

MICIP Portfolio Report

Hopkins Public Schools

Goals Included

Active

- MTSS process development
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Buildings Included

Open-Active

- Hopkins Elementary School
 - Hopkins High School
 - Hopkins Middle School
 - Sycamore Elementary
-

Plan Components Included

Goal Summary

Data

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 Activity Text

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MICIP Portfolio Report

Hopkins Public Schools

MTSS process development

Status: ACTIVE

Statement: HPS will develop a systematic process to implement an effective MTSS structure across the district (as measured by the MTSS Practice Profile)

Created Date: 06/08/2021

Target Completion Date: 06/30/2024

Data Story Name: MTSS - Creating and Implementing a Systematic Approach to Providing Support for All Students

Initial Data Analysis: The District Improvement Team, composed of administrators, reviewed achievement, demographic, process and perception data available. The trends most notably observed are that even during and following pandemic learning, student achievement remained (for the most part) above the norm expectation (NWEA). There has been less academic growth than pre-pandemic, however, median RIT scores remain higher than national norms. Total enrollment of students, including subgroups has declined in the last three years. Attendance and chronic absenteeism statistics from the previous three years has remained steady. Also, district administrators completed the MTSS process profile, and collectively agree that a lot of individual components may be in place in various buildings, however, the lack of a systematic process creates barriers operating smoothly at the district level.

Initial Initiative Inventory and Analysis: Several of our programs and systems seem to have a positive impact on individual students; such as Elementary RtI and Reading Interventionists. Developing, aligning and implementing a successful Multi-Tiered System of Support district wide is directly aligned to the current Strategic Plan -- purchase of many intervention systems at the elementary level (LLI kits, Literacy Footprints Guided Reading book sets), implementation of NWEA K-8 local benchmark assessment system and regular progress monitoring are all large points of celebration toward this goal. This academic year has been a challenging year for students and teachers, with hybrid and then additionally challenging secondary academic structure of school only 4 days/week, but Wednesday support for 6-12 students without internet as well as study halls have assisted students with missed assignments and incomplete work.

Gap Analysis: Hopkins Public Schools want to see a structure of systems and processes in place that will guide the work of MTSS in all 4 buildings. These systems include team-based leadership, a tiered delivery system, a system for selecting and implementing instruction, interventions and supports, assessment and data based decision making. Currently, the majority of administration feel that the level of "Use in Practice" of most essential components in our district is at unacceptable levels. Building leadership capacity as a district is a central goal, and the first step in creating a real shift with MTSS.

District Data Story Summary: Elementary:

Strengths: relationships, assessment data, academic essentials.

Growth edges: data analysis for instructional purposes, looking at data more deeply and more often, social emotional learning, ramping up interventions.

Current programs in place to meet student needs: assessment for academics, time to evaluate those academic needs, SEL programs are in place, structures need to be developed.

Challenges not being addressed: space is an issue to be able to pull off multiple programs at once, _____ (teacher input).

Students at most risk are receiving interventions.

Duplicate services are often identified within the academic realm; yes funding is being braided (Title I, 31A, Special Ed, COVID funds).

Secondary:

Strengths: Many programs in place to address academics, behavior and emotions needs. Screeners are being used to make decisions. School culture data indicates that buildings employ caring individuals. Decision making is based on data - focused on academics (behavioral in MS).

Growth Edges: there is limited collaboration in ICT. Lack of an assessment and data collection calendar. Behavior and emotional supports.

Learner needs not being addressed: Advanced learners at the MS, AP potential and encouragement, Math remediation (staffing)

District programs designated to meet growth target needs: ICT, culture initiatives, PALs, Student Council, clubs, sports

Challenges: nothing general, multiple individual situations

Students at most risk are receiving interventions

Duplicate services : School Culture/Student Council/Social Work/Counseling coordination

Braiding: no (at-risk only)

Strategies:

(1/3): MTSS Framework (General)

Owner: Scott VanBonn

Start Date: 06/09/2021

Due Date: 06/30/2024

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
Establish regular MTSS committee meetings (DIT Installation Series)	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Identify MTSS team members (HPS District Implementation Team)	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Create an aligned district wide professional development structure across the district	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a formal communication plan for all stakeholders (DIT Elevator Speech)	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Develop a formal plan to address barriers	Scott VanBonn	07/01/2021	01/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
ASCD-CLI Course	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Administrator Leader Series- AAESA	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Elementary and Secondary Principal Leadership meetings	Scott VanBonn	07/01/2021	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(2/3): 23g Expanded Learning Time

Owner: Karmin Bourdo

Start Date: 10/27/2023

Due Date: 06/30/2024

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
Hire a specific vendor	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers and administrators will undergo initial and long-term professional learning around the curricular tool.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers and administrators will review student and teacher participation data to ensure the program is being implemented with fidelity.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Developing an implementation guide including identifying the non-negotiable for the program implementation.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Hopkins Elementary School 				
Provide coaching around	Karmin	10/27/2023	06/30/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Tier 1, Tier 2, and Tier 3 activities with the identified program.	Bourdo			
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
ACTIVITY: Provide parent involvement activities to utilize the program outside of the school day to extend the learning opportunities.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
The curriculum director will monitor to ensure the program is being implemented with fidelity through data review cycles and learning walks.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
The curriculum director will attend PLCs to review progress monitoring data and impact data to make adjustments to the learning targets.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Analyzing and summarizing program data validity, student's achievement data, target data and make adjustments as needed.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

(3/3): 23g Intensive, Individualized Support

Owner: Karmin Bourdo

Start Date: 10/27/2023

Due Date: 06/30/2024

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire an Academic Interventionist	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Interventionist will work closely with classroom teachers and administrators to service the most at risks students.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
A tiered system of supports flowchart will be developed to identify and progress monitor student’s academic progress.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The interventionist will implement tier 2 and tier 3 leveled supports derived from student data.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The curriculum director will work with the interventionist to ensure the tiered system of supports is being implemented and	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
followed.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The curriculum director will serve as a liaison between the classroom teacher and the interventionist to ensure the interventions are being delivered with fidelity.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Analyzing and summarizing student data and target data to ensure the interventionist tiered level of supports were implemented with validity.	Karmin Bourdo	10/27/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				