

MICIP Portfolio Report

Ovid-Elsie Area Schools

Goals Included

Active

- Student Engagement
-

Buildings Included

Open-Active

- E.E. Knight Elementary
 - Leonard Elementary
 - Ovid-Elsie Alternative High School
 - Ovid-Elsie High School
 - Ovid-Elsie Middle School
-

Plan Components Included

Goal Summary

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Strategy

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 Activities

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MICIP Portfolio Report

Ovid-Elsie Area Schools

Student Engagement

Status: ACTIVE

Statement: Our goal is to engage students in the classroom and provide support in core areas such as reading and math, to improve student participation, attendance, perception, and achievement.

Created Date: 06/08/2021

Target Completion Date: 09/29/2025

Data Story Name: Student Engagement

Initial Data Analysis: To analyze academic data we analyzed NWEA achievement and growth scores for the fall of 2023 compared to earlier years in grades K-8. Our reading achievement scores show that at every grade level, less than 80% of students are performing above their grade-level benchmark. The growth scores show low growth from year to year. We also looked at failure reports from the high school and noticed that we have a high failure rate of 16% of students failing one or more classes. A survey was given to all stakeholders and many parents, staff, and community members hope to see expanded learning time during the day and summer.

For student engagement, we looked at multiple sources throughout the district. We focused on student grades, benchmark assessments, attendance, and student perception survey data from Kindergarten through twelfth grade. In our elementary schools, we also looked at the Student Risk Screening Scale (SRSS) and Me and My Feelings (MMF). The perception survey we gave focused on six areas of student engagement; Make it Meaningful, Foster A Sense of Competence, Provide Autonomy Support, Embrace Collaborative Learning, Positive Teacher-Student Relationships, and Promote Mastery Orientations.

When looking at student attendance, we discovered that at Leonard that about 30 students have missed more than 10 days of school this year. Student achievement revealed that 67% of the students at Leonard who were chronically absent were well below benchmark in Acadience testing and receiving tier three interventions. We didn't feel that we could get any reliable data from our K-2 student engagement survey.

At EEK, 22 students have missed more than 15 days of instruction. EEK had 50 students in grades 3-5 who failed math or reading for one or more quarters. EEK rated Embrace Collaborative Learning and Foster of Sense Competency as possible growth areas.

The middle school had 51 students who missed more than 10 days of school in the first semester. The middle school had 108 students who failed a class in the first semester and 34 students who earned a D. The middle school had 31 students at risk in 2 areas, and the high school had five students at risk in 2 categories. The middle school student engagement survey revealed that Making it Meaningful and Positive Teacher-Student Relationships possible growth area.

The high school had only 6 students missing more than 10 days of school in semester one.

The high school had 124 students fail a class in the first semester and 74 who earned a D. High school students rated Make It Meaningful and Positive Teacher-Student Relationships as possible areas of growth based on their student engagement surveys.

Initial Initiative Inventory and Analysis: Reading Intervention K-5

We have reading intervention systems in place for K-5, but we are not seeing growth in reading. We need a stronger core curriculum to support Tier 1 instruction. The core curriculum must be evidence-based and include interventions for students below grade level.

Tips

This program is from the county and is intended to provide outside support to families with students who are chronically absent. The building principal and counselor recommend students for the program. We have noticed that many families are hesitant to participate in the program because of the fear of truancy.

PBIS

Our positive behavior supports are designed to model and support students' behaviors in the school setting. The buildings would have planned activities to model, implement and celebrate this program, but the pandemic has made that impossible. The staff is responsible for teaching students the building-wide expectations and collaborating in ways to support student behavior.

CBD Coaching/PD

We received a three-year grant from the Thompson Foundation that made our district a one-to-one district. Along with the hardware, we will receive three years of instructional support from Communication By Design. Administrators and teachers will receive professional development and individual coaching from members of CBD. Staff can sign up for individual coaching sessions or six-week coaching cycles.

Instructional Coaching

This year we hired an instructional coach. She was part of a grant from The Thompson Foundation. This was a three-year grant that focused on using technology to engage students and raise student achievement. The coach was responsible for helping teachers to plan engaging lessons using effective instructional practices. She provides teachers with either individual coaching or six-week coaching cycles. The intent of this position is to provide staff with strategies that move beyond just using technology, to effectively engaging students in meaningful learning. The expense to the district is the coaches teaching salary.

