

MICIP Continuous Improvement Plan

GOAL 1: IMPACTFUL LEARNING & FOCUSED LEADERSHIP

90% of staff and students will be engaged in a leadership role by the year 2025 as measured by participation rates in one of the determined roles, activities, or clubs offered within the district defined within the MiCIP plan.

Indicators of Success:

Students will be actively engaged in a club or a sport or a leadership team.

Teachers will be actively engaged in and/or leading and/or a part of a club, sport, or leadership team.

Need and Measurable Goals

<p>Concern about Impactful Learning & Focused Leadership: Growing leadership capacities and disposition</p>	<ul style="list-style-type: none"> ■ Overarching Goal= increase from 46% to 60% of students proficient on the ELA portion of the SAT by the year 2025 ■ Overarching Goal= increase from 26% to 50% of students proficient on the Math portion of the SAT by the year 2025. ■ Increase student engagement each year (in each building) as measured by increase of attendance (90.58 % to 93%), disciplinary reports lowered 1424 to 1038 (10 % each year), and extra-curricular participation will be monitored in 2023 with a goal of being raised to 90% by June 202. ■ Increase staff engagement and leadership rolls through district-wide training (3-4 per year), instructional rounds, learning walks (all teachers in years 1-2 will attend 4 half-day sessions and all staff will be provided the opportunity and structure a minimum of 2X per year for at least 1-hour), data teams (meeting every 8-10 weeks), and PLCs (meeting throughout the school year for a minimum of once a month for a total of 7 hours), as monitored through yearly staff surveys. <ul style="list-style-type: none"> ● Set GPA goal for extra-curricular clubs. ● Increase of students going into college or trade after school.
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Year 1 Activities

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
FOCUS on leadership goals, attendance info, extra curriculums, teacher mentors, teacher retention public data walls, and learning walks. –teachers, students, and parents					
<p>SIP/Data/TAT teams will be selected and will determine 1) dates 2) data to be examined, 3) data protocol, 4) communication plan 5) needed district supports (an emphasis on engagement) on Sept. 14. . PLC leaders are selected and are clear on expectations and guidelines--a focus on curriculum alignment -- agendas are shared to admin (Sept. 21).</p> <p>Aug. 22 (afternoon staff meeting) revisit/share the vision of TCHS--share MICIP document.</p> <p>Instructional Rounds team will be decided and <i>look-fors</i> will be created. (September 20th & 27th)</p> <p>Teacher Mentors and Mentees will have a beginning of the year IDP/Growth Plan meeting.</p> <p>Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will establish/review protocols and processes surrounding school climate (attendance, tardies, behavior, referrals) on Sept. 14 .</p>	<p>Parents and students will be brought into the plan, and a communication plan will be crafted related to goals and outcomes. (Nov. 9)</p> <p>PLCs will look at common assessment data and discuss various teaching strategies that impact student learning (Oct 19/Nov 16)</p> <p>Instructional Rounds, facilitated by the Director of Curriculum & Instruction, will review and collect data. Team will determine the next steps for Jan. (Nov. 15th & 17th).</p> <p>Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will review climate data and determine next steps. (Nov. 9)</p>	<p>Data review and a plan of action will be created by the team. This plan will then be presented at the next staff meeting (Dec. 13)</p> <p>PLCs will look at common assessment data and discuss various teaching strategies that impact student learning (Dec 19)</p> <p>Instructional Rounds, facilitated by building admin/teacher, will review and collect data. Team will determine the next steps for April. (Jan. 17th & 24th).</p> <p>Administrator and mentee will have the mid-year conference--mentor will be called in when necessary.</p> <p>Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will review data for consistencies amongst staff and admin. (Jan. 11)</p>	<p>Data collection and review-look for evidence of engagement. (Jan. 11)</p> <p>PLCs will look at common assessment data and discuss various teaching strategies that impact student learning (Jan 18/Feb 15)</p> <p>Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will review data for consistencies amongst staff and admin. (Jan. 11)</p>	<p>Review of process, leaders, and next steps for 2023-24 (March 8).</p> <p>PLCs will look at common assessment data and discuss various teaching strategies that impact student learning (March 15/April 19)</p> <p>Instructional Rounds, facilitated by building admin/teacher, will review and collect data. Team will determine the next steps for 2023-24. (April 18th & 19th).</p> <p>Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT processes will be reflected upon and evidence of climate change will be present. (March 8)</p>	<p>Protocols and processes will be refined if necessary with various/impacted teams, and teams will review data and suggest any changes to the curriculum (May 17).</p> <p>Administrator and mentee will have the summative evaluation discussion--mentor will be called in when necessary.</p> <p>Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT processes will be evaluated and adjusted for the following year. (May 17)</p>

