MICIP Portfolio Report

Otsego Public Schools

Goals Included

Active

- MTSS system structures

Buildings Included

Open-Active

- Alamo Elementary School
- DIX Street Elementary
- Otsego High School
- Otsego Middle School
- Washington Street Elementary School
- West Campus High School

Plan Components Included

- Goal Summary
- Data
  - Data Set
  - Data Story
- Analysis
  - Root Cause
  - Challenge Statement
- Strategy
  - Summary
  - Implementation Plan
    - Buildings
    - Funding
    - Communication
    - Activities
      - Activity Text
      - Activity Buildings

MICIP Portfolio Report

Otsego Public Schools

MTSS system structures

Status: ACTIVE

Statement: By June 2025, Otsego Public Schools will develop a systematic process to implement an effective MTSS structure across the district (as measured by the MTSS Practice Profile, RTI survey and student achievement data).

Created Date: 05/18/2021 *Target Completion Date:* 09/30/2025

Data Set Name: District Literacy Story

Name	Data Source
Student Assessment: Student Growth	MI School Data
Student Assessment: College Readiness	MI School Data
RtI Survey Data; Math/ELA ED data; SAT data (May 12 2021 OSIC data set)	Other
MTSS: Practice Profile Assessment	Other

Data Story Name: District Response to Intervention Story

Initial Data Analysis:

Not all teachers believe that each other believe all kids can learn at high levels

Not all teachers believe we have all ELTs in place

MSTEP scores at 55% and 66.2% proficiency (Math & ELA) (3rd-8th)

SAT 57.3% at benchmark for EBRW and 42% for Math

Our ED students perform significantly below our non ED students on Mstep
On the MTSS practice profile, the adminsitration ranked the first domain, Team Based Leadership a "2", on average the next domain of "Tiered Delivery Systems was ranked a "2" with some "3's sprinkled in. Selection and Implementation of Instruciton, Interventions and Supports was also mostly contained "2's and some 3"s" and finally Continuous data-based decision making was mostly 2's with some 3's. 2's reprsent "developmental Use in practice".

Initial Initiative Inventory and Analysis:

Where does the initiative live? (District, building, tier 1, secondary, department) RtI Implementation (includes PLCs, Common Assessments, RtI, Standards Based Grading)

Who is involved in implementing this initiative? (School leadership team, teachers, grade levels, department)? District and School Leadership, Vertical Teams, Teachers K-12, Grade Level and Content PLCs

Brief description of the initiative. (purpose, skills, approach)
To ensure that all learners will reach proficiency on the essential targets.

What is the expected or intended outcome? See above.

What data does the district have to measure the outcomes? CFAs, MTSS Planning Guides/ Rosters/Agendas
Unit-level summative assessment data?
Data from screeners

What evidence does the District have of its intended outcomes thus far? LLI, running records, Tier 3 interventions at elementary level,
Hybrid help data showing support of kids passing classes at secondary level

What are the core features or big ideas related to the initiative? Growth mindset, giving all students the opportunity to learn at high levels, tiered interventions, formative assessments

Is there any measure in place to assess the fidelity of the initiative? Student success = grades;
Student growth; staff, students, and parents surveys

Is there professional development provided in connection to the initiative? Ongoing PD, new teacher PD at the beginning of the school year

Is there on-going coaching around the initiative? Yes - all the time

How does the initiative connect to the District priorities? (District Improvement Strategic Plan, possible MI-CIP goal) Fits very closely with what our #1 district goal is - getting all students to achieve at high levels.

Is there a financial commitment to the initiative? (federal, state, grant, other) Yes. hybrid help, para professionals,staff time, academic coaches, PD, time in the daily schedule of all levels (ELE, MS, & HS)

Gap Analysis:

We want 100% of teachers to believe that all kids can learn at high levels and only 80% of secondary teachers believe this.

We need 100% pof ELTs to be in place and 100% of staff to believe this is true; currently teacher believe it is only true for Math

Percent at benchmark is below the NCLB/ESSR goal of 85%; we are currently at 55% for Math and 66.2% for ELA in 3rd-8th grade mstep)

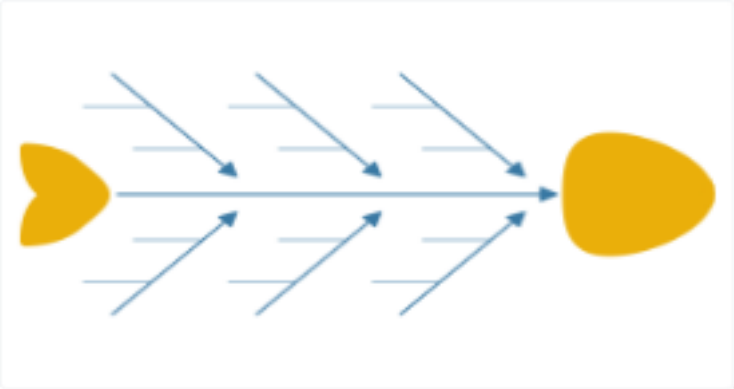
Percent at benchmark is 57.3% for EBRW and 42% for Math which is below % that begin College post OHS (63.4%)

We would like at least 50% of the indicators within the domains of the MTSS Practice Profile to be "expected use in practice" and only 20% were rated at this level for Domain 1, 8% for Domain 2, 15% for Domain 3, 8% for Domain 4, and 18% for Domain 5.

