

MICIP Portfolio Report

Okemos Public Schools

Goals Included

Active

- Improve ELA M-Step
 - Improve ELA M-Step & NWEA expected growth
 - Improve Math M-Step
 - Improve SEL supports
-

Buildings Included

Open-Active

- Bennett Woods Elementary
 - Chippewa Middle School
 - Cornell Elementary
 - Hiawatha Elementary
 - Kinawa School
 - Okemos High School
 - Okemos Public Montessori
 - Okemos' Edgewood Early Childhood Center
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Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Okemos Public Schools

Improve SEL supports

Status: ACTIVE

Statement: Our goal is to increase effectiveness in meeting the growing needs of students, using key indicators on CASEL competencies. With implementation of SEL supports, our goal is to have less than 10% of students missing 10% or more of instructional time by June 2026.

Created Date: 06/25/2021

Target Completion Date: 06/12/2026

Data Story Name: A systemic approach to improving the well-being of all students through creating inclusive, equitable schools that impacts positive student outcomes.

Initial Data Analysis:

18% students missed 10% or more of instructional time;

During 20-21 school year, 118 new mental health referrals;

76% of middle school students and 48% of high school students have seen another student get pushed, hit or punched in the last 12 months.

40% of high school and 31% of middle school students reported feeling sad or hopeless within a two-week period (MiPHY)

17% of high school and 16% of middle school students reported that they made a plan on how they would attempt suicide (MiPHY)

Initial Initiative Inventory and Analysis:

Please indicate the level(s)

Please indicate the tier level of implementation:

Current SEL Initiatives/Strategies

PreK-12

PreK

Elementary

Middle School

High School

Tier I - Universal Support

Tier II - Targeted Support

Tier III - Intensive Individual Support

Curriculum: Second Step

x

Curriculum: Character Strong

X

X

Curriculum: Michigan Model

X

X

Curriculum: Trails

X

X

Gap Analysis: A gap exists between those with positive student attendance and those identified as chronically absent.

District Data Story Summary: Some students are struggling with belonging and feeling connected which may impact student attendance and social emotional health. We need to assure the approach and the materials implemented are culturally relevant to meet the needs of all students. As a district, we have many supports in place to address student academic and social needs. However, the supports are not consistent across school buildings and we are not effectively connecting them to our most at-risk students and their families. While some staff are trained and equipped to respond to student mental health needs, it is not universally provided. We have strong community support and partnerships, but not all buildings have capacity to coordinate services and help students and families access the supports. Students in need of support and resources often are not able to access them due to a variety of barriers.

Strategies:

(1/1): Focus on social emotional skills through adoption CASEL competencies

Owner: Stacy Bailey

Start Date: 08/25/2021

Due Date: 06/12/2026

Summary: CASEL’s SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students’ learning and development.

SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts

SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Buildings

- Bennett Woods Elementary
- Chippewa Middle School
- Cornell Elementary
- Hiawatha Elementary
- Kinawa School
- Okemos High School
- Okemos Public Montessori

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Training and implementation of Character Strong curriculum at 5th-8th grade	Stacy Bailey	08/25/2021	06/11/2022	COMPLETE
Activity Buildings: <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				
Hire Elementary Student Support Advisors (4)	Stacy Bailey	08/25/2021	06/11/2022	COMPLETE
Activity Buildings: <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Hiawatha Elementary Okemos Public Montessori 				
Hire RTI Coach at OHS	Stacy Bailey	08/25/2021	08/26/2021	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Revise & Implement CR-PBIS at all elementary buildings	Stacy Bailey	08/25/2021	06/09/2023	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Bennett Woods Elementary Cornell Elementary Hiawatha Elementary Okemos Public Montessori 				
TRAILS grant	Stacy Bailey	08/25/2021	06/12/2026	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Chippewa Middle School Kinawa School Okemos High School 				
Revision of Elementary Report Card to include CASEL competencies	Stacy Bailey	08/25/2021	06/11/2022	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Bennett Woods Elementary Cornell Elementary Hiawatha Elementary Okemos Public Montessori 				
District-wide E3 grant for mental health provider	Stacy Bailey	08/25/2021	06/12/2026	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SEL Curriculum Review & Implementation	Stacy Bailey	11/01/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Bennett Woods Elementary Cornell Elementary Hiawatha Elementary Okemos Public Montessori 				
Student belonging-connections with school	Stacy Bailey	08/22/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Equity-Oriented Leadership Training	Stacy Bailey	09/21/2023	09/23/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Woof Pack	Stacy Bailey	08/25/2021	06/12/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Neurosequential Model for Education (Brain Training)	Stacy Bailey	08/23/2022	06/12/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire 2 Elementary Counselors	Stacy Bailey	06/10/2022	06/11/2022	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Develop District-wide SEL Program Plan	Lara Slee	02/05/2024	06/11/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire LINKS/Special Education Instructional Coach	Stacy Bailey	05/31/2022	08/11/2022	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Okemos High School 				
Conduct district review of potential start time change	Stacy Bailey	08/11/2023	06/11/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve ELA M-Step

Status: ACTIVE

Statement: Our goal is to provide literacy professional development and training to teachers to increase Tier 1 differentiation in the classroom, in order to improve ELA M-Step scores by 5% by 2023.