GOAL 2: INSTRUCTIONAL INFRASTRUCTURE & ACHIEVEMENT

All students will be at or above a 50% proficiency score in all subject areas by the year 2025 as measured by the state MStep, PSAT 8/9, PSAT 10, PSAT NMSQT, and SAT testing measures.

All students will be proficient in the following areas:

- MStep = 50% in social studies and science
- PSAT 8/9 = 64% of students will be proficient in English and 46% will be proficient in Math
- PSAT = 57% of students will be proficient in English and 34% will be proficient in Math
- SAT = 57% of students will be proficient in English and 38% will be proficient in Math

Indicators of Success:

Students are meeting the benchmarks.

District-wide failure rates will decrease and graduation and attendance rates will rise.

Teachers are implementing GRR examples and using data to drive instruction.

Need and Measurable Goals	
<p>Concern about Instructional Infrastructure & Achievement: Systems Alignment (curriculum, assessment, instruction)</p>	<ul style="list-style-type: none"> ■ Overarching Goal= 50% of students proficient in state and local assessments by the year 2025. ■ Increase the aligned curricula to 100% in all content areas as monitored curriculum audits by June 2024. ■ Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2023. ■ Increase common understanding of high-quality instruction through the use of data to inform whole group and small group learning by June 2025 as evidenced by small group learning during instructional rounds. ■ Increase in the number of staff using Gradual Release of Responsibility and workshop models to increase engagement and learning as evidenced by classroom practice, staff attendance in professional learning by June 2025. <ul style="list-style-type: none"> ● Decrease course failure rates from 10% to 5% by 2025. ● Increase graduation rates from 88.03% to 93% by 2025.

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
<p>Common curriculum, resources, and timeframes will be communicated on Aug. 22. . (Aug. 22/Sept. 21)</p> <p>Common instructional practices (instructional engagement and researched-based strategies) will be part of the staff meetings. Admin will share strategies bi-weekly. Staff meetings of Aug. 22 & Sept. 12.</p> <p>How We Teach FOCUS</p> <p>Math Science Social Studies Language Arts Other</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. (Oct. 19/Nov. 16)</p> <p>Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Continue with bi-weekly strategy sharing. (Oct. 10/Nov. 14)</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. Any concerns will be addressed for 2nd semester. (Dec. 19/Jan. 18)</p> <p>Instruction Rounds will assess the effectiveness of implemented strategies and will make recommendations for 2nd semester. (Dec. 12/Jan. 9)</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. (Jan. 18/Feb. 15)</p> <p>Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Continue with bi-weekly strategy sharing. (Jan. 9/Feb. 13)</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. (March 15/April 19)</p> <p>Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Continue with bi-weekly strategy sharing. (March 13/April 10)</p>	<p>Common timeframes will be reviewed and adjusted at SIP. (May 17)</p> <p>Staff will reflect on practices and create a plan of action for the next school year at the last staff meeting. (May 8)</p>