Trauma-Informed PD

This is a train the trainer model to educate the staff to work with students who have experienced trauma. Give teachers the tools and resources to work with these students. So far we are still in the getting ready phase of training a small number of teachers who will provide PD to staff to implement in near future.

Intervention Program

Students K-5 are screened three times per year and based on benchmark data they are

provided tiered interventions. Most at-risk students are provided interventions by a reading interventionist.

Summary:

We felt that the pandemic severely affected our PBIS. We are looking to focus on this at the elementary level. We also see our partnership with CBD and our instructional coach will be a high yield strategy for us moving forward. They are developing professional development and coaching cycles to support teachers and administrators in engaging students. We are hoping to find ways to use our TIPs coordinator to reach out to families and share resources. We think there is a lot more potential for our families with this outside resource.

Gap Analysis: As of 2023, students are scoring well below their grade level in reading K-8. We aim to get 80% of students performing at or above grade-level benchmarks in reading. We also have 16% of students at the high school failing one or more class. We aim to reduce the number of students failing to 8% and to keep that as a consistent baseline. We currently have a high number of students in the elementary who require intensive intervention in Reading and Math. In our secondary, we have a large number of course failed. We would like to the number of students in need of intervention to be less than fifteen percent and the number of intensive interventions to be less than 5%.

District Data Story Summary: In summary, the data shows that we need more Tier 1 supports for reading at the elementary level. If we have a stronger, evidence-based reading curriculum to enhance Tier 1 instruction K-5, then we will see improved reading scores that should continue as students move to the secondary level. We feel this is a high-leverage strategy to improve reading scores across the district. At the middle school, our focus will be on intervention for students with the lowest reading scores. If these students improve their reading scores they will be more successful in other core classes where reading is necessary. At the high school we see a large number of failing students who need expanded learning time.

We feel that we do have some systems/structures in place to meet the needs of our students. The addition of our instructional coach and our partnership with CBD is going to be a great resource for our staff. We hope to leverage that to the greatest extent possible. With the pandemic, we know that our intervention, PBIS, and collaboration suffered. We know that these areas will need to be addressed and an area of focus over the next few years. We will be looking at student engagement as a multi-tiered process. We plan to use our coaching and PD to improve student engagement in our lessons and in our teacher's understanding of meaningful engagement. We are also going to provide supports and resources for the students who are most at-risk in attendance, grades, and perception of school. Through our data review, we identified students at each building level that we have not successfully reached this past year. We will use existing resources and develop specific strategies at each building level to work to reengage these students.

Strategies:

(1/6): Instructional Student Engagement Strategies

Owner: Randy Barton

Start Date: 06/15/2021

Due Date: 06/30/2024

Summary: Instructional Student Engagement Strategies- Teachers will increase student engagement by intentionally selecting a strategy from one of many different resources that provide instructional strategies (e.g., the Study Team Teaching Strategies from CPM, or the Cultures of Thinking Routines, etc). The strategy chosen should be selected purposefully and used to carefully plan lessons to engage students in the learning of specific content.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff Professional Development 3 of 6 Engagement Strategies	Randy Barton	07/01/2021	06/29/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
One on One Coaching	Randy Barton	07/01/2021	06/29/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Reading Interventions	Randy Barton	06/15/2021	06/30/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • E.E. Knight Elementary • Leonard Elementary 				
Follow up at staff meetings and PD	Randy Barton	06/15/2022	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff Professional Development 3 of 6 Engagement Strategies	Randy Barton	06/15/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Administrator Curriculum Leaders Institute Training (two year training)	Randy Barton	06/15/2021	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Eureka Math Coaching (K-5)	Randy Barton	06/15/2021	06/30/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Curriculum Review	Randy Barton	06/15/2021	06/30/2024	ONTARGET

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

(2/6): Establishing a PBIS Tier 1 System

Owner: Randy Barton

Start Date: 03/14/2022

Due Date: 06/30/2024

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities. Districts/Schools need to establish a system that supports all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop district-wide expectations for all buildings within the district with support from our PBIS coach.	Randy Barton	03/14/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop and implement lesson plans for teaching and reteaching expectations K-12	Randy Barton	03/14/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop building level rewards systems for recognizing and rewarding student behavior.	Randy Barton	03/14/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a process for managing student behaviors in the classroom and in the school office.	Randy Barton	03/14/2022	12/31/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Find and develop behavioral data collection system best for district (MBA Behavior - SWIS Alternative)	Rachelle Parsons	03/14/2022	06/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Get district certified with PBiS Apps.	Randy Barton	03/14/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Complete Culture and Climate walk-throughs at least two times per year in each building.	Randy Barton	03/14/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create TFI team and complete TFI's for each building three times per year.	Randy Barton	03/14/2022	06/30/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Begin training and implementation process for MBA Plugin Data Collection System	Karle Delo	05/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/6): Second Step (2002 Edition)

Owner: Randy Barton

Start Date: 03/14/2022

Due Date: 06/30/2024

Summary: SEL Curriculum-Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The Early Learning program in Second Step also includes a unit for transitioning to kindergarten. Second Step uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice.