Created Date: 05/26/2022

Target Completion Date: 06/17/2023

Data Story Name: Academic Differentiation

Initial Data Analysis: Student proficiency in ELA has decreased in all student groups, especially students with disabilities.

Initial Initiative Inventory and Analysis: At the Elementary level, we have the following in place:

ELA curriculum implementation- Teachers have received training throughout the year. More work is needed on assessing student needs and matches the instruction with student ability.

Literacy Essential Practices- More work is needed with training on these best practices. PD (Orton-Gillingham, LETRS training) is scheduled for next year.

RTI Coaches supporting teachers and students. Moving this position to a literacy focused role with direct coaching.

Intervention Classes- Due to COVID, best fit groups across the grade level were paused. Teachers provided differentiation in their classrooms. Continued work is needed to evaluate and implement grade level differentiation supports.

EL Groups- Additional teacher was hired to provide support. SIOP training happened.

Special Education Delivery Model- Due to caseload numbers, pull out interventions have been provided to targeted students.

At the middle school level, we have the following in place:

Literacy Essential Practices- More work is needed with training on these best practices.

RTI Coaches supporting teachers and students.

EL Groups- Additional teacher was hired to provide support. SIOP training happened.

Special Education Delivery Model- Due to caseload numbers, pull out interventions have been provided to targeted students.

Reading Apprenticeship Strategies continue to be utilized during intervention classes.

At the high school level, we have the following in place:

RTI Coaches supporting teachers and students.

EL Groups- Additional teacher was hired to provide support. SIOP training happened.

Special Education Delivery Model- Pull out/co-teaching interventions have been provided to targeted students.

Gap Analysis: Inconsistent instructional differentiation between classes, grade levels, and throughout the district. The desired state would be unified and consistent differentiation, determined by assessments (benchmark and formative).

District Data Story Summary: Prior to COVID, our core instruction was working for many demographic student groups. We had intervention strategies in place to support targeted students. Following the two years of virtual instruction, there are a greater number of students that require additional support. We have identified a need to evaluate our core instructional model to increase differentiation opportunities at the Tier 1 level. This work will need to be aligned with Tier 2 and 3 supports, to best improve student learning.

Strategies:

(1/3): Essential Coaching Practices for Elementary Literacy

Owner: Stacy Bailey

Start Date: 08/24/2022

Due Date: 06/17/2023

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Bennett Woods Elementary
- Cornell Elementary
- Hiawatha Elementary
- Okemos Public Montessori
- Okemos' Edgewood Early Childhood Center

(2/3): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Stacy Bailey

Start Date: 05/26/2022

Due Date: 06/17/2023

Summary: The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings: All Active Buildings

(3/3): Literacy Essentials

Owner: Stacy Bailey

Start Date: 05/26/2022

Due Date: 06/17/2023

Summary: All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That's why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan's youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

Buildings

- Bennett Woods Elementary
- Chippewa Middle School
- Cornell Elementary
- Hiawatha Elementary
- Kinawa School
- Okemos Public Montessori
- Okemos' Edgewood Early Childhood Center

Improve ELA M-Step & NWEA expected growth

Status: ACTIVE

Statement: Our goal is to provide differentiation in literacy instruction to all K-4 students, in order to improve NWEA ELA expected growth by 10% and ELA M-STEP scores by 3% by spring 2025.

Created Date: 10/20/2023

Target Completion Date: 06/07/2025

Data Story Name: Elementary Literacy

Initial Data Analysis: Based on the M-STEP ELA assessment, students have demonstrated a decline in proficiency from 2022 to 2023. Hispanic and African American students are performing below 50% proficiency. Students that are economically disadvantaged demonstrated a significant decrease in proficiency from 2019 to 2022, with their ELA proficiency now below 50%.

The District Benchmark Assessment, NWEA, showed that less than 50% of students made their expected growth in ELA from fall 2022-spring 2023. Students in the following demographics, American Indian, Economically Disadvantaged, and Special Education, demonstrated less expected growth than their peers.