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GOAL #1

Assess Needs: Discover	
<p>Determine the Topic/Area of Inquiry. <i>The topic is the area of focus for this process.</i></p>	<p>Concern about Impactful Learning & Focused Leadership: Growing leadership capacities and dispositions</p>
<p>Create a Whole Child Data Set. <i>A data set is a collection of data objects (reports, charts, graphs, etc.) that are used to inform planning and to ground goals in data.</i></p>	<p>Perception data - (teachers, administration, students, and families) Attendance students and staff Discipline & Engagement data Student engagement for extra-curricular activities</p>
<p>Summarize your Data Set.</p>	<p>*Perception data indicates that all stakeholders see a need to grow leadership capabilities within the system *Attendance levels for teaching staff and students is *Percent of students engaged in a club, sport, or leadership activity *Percent of staff engaged in a leadership activity *Discipline and referral data</p>
<p>Complete an Initial Initiative Inventory. <i>In the area of data you are exploring, what systems/initiatives are already in place to answer the following questions:</i></p> <ul style="list-style-type: none"> ● <i>What systems and/or initiatives are already in place?</i> ● <i>How does this work connect to the district mission?</i> ● <i>What personnel are involved in implementation?</i> ● <i>What is the expected outcome(s)?</i> ● <i>What evidence of outcomes are there thus far?</i> ● <i>What is financial commitment and source(s) of funding?</i> ● <i>What fidelity measures exist?</i> ● <i>What professional development exists including coaching and performance feedback?</i> 	<p>School-wide Behavioral Norms</p> <ul style="list-style-type: none"> ● Original goal was to decrease office referrals and keep students in the classroom. ● Majority of staff did not buy into or have clarity over expectations and processes. ● Majority of staff did not have training in school-wide behavioral norms. ● Teacher & student data show that some classrooms and content areas have more referrals than others. <p>Professional Learning Communities</p> <ul style="list-style-type: none"> ● Our original goal was to provide time for collaboration around best practices in instruction in order to increase student engagement and proficiency. ● Staff has received limited professional learning over the past 3-5 years. ● PLC time is limited to one hour per month and some staff do not see PLCs as a useful strategy. ● Teachers currently lack guidance and support on how to conduct PLC meetings, the purpose of PLCs, and the process in how to engage in collaborative inquiry cycles. ● Teacher perception data indicates a need for additional professional learning surrounding PLCs and collaborative structures. <p>Data Teams</p> <ul style="list-style-type: none"> ● Our original goal was to convene a group to regularly review data (attendance, disciplinary actions, etc.) in order to identify areas of concern and to develop response plans. ● Goal was to use a TAT process to help teachers with strategies, techniques, plans, and data collection for students that struggle academically or behaviorally. ● Building data teams meet to engage in short data cycles(8-10 weeks) in order to identify areas of need, plan targeted supports and evaluate the effectiveness of interventions or school/district goals. <p>Instructional Rounds, Learning Walks, and Learning Labs</p>