Buildings

- E.E. Knight Elementary
- Leonard Elementary
- Ovid-Elsie Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Purchase 6-8 Second Steps Digital Curriculum	Randy Barton	06/30/2022	09/02/2022	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-8 Implementation of Second Steps Curriculum	Randy Barton	06/30/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/6): Sufficient Time for Learning

Owner: Randy Barton

Start Date: 06/16/2022

Due Date: 06/30/2024

Summary: Provide sufficient time for learning, plan for review and reflection. Understanding and learning requires time to engage and adjust that result in long term memory. Time is an essential ingredient and always a factor in the learning equation. The urge to cover more and more content often results in incomplete learning. What do you want students to know and what do you want them to do with that knowledge now and ten years from now?

Buildings

- Leonard Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Extended Day Kindergarten	Rachelle Parsons	06/16/2022	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/6): Establishing PBIS Tiers 2/3

Owner: Karle Delo

Start Date: 05/10/2023

Due Date: 06/30/2024

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that provides supports and interventions for students needing additional support.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish a District-Wide Tier 2 and 3 Team	Karle Delo	05/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a system to identify students who need tier 2 supports	Karle Delo	05/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Establish a system for requesting assistance for all stakeholders	Karle Delo	05/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Establish tier 2 behavioral support interventions	Karle Delo	05/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Provide Tier 2 Professional Development	Karle Delo	05/10/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(6/6): 23g Expanded Learning Time

Owner: Karle Delo

Start Date: 10/30/2023

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
One Credit Recovery Monitor will oversee an asynchronous online summer credit recovery assistance program for 12 weeks during the summer with weekly office hours on Wednesdays during the summer of 2024 and 2025.	Karle Delo	05/21/2024	08/26/2025	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Ovid-Elsie Alternative High School • Ovid-Elsie High School • Ovid-Elsie Middle School 				
2 teachers will be hired for a mid-year credit recovery program that will start at the end of the first semester after school for 8 weeks, 2 days per week during February and March of 2024 and 2025.	Karle Delo	12/19/2023	09/30/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Ovid-Elsie Alternative High School • Ovid-Elsie High School • Ovid-Elsie Middle School 				
3-6 teachers will be hired	Karle Delo	01/30/2024	09/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
for an end-of-the-year credit recovery program to take place in 3 week increments 4 days per week during the summer of 2024 and 2025.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Ovid-Elsie Alternative High School • Ovid-Elsie High School • Ovid-Elsie Middle School 				
1 Part-Time teacher for a reading recovery course that would take place daily during school hours for 2 semesters for small groups of students who are below grade level in reading.	Karle Delo	06/04/2024	06/28/2025	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Ovid-Elsie Middle School 				
Purchase of materials and curriculum of Read 180 for a reading recovery course that would take place daily during school hours with the goal of improving reading scores for students below grade level.	Karle Delo	08/21/2024	06/28/2025	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Ovid-Elsie Middle School 				
Differentiation and targeted support for struggling readers will take place K-5 with academic interventionists during the school day on a weekly basis.	Karle Delo	08/20/2024	09/30/2025	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • E.E. Knight Elementary • Leonard Elementary 				
I part-time interventionist will be hired for an in-school	Karle Delo	08/19/2024	07/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
reading recovery course using Read 180 during the 24/25 school year with the goal of improving reading scores for students below grade level.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Ovid-Elsie Middle School 				
16 Teachers will be hired for a summer learning programs for students below grade level in reading and math in grades K-5 during the summer of 2024 and 2025	Karle Delo	06/03/2024	09/29/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> E.E. Knight Elementary Leonard Elementary 				
2-4 Bus Drivers to provide transportation for the K-5 Summer learning program.	Karle Delo	06/03/2024	09/29/2025	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> E.E. Knight Elementary Leonard Elementary 				