On the WIDA, students demonstrated 15.6% proficiency.

Initial Initiative Inventory and Analysis: Since COVID in 2020, students have demonstrated less proficiency in literacy based on local and state assessments.

Improve Literacy Instruction:

48 K-4 teachers and staff trained in OG and 8 5-8 teachers and staff training in OG.

27 K-4 teachers and staff in OG training this year & 13 teachers enrolled in LETRS (2 year program)

All buildings have a FAME team. Middle and High School ELA teachers focused on standards alignment and Universal Design for Learning.

Provide Tiered Supports: All K-4 students have Good Fit Groups 4-5 days a week. All buildings have ELL teachers. Two elementary buildings have a shared Reading Specialist.

All students receiving intervention supports receive a Reading Growth Plan (IRIP). At the middle school level, Reading Lab and Writing Lab are intervention classes to meet students needs. Additionally, after school and summer school programs are targeted to meet students literacy needs.

All buildings follow MTSS practices: holding data meetings 3 times a year, analyzing benchmark data, and progress monitoring students receiving interventions.

The District has convened a new MTSS committee composed of a variety of roles and positions throughout the district. The committee completed a self-assessment of the current MTSS system utilizing the Michigan Practice Profile. From that, short-term and long-term goals were identified.

Gap Analysis: K-9th grade students that met their expected growth- an increase of 10% in all student groups.

All students: NWEA Spring 22-23 43.4%, Goal for Spring 23-24 53.4%

Economically disadvantaged students: Spring 22-23 39.2%, Goal for Spring 23-24 49.2%

Special Education: Spring 22-23 33%, Goal for Spring 23-24 43%

African American: Spring 22-23 42.6%, Goal for Spring 23-24 52.6%

Hispanic: Spring 22-23 35.6%, Goal for spring 23-24 45.6%

American Indian: Spring 22-23 25%, Goal for Spring 23-24 35%

District Data Story Summary: To better support students in literacy, especially those in targeted demographic groups, teachers will receive additional training in the science of reading, with embedded instructional coaching to ensure complete implementation. Additionally, the district MTSS committee is focusing on enhancing the MTSS process & procedures at all levels to ensure consistent access and opportunity to meeting students' targeted needs.

The district is utilizing a benchmark assessment and local curriculum assessments to identify learners' needs through building data meetings. Each building FAME team will continue digging into formative assessments throughout the year. The district will be implementing a district-wide progress monitoring tool to measure the learning rate of students during school interventions, after school interventions, and summer school. At this time, the data indicates that the interventions are working to raise the growth and proficiency for students.

The funding for these initiatives is braided through federal and state grants, along with general fund allocations. The district is committed to improving teaching and learning, and the Board of Education is focused on allocating funds to meet these data-driven needs.

Strategies:

(1/5): Michigan Department of Education Early Literacy Coaching Model

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/01/2024

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan’s Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings

- Bennett Woods Elementary
- Cornell Elementary
- Hiawatha Elementary
- Okemos Public Montessori

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The elementary instructional coaches will meet monthly with the building administrators and Curriculum Director to align best practices for instructional coaching. Coaches will log coaching hours and utilize data to determine impact. Funds will be used to pay for the cost of the coaches.	Stacy Bailey	10/20/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Elementary instructional coaches will receive training	Stacy Bailey	10/20/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
in literacy instruction, including OG and LETRS, and coaching, through the Intensive Coaching Institute, ISD trainings, and other relevant trainings.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): MTSS Framework (General)

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/01/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The District MTSS committee will conduct a review of the district systems utilizing the Michigan Practice Profile. From the results, the Committee will identify short and long term goals to advance the district in meeting the needs of all learners. The committee will meet five full days during the 2023-2024 school to provide recommendations to the district leadership team for implementation in the 2024-2025 school year.	Stacy Bailey	10/20/2023	06/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Leaders of the District MTSS Committee will participate in regular professional development with MiMTSS- utilizing online tutorials, resources,	Stacy Bailey	10/20/2023	06/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and training.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Phonological Awareness Training plus Letter Knowledge Training

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/01/2024

Summary: Phonological Awareness Training plus Letter Knowledge Training is a general practice aimed at enhancing young children’s phonological awareness, print awareness, and early reading abilities. Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is considered to be a precursor to reading. Phonological awareness training (without letter knowledge training) can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds.