	<ul style="list-style-type: none"> ● Our Original goal was to hold instructional rounds 4X per year -- we were able to perform 2 rounds due to sub shortages. ● Our original goal was to hold learning walks with administrators 3X per year to look for patterns and provide formative feedback to staff -- we were able to do this 2X. ● Our original goal was to engage all first and second-year teachers in learning labs 4X per year to look for patterns of teaching and learning -- we were able to do this 2X.
Create a Gap Statement.	While we would like to see indicators of staff and student engagement and leadership capabilities increase among all demographic groups and buildings, we are noticing that our current systems and processes are continuing to result in stagnant or declining engagement and continued inequities across grade levels and buildings for both staff and students. Some of this is due to written processes not being available/followed as well as a belief system that all stakeholders can and will learn when provided the appropriate conditions.
Create a Data Story Summary. <i>The Data Story Summary is a short statement that captures the essence of the Data Story to be used as a prompt to guide the planning process.</i>	While there are several district supports intended to increase student and adult engagement and leadership capabilities, these supports are not implemented with fidelity, are not fully monitored, or systematized. Because processes have not been coordinated and there has been a lack of resources to pull groups of teachers for alignment work, it is difficult to meet the needs of staff and students. Much of the data being collected has not been collected with fidelity. As such, the lack of impact data results in the inability to determine whether to continue or abandon or enhance initiatives. Perception data shows a need and desire for system-wide training and support related to adult culture and the work of PLCs. These perceptions and the lack of consistent training and implementation standards may be one of the causes for continued false starts and inequities among student and adult groups.
Identify the Root Cause of the Data Story.	<p>PROBLEM: Staff and students often not seeking leadership roles inside and outside of the organization unless a stipend is provided?</p> <p>Why? Why are staff and students often not seeking leadership roles inside and outside of the organization unless a stipend is provided?</p> <p>Why? Why are stakeholders who are not stepping into leadership roles not being encouraged to be part of a leadership team?</p> <p>Why? Why and how are we determining who is on the leadership teams and what training and support are provided?</p> <p>Why? Why are the same people on multiple teams while others are not included, asked, or encouraged?</p> <p>Why? Why are we not setting up a system so that all stakeholders are part of at least one leadership group to encourage shared ownership and understanding?</p> <p>Root Cause:</p>
Create a Challenge Statement. Use the Root Cause and the Data Story to support this process.	When we encourage all students and our teachers to be part of a club or leadership team, then we will begin to create a sense of belonging, shared identity, and engagement. If our concern is that there is a lack of ownership as we look at our topic area of "Impactful Learning & Focused Leadership: Growing leadership capacities and dispositions," we must first create the conditions, processes, and systemic opportunities.
Plan: Define Measurable Goals	
Create a Measurable Goal and Goal Completion Date.	<ul style="list-style-type: none"> ■ Overarching Goal= increase from 46% to 60% of students proficient on the ELA portion of the SAT by the year 2025 ■ Overarching Goal= increase from 26% to 50% of students proficient on the Math portion of the SAT by the year 2025. ■ Increase student engagement each year (in each building) as measured by increase of attendance (_90.58_ % to _93_%), disciplinary reports lowered _1424_ to _1038_ (_10_% each year), and extra-curricular participation will be monitored in 2023 with a goal of being raised to _90_ % by June _2025_. ■ Increase staff engagement and leadership rolls through district-wide training (3-4 per year), instructional rounds, learning walks (all teachers in years 1-2 will attend 4 half-day sessions and all staff will be provided the opportunity and structure a minimum of 2X per year for at least 1-hour), data teams (meeting every 8-10 weeks), and PLCs (meeting throughout the school year for a minimum of once a month for a total of 7 hours), as monitored through yearly staff surveys. <ul style="list-style-type: none"> ● Set GPA goal for extra-curricular clubs. ● Increase of students going into college or trade after school.
Plan: Create a Strategy Implementation	
Review the initial Initiative Inventory.	
<ul style="list-style-type: none"> ● <i>Is this goal the right fit considering our district's current state?</i> ● <i>Do we have the right data collected and analyzed?</i> ● <i>Are there additional data considerations?</i> ● <i>What strategy or work might need to happen first so that our district is better poised to implement this district-wide goal across the district?</i> 	
Select Strategies to support the Goal. Based on the Goal, search for and/or create local strategies in MiStrategyBank and add them to the Improvement Plan. Prompts will aid in developing an implementation plan for each Strategy.	<p>High School Strategy - Gradual Release of Responsibility & Essential Practices for Disciplinary Literacy in the Secondary, Alignment of Curriculum/Assessment</p> <p>Student clubs PLC Leadership Teacher Mentors Class Advisors</p>

	SIP/TAT
Explore Strategies that may support the Goal. Use the Hexagon tool to assess each strategy. Hexagon tool Improvement Plan and Create Strategy Implementation Activities.	District Strategy: District-wide Continuous Improvement Team Fit: Resources: Evidence: Readiness: Capacity:
Select Strategy Funding Options.	Federal -Part A Funds (Remediation/support programs and materials), Title II, Part A Funds, (Instructional Coaches, Professional Development) State - Section 31a (Remediation/support programs, Instructional Coaches, Guidance Programs) Local/Other - General Funds (Core instruction Teachers, Guidance Programs, Dual Enrollment Costs, AP Program Costs, Administration, Coordination, Monitoring, and Evaluation)
Plan for Strategy Communication.	<ul style="list-style-type: none"> Identify communication methods/media Identify Stakeholder groups who will be communicated with.

5-year Implementation Plan		Outcome Measures		
Exploration & Installation (Year 1)	Implementation & Monitoring (Year 2-5)	Short-term Outcomes (Year 1-2)	Intermediate (Year 3)	Long-term (Year 4-5)
STRATEGY I–Impactful Learning & Focused Leadership: Improvement Teams				
ACTIVITIES:				
<ul style="list-style-type: none"> District/Building Continuous Improvement Teams meets monthly to engage in conversations surrounding qualitative and quantitative data to identify readiness, evaluate growth, determine next steps, and how to communicate and publicly display the data. 				
<p>School/District Improvement Team (focus on the implementation of improvement goals and student achievement)</p> <p>PLC Leadership Team (focus on building adult collaboration and capacity through the 4 PLC questions: What do we want students to learn?, How will we know? What will we do if they know it?, What if they don't?)</p> <p>Instructional Rounds Team (focus on the implementation of agreed-upon strategies/activities developed by the School/District Improvement Team)</p>				

