

# MICIP Portfolio Report

Oscoda Area Schools

MTSS - Academics

Status: ACTIVE



**23g Plan Update**

**4/2/2024**

*Statement:* Our MTSS academic goal is to focus on high-quality tier one instruction and define, train, and support a tiered delivery system to reach the academic needs of all students.

*Created Date:* 06/27/2021 *Target Completion Date:* 06/30/2026

*Data Set Name:* NWEA Sample

Name	Data Source
Oscoda link to district MICIP Data Folder	District Determined

*Data Story Name:* MTSS Academics

*Initial Data Analysis:* 23g

Review of current and past NWEA data shows more than 60% of students in grades 3,5,6 score in Low Average/Low categories. Also, students in Gr. 3,5,6,7,8,11, score below the state average in Math

*Initial Initiative Inventory and Analysis:* 23g

Elem: In class Tier II support, out of class Tier II Support, After School Workshop, Summer School

No changes in data except Gr. 4 - higher than state on MSTEP last 4 years.

Recent - Early Math Essentials - M.Tanner, PD

*Gap Analysis:* 23g

NWEA Math more than 60% of Elementary students score in the Low Average/Low categories.

Decrease the percentage of students scoring in the the Low Average/Low categories, by 10% each year for 3 years, as measured by NWEA

### *District Data Story Summary: 23g*

There is a need for additional focus on the teaching of math at the elementary grades. There has been minimal training in the use of EveryDay Mathematics materials in the last 5 years. More than 50% of elementary teachers are new to the district or have had a grade level/subject change in the last 3 years.

Strength - 4th grade - the number of students proficient on MSTEP math has exceeded the state for the last 4 years

Grade level "academic support" is a part of the daily schedule. After School Workshop and

Summer School provide opportunities for additional instruction and academic support

Focus on Math - Operations/Algebra, Number operations, Measurement

Lack of HQ teachers for Math Intervention position

Resources being considered IXL, individualized support as well as NWEA support lessons

### *Analysis:*

#### *Root Cause*



#### *Summary of Root Cause Analysis:*

23g

Previous major focus on Science of Reading  
New/inexperienced teachers/paraprofessionals of math  
Lack of updated PD / teaching of math strategies  
Teaching math with fidelity. Lack of additional academic support/math Interventionist  
Lack of Everyday Math PD, consistent expectations

#### *Supporting Documents*

*No Documents Included*

*Challenge Statement:* If we focus on high-quality tier one instruction and define, train, and support a tiered delivery system, we will reach the academic needs of all students.

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### *Strategies:*

(1/2): **Guaranteed and Viable Curriculum**

*Owner:* Charles Negro

*Start Date:* 04/13/2022 *Due Date:* 06/30/2026

*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

*Communication:*

Method	<i>Activities</i>
School Board Meeting	Audience
Email Campaign	Educators
Presentations	Staff
	School Board Parents

*Strategy Implementation Plan*

Activity	Owner	Start Date	Due Date	Status
Activity #1 Create, share, and implement high school course overviews.	Charles Negro	04/13/2022 2	06/30/2022 6	ONTARGET T
<i>Activity Buildings:</i> Oscoda High School				
Activity #2 Revise and implement curriculum maps K-12.	Charles Negro	04/13/2022 2	06/30/2022 6	ONTARGET T
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Activity #3 Develop and maintain a district initiative inventory.	Charles Negro	04/13/2022 2	06/30/2022 6	ONTARGET T

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Activity #4 Define and provide tiered support in academics.	Charles Negro	04/13/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Activity #5 Provide professional learning and implementation expectations for the Literacy Essentials K-12.	Charles Negro	04/13/2022	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Activity #6 Provide professional learning and implementation expectations for K-3 LETRS.</p> <p>Activity #7 Book Nook High Impact Tutoring, K-8 synchronous on line tutoring platform, to improve students' reading skills. For use during the school day, outside the school day and for summer school</p> <p>Activity # 8 23g Plan AmeriCorps, MI Education Corps. Interventionists/individualized provide additional academic support to identified students through Reading Corps (Gr. K-3) and Math Corps (Gr. 4-6) programs.</p>	Charles Negro	04/13/2022	06/30/2026	ONTARGET

*Activity Buildings:*

Richardson Elementary School



*(2/2): 23g Expanded Learning Time*

*Owner:* Charles Negro

*Start Date:* 10/23/2023 *Due Date:* 06/30/2026

*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 after school, 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*

Richardson Elementary School

*Communication:*

Method	<i>Activities</i>
School Board Meeting	Audience
Email Campaign	Educators
District Website Update	Staff
	School Board Parents

*Strategy Implementation Plan*

Activity	Owner	Start Date	Due Date	Status
IXL additional strategies/ resources that are individualized and link directly to Michigan State Standards as well Everyday Mathematics curriculum	Charles Negro	10/23/2023	06/30/2026	UPCOMING

*Activity Buildings:* All Buildings in Implementation Plan

*Monitoring and Adjusting:*

*Evaluate Goal: Interim Target Measures*

Measure	Owner	Due Date	Status
Increase data on state assessments in cohorts. for Oscoda link to district MICIP Data Folder		06/29/2026	ONTARGET

*Evaluation Status:*

*Evaluate Goal: End Target Measures*

Measure	Due Date	S		06/30/206	ONTARGET
Increase in scores on state assessments for cohorts in all academic areas. for Oscoda linked to district MICIP Data Folder	06/30/2026	ON			