Buildings

- Bennett Woods Elementary
- Cornell Elementary
- Hiawatha Elementary
- Okemos Public Montessori

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers taking part in Orton Gillingham Training-Part 1 & 2. Funds will be used to pay for the training and substitute costs.	Stacy Bailey	10/20/2023	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers taking part in LETRS training with embedded coaching support. Funds will be used to pay for the training and substitute costs.	Stacy Bailey	10/20/2023	06/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): 23g Expanded Learning Time

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/07/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The instructional coach and building leaders will identify students needing additional support to meet grade level standards. Summer school will be planned as an intervention. Funds will be used to pay for certified teachers, paraprofessional support, student transportation, intervention materials, and student snacks.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
In person summer supplemental instruction to approximately 26 targeted special education students who have been identified as needing more assistance. 5 teachers will provide supplemental instruction for 3 hours/day for 4 days/ week for 4 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Instructional aides to assist teachers who are providing in person summer supplemental instruction to approximately 26 targeted special education students who have been identified as needing more assistance.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Virtual tutoring during the summer to approximately 72 targeted elementary students who have been identified as needing more assistance. 6 teachers will provide supplemental instruction for 3 hours/day for 4 days/week for 6 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Virtual tutoring during the summer to approximately 84 targeted middle school students who have been identified as needing more assistance. 7 teachers will provide supplemental instruction for 3 hours/day for 4 days/week for 6 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				
Summer credit recovery in person program to approximately 90 who need to retake some or all of a	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>course to earn credits toward their high school diploma. 3 teachers will provide supplemental instruction for 3 hours/day for 4 days/week for 8 weeks + planning time.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Okemos High School 				
<p>Credit recovery software licenses so students utilize a self-paced system to recover credits needed for graduation during the summer .</p>	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Okemos High School 				
<p>Supplies for summer programs and individual tutoring which enhance the supplemental instruction to targeted students who have been identified as needing more assistance.</p>	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>In person summer supplemental instruction to approximately 20 targeted high school students who have been identified as needing more assistance in math instruction. 1 teacher will provide supplemental instruction for 3 hours/day for 4 days/week for 8 weeks + planning time.</p>	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Okemos High School 				
<p>Supplemental services to special education students</p>	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
who are participating in summer instructional and need additional support				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Oversight of summer & after school programing which includes data collection and reporting efforts	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): 23g Tutoring

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/07/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The instructional coach and building leaders will identify students needing additional support to meet grade level standards. After school tutoring will be planned as an intervention. Funds will be used to pay for certified teachers, paraprofessional support, student transportation after tutoring, intervention materials, and student snacks.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Elementary afterschool programs and individual tutoring to provide supplemental instruction to targeted students who have been identified as needing more assistance. 1 hour/ day, 2 days per week for 3 sessions of 6 weeks each plus planning time. Targeting approximately 500 students over the course of the year.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Supplies for elementary school afterschool programs to supplement instruction.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Supplies for middle school afterschool programs to supplement instruction.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				
Middle school afterschool programs and individual tutoring to provide supplemental instruction to targeted students who have been identified as needing more assistance. 1 hour/ day, 2 days per week for 3 sessions of 6 weeks each plus planning time. Targeting approximately 336 students over the course of the year.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				
High school afterschool programs and individual tutoring to provide supplemental instruction to	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
targeted students who have been identified as needing more assistance. 1 hour/ day, 2 days per week for 3 sessions of 6 weeks each plus planning time. Targeting approximately 168 students over the course of the year.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Supplies for high school afterschool programs to supplement instruction.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				

Improve Math M-Step

Status: ACTIVE

Statement: Our goal is to provide professional learning that results in the differentiated math instruction for students in order to improve Math PSAT/SAT scores by 3% by 2023.

Created Date: 10/20/2023

Target Completion Date: 06/07/2025

Data Story Name: Improve Math Proficiency at the high school

Initial Data Analysis: Students in high school have decreased in their math proficiency. Students in certain demographics, economically disadvantaged, special education, African American/Black, Hispanic, are demonstrating less proficiency than their peer groups.

Initial Initiative Inventory and Analysis: Co-teaching of two Algebra classes with general ed and special ed teachers

After school tutoring 4 days/week

Summer school credit recovery- E2020 and in-person Algebra class

Universal Design for Learning through Assessments- three full day professional days of learning, four embedded coaching days

Instructional coaching

FAME training

District MTSS committee

Gap Analysis: In Math, 67.3% of all students demonstrated proficiency on the spring PSAT/SAT. The goal is to improve to 70.3%.

With the implementation of NWEA at the 9th grade level, there will be monitoring of student expected growth overall and by targeted demographics.

District Data Story Summary: In order to improve high school student proficiency in math, teachers need to have an understanding of student data and knowledge of backwards design of instruction to provide scaffolds and supports as needed.

Through the District MTSS committee, building instructional coaches, and planned professional development, educators will be trained in best practices for instructional differentiation.