<p>School Improvement Team will meet 5X per year to determine data to be collected, monitored, displayed, and next steps in relation to the vision and achievement goals. The HS will create public data walls.</p> <p>PLC Leadership Team Leaders will focus on building a collaborative team through the use of Adaptive Schools protocols, SMART goals, and strategies connected to student achievement and the implementation of agreed-upon instructional strategies and curricula.</p> <p>Instructional Rounds Team will take place 4X per year. Teams will be determined and <i>look-fors</i> will be connected to 5D, Literacy Essentials, engagement, and/or the implementation of agreed-upon strategies/activities.</p>	<p>School Improvement Team will continue with what is in column #1. In addition, the team will include parents and students.</p> <p>PLC Leadership Team Leaders will meet with the PLC team leaders to reflect and plan either prior to or after each PLC meeting. PLC teams will adhere to the agreed-upon norms and will structure the meetings using the Adaptive School protocols.</p> <p>Instructional Rounds Team will be facilitated by the building administrator and supported by the director of curriculum and instruction.</p>	<p>Ensure all staff understands the district and building visions as well as the purpose of each strategy and activity.</p> <p>Building administrators will facilitate the work of both the School/District Improvement Team and PLC Leadership Team Leaders. The Director of Curriculum and Instruction will support the work when requested.</p> <p>PLC leaders will be strategically chosen. PLC leaders and teams will be trained in the work of PLCs and Adaptive Schools strategies and protocols.</p> <p>The Director of Curriculum and Instruction will facilitate the Instructional Rounds Team until the building administrator is comfortable leading the process.</p>	<p>Ensure all staff are embracing the district and building visions, as well as the purpose of each strategy and activity, including in the improvement plan.</p> <p>Building administrators will facilitate the work of both the School/District Improvement Team and PLC Leadership Team Leaders. The Director of Curriculum and Instruction will support the work when requested.</p> <p>PLC leaders will have specialized training focused on the <i>what, why, and how</i> of PLCs. More time will be configured for PLC time. PLC leaders will plan and reflect prior to or after each meeting with the building administrator individually or as a team.</p> <p>Building administrators will facilitate the Instructional Rounds process.</p>	<p>Adapting if/when necessary while continually focusing on student learning outcomes and intentional teaching.</p> <p>Data is at the center of all three activities and is being used to make decisions surrounding teaching and learning.</p>
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STRATEGY II—Impactful Learning & Focused Leadership: Lead Learners

ACTIVITIES:

- Lead Learners are classroom teachers who meet with groups of colleagues and wish to grow their leadership capabilities and dispositions through the use of in-class observations, coaching, and goal setting multiple times per year, to determine independent or shared next steps related to teaching and learning.

Lead Learners-Teacher Mentors (focus will be on engaging staff members in years 1-2 in learning walks 4X per year)

Student Voice Council/Student Leadership Team (focus will be on engaging student feedback at SIP, staff, and PLC meetings)