District Data Story Summary: Based on the RtI survey data not all staff believe that other staff believe that all students can achieve at high levels,our Initiative Inventory around RtI shows that consistent intervention systems with entrance and exit protocols K-12 are not developed, that teachers don't believe we have ELTs for all subjects identified, student achievement data (not all students are proficient in Math, Science, ELA and Social Studies K-11 state assessments)

Analysis:

Root Cause



Summary of Fishbone discovery:

If we developed a stronger K-12 infrastructure at OPS for RtI then we could support the proficiency of the ELTs for all students at all levels.

Supporting Documents

Document Name	Document Summary	Upload Date
OSIC MICIP Fishbone - RtI		05/18/2021

Challenge Statement:

If we developed a stronger K-12 infrastructure at OPS for RtI then we could support the proficiency of the ELTs for all students at all levels.

Strategies:

(1/5): MTSS Framework (General)

Owner: Heather Kortlandt

Start Date: 06/22/2021 *Due Date:* 09/30/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: $95,575.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- Other
- School Board Meeting

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Weekly PLC time and PD around MTSS systems	Heather Kortlandt	06/22/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
NWEA Implementation - secondary	Heather Kortlandt	08/11/2022	06/30/2024	COMPLETE
Activity Buildings: • Otsego High School • Otsego Middle School				

(2/5): Guaranteed and Viable Curriculum

Owner: Heather Kortlandt

Start Date: 06/22/2021 *Due Date:* 06/30/2024

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

Total Budget: $500,000.00

- General Fund (Other)

Communication:

Method

- Other
- School Board Meeting
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continued implementation for K-8 Pearson Math Envisions 2.0, Lucy Calkins Reading, Writing and Phonics K-8; Cereal City Science K-5 and MISTAR 6-8, District Literacy Plan	Heather Kortlandt	06/22/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Delta Math RtI Program

Owner: Heather Kortlandt

Start Date: 06/22/2021 *Due Date:* 06/30/2024

Summary: The Delta Math RtI Program provides readiness screeners and standard based reports to identify students who may struggle learning math in 1st grade through Algebra 2. Tier 2 and Tier 3 targeted intervention lessons integrate evidence-based recommendations from the Institute of Education Sciences that include explicit instruction that is systematic, visual representations of mathematical ideas, progress monitoring and motivational strategies such as personal goal setting.

Buildings: All Active Buildings

Total Budget: $3,400.00

- ISD Reimbursement (Other)

Communication:

Method
- Other

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement Delta Math assessment system and use data for intervention groups	Heather Kortlandt	06/22/2021	06/30/2024	COMPLETE

Activity Buildings:
- Alamo Elementary School
- DIX Street Elementary
- Otsego Middle School
- Washington Street Elementary School

(4/5): MTSS - Literacy (Reading)

Owner: Heather Kortlandt

Start Date: 06/22/2021 *Due Date:* 06/30/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to adress the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcoms for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $414,551.00

- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementation of Hegerty, LLI, and other intervention systems; 7 title I paras, 4 FTE at risk paras, and 2 Title I coaches	Heather Kortlandt	06/23/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Heather Kortlandt

Start Date: 10/24/2023 *Due Date:* 09/30/2025

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

Total Budget: $266,462.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- Presentations
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary Intervention Teachers - Certified Teacher for DIX Street Elementary and Washington Street elementary to serve as intervention teachers in the area of reading and Math. They will monitor data, select the interventions and also deliver tutoring interventions all during the school day.	Heather Kortlandt	08/13/2024	09/30/2025	UPCOMING
Activity Buildings: • DIX Street Elementary • Washington Street Elementary School				
After school tutoring (math lab) - certified staff and or paraprofessional(s) to	Heather Kortlandt	08/13/2024	09/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
support grades 3-8 math in the two buildings with the lowest math scores as indicated by NWEA and MSTEP				
Activity Buildings: • DIX Street Elementary • Otsego Middle School				
Middle School Math Intervention Teacher - to support Tier 1,2, and 3 in mathematics grades 6-8 driven by data collection and review.	Heather Kortlandt	08/13/2024	09/30/2025	UPCOMING
Activity Buildings: • Alamo Elementary School • DIX Street Elementary • Otsego Middle School • Washington Street Elementary School				
Elementary Paraprofessional - to serve one elementary building (Alamo) with tutoring in Math and Reading during the school day as prescribed by certified teachers.	Heather Kortlandt	08/13/2024	09/29/2025	UPCOMING
Activity Buildings: • Alamo Elementary School				