At a structural level, the design of classes at the high school will be reviewed using data analysis of district and state level assessments.

Strategies:

(1/3): 23g Tutoring

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/07/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The instructional coach and building leaders will identify students needing additional support to meet grade level standards. After school tutoring will be planned as an intervention. Funds will be used to pay for certified teachers, paraprofessional support, student transportation after tutoring, intervention materials, and student snacks.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Elementary afterschool programs and individual tutoring to provide supplemental instruction to targeted students who have been identified as needing more assistance. 1 hour/ day, 2 days per week for 3 sessions of 6 weeks each plus planning time. Targeting approximately	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
500 students over the course of the year.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Supplies for elementary school afterschool programs to supplement instruction.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Supplies for middle school afterschool programs to supplement instruction.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				
Middle school afterschool programs and individual tutoring to provide supplemental instruction to targeted students who have been identified as needing more assistance. 1 hour/day, 2 days per week for 3 sessions of 6 weeks each plus planning time. Targeting approximately 336 students over the course of the year.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				
High school afterschool programs and individual	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
tutoring to provide supplemental instruction to targeted students who have been identified as needing more assistance. 1 hour/ day, 2 days per week for 3 sessions of 6 weeks each plus planning time. Targeting approximately 168 students over the course of the year.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Supplies for high school afterschool programs to supplement instruction.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Oversight of summer & after school programing which includes data collection and reporting efforts	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Embedded Formative Assessment

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/08/2024

Summary: Teachers apply formative assessment strategies throughout each lesson as an integral part of mathematics instruction. The aim of formative assessment is to gather information about students' current conceptualizations of mathematics and how they think about particular ideas in math. Teachers intentionally plan to take advantage of opportunities to formatively assess student understandings frequently and regularly. Teachers use the knowledge gained from these formative assessment instances to make in-the-moment instructional decisions that are responsive to students' needs. Examples of student output for formative assessment: work, discourse, thinking, projects, quiz, test, etc.

Buildings

- Okemos High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
In order to better meet the diverse academic needs at the high school, a professional consultant will provide training to all staff on the Universal Design of Learning through assessments. Educators will receive three full-day PD sessions on best practices, and practice implementation of the instructional practices and lessons between the sessions. Instructional coaching and department release time will be provided for collaboration and unit design between the sessions. Funds will be used for the training costs and substitute costs during release time.	Stacy Bailey	10/20/2023	06/08/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/3): 23g Expanded Learning Time

Owner: Stacy Bailey

Start Date: 10/20/2023

Due Date: 06/07/2025

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The Assistant Superintendent for Curriculum and Instruction will work with each building instructional coach and building leaders to identify students needing additional support to meet grade level standards. Summer School programs will be planned as an intervention. Funds will be used to pay for certified teachers, paraprofessional support, student transportation, intervention materials, and student snacks.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
In person summer supplemental instruction to approximately 26 targeted special education students who have been identified as needing more assistance. 5 teachers will provide supplemental instruction for 3 hours/day for 4 days/	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
week for 4 weeks + planning time.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional aides to assist teachers who are providing in person summer supplemental instruction to approximately 26 targeted special education students who have been identified as needing more assistance.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Virtual tutoring during the summer to approximately 72 targeted elementary students who have been identified as needing more assistance. 6 teachers will provide supplemental instruction for 3 hours/day for 4 days/week for 6 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Bennett Woods Elementary • Cornell Elementary • Hiawatha Elementary • Okemos Public Montessori 				
Virtual tutoring during the summer to approximately 84 targeted middle school students who have been identified as needing more assistance. 7 teachers will provide supplemental instruction for 3 hours/day for 4 days/week for 6 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Chippewa Middle School • Kinawa School 				

Activity	Owner	Start Date	Due Date	Status
Summer credit recovery in person program to approximately 90 who need to retake some or all of a course to earn credits toward their high school diploma. 3 teachers will provide supplemental instruction for 3 hours/day for 4 days/week for 8 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Credit recovery software licenses so students utilize a self-paced system to recover credits needed for graduation during the summer .	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Supplies for summer programs and individual tutoring which enhance the supplemental instruction to targeted students who have been identified as needing more assistance.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
In person summer supplemental instruction to approximately 20 targeted high school students who have been identified as needing more assistance in math instruction. 1 teacher will provide supplemental instruction for 3 hours/day for 4 days/week for 8 weeks + planning time.	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Okemos High School 				
Supplemental services to special education students who are participating in summer instructional and need additional support	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Oversight of summer & after school programing which includes data collection and reporting efforts	Stacy Bailey	10/20/2023	06/07/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				