<p>Lead Learners-Teacher Mentors administration will determine who the teacher mentor will be, and the mentor will meet with the mentee on a regular basis to ensure success (5D observation & conversation). If there are concerns with the mentee, administration will have conversation with the mentee and mentor.</p> <p>Student Voice Council/Leadership Team administrators will meet with various groups of students—during lunchtime— with a focus on culture, building management, and instructional improvements.</p>	<p>Lead Learners-Teacher Mentors continue from column one.</p> <p>Student Voice Council/Leadership Team continue with column one and begin to include students in the Instructional Rounds process and in the Building Management meetings.</p>	<p>Continue to reflect and refine mentor/mentee process.</p> <p>Gather input for building management concerns with student input</p>	<p>Continue to reflect and refine mentor/mentee process.</p> <p>Continue gathering input from students and refine goals.</p>	<p>Continue to reflect and refine mentor/mentee process.</p> <p>Continue gathering input from students and refine goals.</p>
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<p>Aug. 22 (afternoon staff meeting) revisit/share the vision of TCHS--share MICIP document.</p> <p>Instructional Rounds team will be decided and <i>look-fors</i> will be created. (September 20th & 27th)</p> <p>Teacher Mentors and Mentees will have a beginning of the year IDP/Growth Plan meeting.</p> <p>Student Voice will be randomly selected to have monthly check ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT</p>	<p>Instructional Rounds, facilitated by the Director of Curriculum & Instruction, will review and collect data. Team will determine the next steps for Jan. (Nov. 15th & 17th).</p> <p>Student Voice will be randomly selected to have monthly check ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will review climate data and determine next steps. (Nov. 9)</p>	<p>Instructional Rounds, facilitated by building admin/teacher, will review and collect data. Team will determine the next steps for April. (Jan. 17th & 24th).</p> <p>Administrator and mentee will have the mid-year conference--mentor will be called in when necessary.</p> <p>Student Voice will be randomly selected to have monthly check ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will review data for consistencies amongst staff and admin. (Jan. 11)</p>	<p>Instructional Rounds, facilitated by building admin/teacher, will review and collect data. Team will determine the next steps for 2023-24. (April 18th & 19th).</p> <p>Student Voice will be randomly selected to have monthly check ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT will review data for consistencies amongst staff and admin. (Jan. 11)</p>	<p>Instructional Rounds, facilitated by building admin/teacher, will review and collect data. Team will determine the next steps for 2023-24. (April 18th & 19th).</p> <p>Student Voice will be randomly selected to have monthly check ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT processes will be reflected upon and evidence of climate change will be present. (March 8)</p>	<p>curriculum (May 17).</p> <p>Administrator and mentee will have the summative evaluation discussion--mentor will be called in when necessary.</p> <p>Student Voice will be randomly selected to have monthly check ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)</p> <p>BLT processes will be evaluated and adjusted for the following year. (May 17)</p>
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Year 2-5 Activities					
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Continue with what is written above focused on: refinements, consistencies, shared understandings, collegial trust, and professional dispositions surrounding student learning and adult interactions	→	→	→	→	→

GOAL #2

Assess Needs: Discover	
<p>Determine the Topic/Area of Inquiry. The topic is the area of focus for this process.</p>	<p>Concern about Instructional Infrastructure & Achievement: Systems Alignment (curriculum, assessment, instruction)</p>
<p>Create a Whole Child Data Set. A data set is a collection of data objects (reports, charts, graphs, etc.) that are used to inform planning and to ground goals in data.</p>	<p>Perception data - (teachers, administration, students, and families) Curriculum & Assessment Audit and Pacing forms to staff 3X per year Audit of curriculum and assessment materials Student failure rates per subject area and grade level Students support in all at-risk programs as well as study labs</p>
<p>Summarize your Data Set.</p>	<p>*Data indicates that there is little alignment within a subject area--documentation will be kept in a public document *Data indicates a lack of understanding surrounding the use of formative assessment to curriculum compact, remediate, and extend learning through tier 1 instruction. *Data indicates that there is a tier one instruction and curriculum issue due to the number of general education students receiving at-risk instructional supports *Data indicates that content timeframes must be enacted *Data connected to student failure rates disaggregated by the classroom teacher, content area, and building will be collected and monitored. *Percent/number of students in each grade level receiving tier 2 or 3 services will be collected and monitored; programming and documentation will be designed *Documentation of curriculum, pacing, and common assessments for all content areas will be documented</p>

