematical growth confidence while promoting their ability to think, reason, and solve problems</li></ul>	<ul style="list-style-type: none"><li>• Use manipulatives, tools and visuals within strategy groups to reinforce skills</li><li>• Stating clear goals, eliciting evidence and providing feedback (peer, teacher, self) will be part of professional learning opportunity</li><li>• Build collection of best practices through professional learning (i.e. researched instructional practices, observing and sharing)</li></ul>	<ul style="list-style-type: none"><li>• Teachers will explore various resources for fluency of basic facts</li><li>• Students' progress will be monitored with daily check-ins, end of Topic assessments, formative assessments, exit tickets, and FastBridge Progress</li></ul>



- ★ Conant's school-wide commitment to SEL is embedded in... daily check-ins (taking place in all classes), during morning meetings, and through whole-school weekly lessons and resources shared in all classrooms.
- ★ Staff continues to embrace the Lucy Calkins Readers and Writers Workshop units. Staff used reading and writing conferences to guide instruction both remotely and in-person.
- ★ Staff utilized school, grade, and class Data Stories to look at and inform lessons and teaching practices.
- ★ Student led conferences to engage students in taking ownership of their learning while sharing with families in a collaborative approach
- ★ Student Action Teams work together to facilitate projects that support Conant by creating and sustaining meaningful change

# **Bloomfield Hills Schools Board of Education**

## **Non-homestead Millage Restoration**

**April 28, 2022**

# Why the District is Requesting a Non-homestead Operating Millage Restoration:

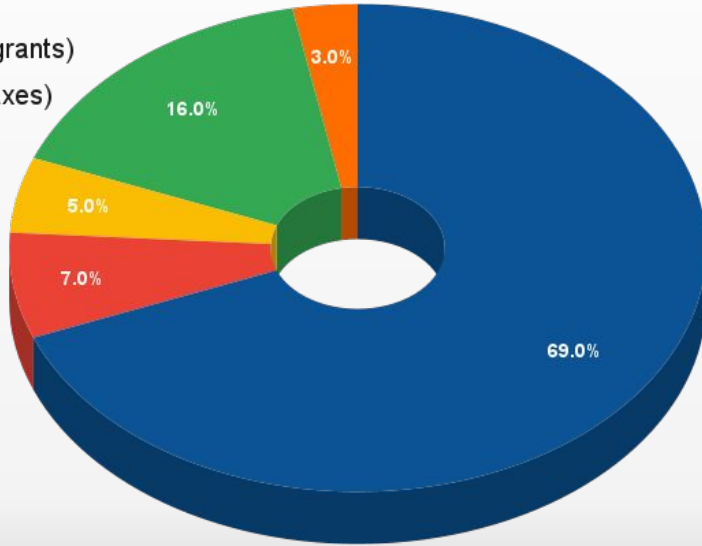


- ❑ **NO COST INCREASE TO HOMEOWNERS (Primary Residence Exemption Property)**
- ❑ Since the 2015 millage authorization of 20 mills for 10 years, The district has had Headlee\* rollbacks each year since the 2015 millage approval, declining from an authorized 20 mills to 18.0838 mills for the 2022 tax year.
- ❑ A non-homestead millage levy cannot exceed 18 mills, even if more is authorized.
- ❑ A rollback is expected for the 2023 tax year to 17.6624, which would not allow the district to levy the full 18 mills allowed, resulting in a permanent estimated revenue loss of \$256,138.
- ❑ The BHS Operating Millage Renewal is not until 2025; therefore, the proposal is to authorize an additional 2 mills to allow for the full 18 mills to be levied through 2025, maintaining the full per pupil funding authorized by the State annually.

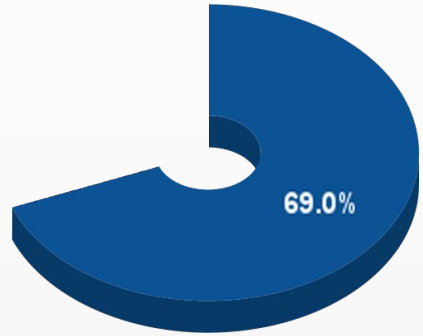
\*A Headlee rollback of the non-homestead millage rate occurs primarily when State Equalized Value (SEV) for existing property is growing at a faster rate than the rate of inflation. The rollback is triggered when property is sold and then re-valued at a level much higher than the rate of inflation. This causes the mills to be “rolled back” so the district collects only up to an inflationary increase in taxes.

# Fiscal Year 2021/22 - General Fund Revenue by Source

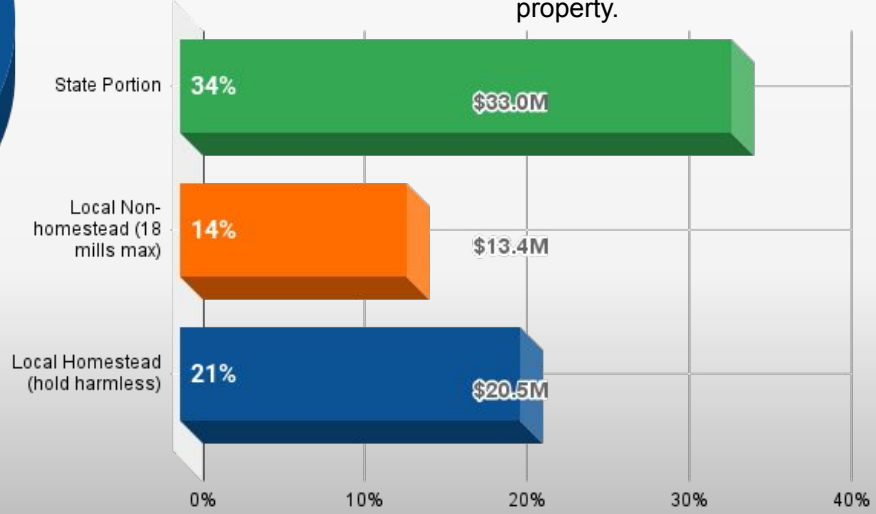
- Foundation Allowance
- Interdistrict & Transfers In
- Federal
- State (categorical grants)
- Local (other than taxes)



The Foundation Allowance is funded both locally, through non-homestead and homestead/hold harmless operating taxes, and by the State School Aid Fund. Approximately \$67 million, or 69% of total revenue represents the per pupil Foundation Allowance funding.



The local millage rate is subject to annual Headlee rollbacks. Any rollback below 18 mills would result in a permanent revenue reduction, which is estimated to be \$256,000 in 2023 unless a restoration is approved to allow the full 18 mills levy on non-homestead property.



# Four Schools, One

## **Vision:** Creating a Culture of Elementary Leadership

Crossing cultural boundaries between schools.

Working together to create viable, comprehensive instructional model that promotes a district approach.

Building educator capacities that translate to success at all four schools.

Data analysis that has implications for all four buildings.

School improvement planning to support exceptional students both at-risk and high-performing at all grade levels.

## Next Steps

Use our first fall-to-spring Fastbridge data to create a profile of learners at all four buildings as they populate a normed distribution.

Learn more about how our students migrate across that continuum.

Assess the effectiveness of instructional enactments. Identify opportunities to reinforce effective practices and discover new ones.

Identify and embrace the challenges that effective schools face.

Explore what learning looks like in other successful schools and districts. What lessons can we learn from others?