<p>Complete an Initial Initiative Inventory. In the area of data you are exploring, what systems/initiatives are already in place to answer the following questions:</p> <ul style="list-style-type: none"> • What systems and/or initiatives are already in place? • How does this work connect to the district mission? • What personnel are involved in implementation? • What is the expected outcome(s)? • What evidence of outcomes are there thus far? • What is financial commitment and source(s) of funding? • What fidelity measures exist? • What professional development exists including coaching and performance feedback? 	<p>Curriculum and Assessment Consistencies</p> <ul style="list-style-type: none"> • Curriculum decision and implementation have been left to individual content areas. Alignment work was begun during the 2021-22 school year. • Many curriculums are not being enacted in subject areas. Curriculums will be purchased and monitored in 2022-23 and beyond. • Staff has been provided only 7 hours of PLC time to do this work with limited support and monitoring. • Coaching was present, however, but not consistently understood. <p>Instructional Consistencies</p> <ul style="list-style-type: none"> • Instruction is being monitored and supported through the 5D+ observation process, 5-minute walk-throughs, and learning teams. • Consistencies with instructional frameworks and engagement were focused on in the past and are no longer consistent within and between content areas. • A culture of assignment completion, compliance, and task completion need to be reenvisioned so that small group, evidenced-based instruction is the norm. • There is currently not a common vision for teaching and learning. <p>At-Risk</p> <ul style="list-style-type: none"> • Currently programming exists; however, there is minimal consistency with processes, curriculum, and data collection. • Students are being placed into the programming based on various indicators; however, this placement is not based on standards nor “bottom 30% reports”--instead, it is based on homework completion, teacher preference, etc. • Paraprofessional training is essential; however, it has become difficult due to the contract and choice of placement.
<p>Create a Gap Statement.</p>	<p>While we would like to see student achievement be at or above a 50% proficiency level among all demographic groups and buildings, we are noticing that our current systems and processes are continuing to result in stagnant or declining scores as students progress within our system. Some of this is due to written curriculum and assessments not being available/followed as well as staff pedagogical awareness and a belief that all students can and will be successful with intentional teaching and support.</p>
<p>Create a Data Story Summary. The Data Story is the combination of the Data Set, the summary of that Data Set, and the district Initiative Inventory and Gap Statement in the context of that Data Set. The Data Story Summary is a short statement that captures the essence of the Data Story to be used as a prompt to guide the planning process.</p>	<p>While there are several content specific curricula and resources within classrooms, there is little consistency with what is used. Secondly, current curricula and assessments are not fully monitored and supported. As such, the lack of reliable data results in the inability to determine whether to continue, abandon, or enhance the current curriculum, assessments, and instructional practices. Perception data shows a need and desire for a systems-wide approach to alignment. The lack of consistencies may be the number one cause for continued low proficiency numbers and high tier 2 & 3 needs.</p>
<p>Identify the Root Cause of the Data Story.</p>	<p>PROBLEM: Student proficiency numbers are not increasing at an acceptable rate each year as measured by state and local data sources.</p> <p>Why? Why are student proficiency numbers not increasing each year as measured by state and local data sources?</p> <p>Why? Why are stakeholders not examining data on a regular basis (tier 1, 2, 3) to determine the identification of students and to design specific supports for extension or remediation?</p> <p>Why? Why are pre-assessments not the norm, and how do we build understanding in this area?</p> <p>Why? Why are we teaching to the “whole” of the class as the norm, and how do we build in differentiation and scaffolds to ensure student success?</p> <p>Why? Why are we not viewing ALL students as “ours”, knowing that over 60% remain in our district from year to year, regardless of grade level and/or content?</p> <p>Root Cause: Students and staff are not being afforded access to a guaranteed and viable curriculum, assessment, and instructional model. Often the quality of learning is directly dependent on the individual teacher and his/her beliefs, curricula materials, and resources.</p>
<p>Create a Challenge Statement. Use the Root Cause and the Data Story to support this process.</p>	<p>When we ensure all students have access to consistent written and enacted curriculum, instructional, and assessments, then we increase educator efficacy, collaboration, and student achievement.</p> <p>If our concern is that there is a lack of consistency with our current Instructional Infrastructure & Achievement: Systems Alignment (curriculum, assessment, instruction), we must first create the conditions, processes, and systemic opportunities for educators and students.</p>
<p>Plan: Define Measurable Goals</p>	
<p>Create a Measurable Goal and Goal Completion Date.</p>	<ul style="list-style-type: none"> ■ Overarching Goal= 50% of students proficient in state and local assessments by the year <u>2025</u> ■ Increase the aligned curricula to 100% in all content areas as monitored curriculum audits by June 2024. ■ Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2023. ■ Increase common understanding of high-quality instruction through the use of data to inform whole group and small group learning by June 2025 as evidenced by small group learning during instructional rounds. ■ Increase in the number of staff using Gradual Release of Responsibility and workshop

	<p>models to increase engagement and learning as evidenced by classroom practice, staff attendance in professional learning by June 2025_.</p> <ul style="list-style-type: none"> • Decrease course failure rates from <u> 10 </u> to <u> 5 </u> by 2025. • Increase graduation rates from <u> 88 </u> to <u> 93 </u> by 2025.
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Plan: Create a Strategy Implementation

Review the initial Initiative Inventory.

- Is this goal the right fit considering our district's current state?
- Do we have the right data collected and analyzed?
- Are there additional data considerations?
- What strategy or work might need to happen first so that our district is better poised to implement this district-wide goal across the district?

Select Strategies to support the Goal. Based on the Goal, search for and/or create local strategies in MiStrategyBank and add them to the Improvement Plan. Prompts will aid in developing an implementation plan for each Strategy.	High School Strategy - Gradual Release of Responsibility, Tier 1/2/3 behavior interventions, & Essential Practices for Disciplinary Literacy in the Secondary, Alignment of Curriculum/Assessment
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Explore Strategies that may support the Goal. Use the Hexagon tool to assess each strategy. Hexagon tool Improvement Plan and Create Strategy Implementation Activities.	
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Select Strategy Funding Options.	Federal - Part A Funds (Remediation/support programs and materials), Title II, Part A Funds, (Instructional Coaches, Professional Development) State - Section 31a (Remediation/support programs, Instructional Coaches, Guidance Programs) Local/Other - General Funds (Core instruction Teachers, Guidance Programs, Dual Enrollment Costs, AP Program Costs, Administration, Coordination, Monitoring, and Evaluation)
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Plan for Strategy Communication.	<ul style="list-style-type: none"> • Identify communication methods/media • Identify Stakeholder groups who will be communicated with.
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5-year Implementation Plan		Outcome Measures		
Exploration & Installation (Year 1)	Implementation & Monitoring (Year 2-5)	Short-term Outcomes (Year 1-2)	Intermediate (Year 3)	Long-term (Year 4-5)
STRATEGY I– Instructional Infrastructure & Achievement: Curriculum and Assessment Consistencies				
ACTIVITIES:				
<ul style="list-style-type: none"> • District/Building will ensure all classrooms have the necessary curriculum, resources, and materials and they are vertically and horizontally aligned. <p style="margin-left: 40px;">Written Curriculum (focus on ensuring all classrooms have content curricula and resources that are aligned within the building and district)</p> <p style="margin-left: 40px;">Enacted Curriculum & Pacing (focus on the implementation consistencies between classrooms both vertically and horizontally)</p> <p style="margin-left: 40px;">Common Benchmark/Unit Assessments (focus on the creation, use, and monitoring of common pre & post assessments)</p>				
<p>Written Curriculum will be accessible to staff and community, present in all classrooms, and there will be evidence of an enacted curriculum.</p> <p>Enacted Curriculum & Pacing will be documented by each content area. Pacing will be implemented and monitored 3X per year.</p> <p>Common Benchmark/Unit Assessments will be created</p>	<p>Written Curriculum will be reviewed to ensure standards are being taught in each classroom. Content will be updated and available to the public.</p> <p>Enacted Curriculum & Pacing will be documented by each content area. Pacing will be implemented and monitored 3X per year. Plans of action will be created for staff that are not on pace.</p>	<p>Ensure all classrooms have the necessary curricula and resources—curriculum audit.</p> <p>Ensure all curricula are rigorous and aligned to the state standards.</p> <p>Ensure a pacing guide is available for all curricula.</p> <p>Ensure a curriculum audit is completed 3X per year to ensure pacing is being</p>	<p>Continue everything from year 1-2 outcomes.</p> <p>Determine how and where common assessment data will be uploaded.</p> <p>When new curricula is purchased, begin the alignment process.</p> <p>Begin using common pre-assessments and</p>	<p>Continue everything from year 1-3 outcomes.</p> <p>Ensure common assessments are being used.</p> <p>Ensure assessments are being used to extend and remediate teaching and learning.</p> <p>Ensure students are tracking their progress in relation to the unit standards.</p>

and reviewed for all contents and course offerings.	Common Benchmark/Unit Assessments will be aligned to priority standards.	followed. Align all assessments to priority standards Ensure all assessments are in a common and accessible place.	formative assessments within each unit.	
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STRATEGY II– Instructional Infrastructure & Achievement: Instructional Consistencies

ACTIVITIES:

- District/Building will ensure all classrooms are using research-based instructional practices in all classrooms, at all times.

Consistency with Instructional Practices (focus on various instructional frameworks that are connected to Gradual Release of Responsibility and workshop practices, and intentional teaching)

Consistencies with Direct Instruction: whole group, small group, 1-1 (focus on using data/evidence to remediate and extend learning).

<p>Consistency with Instructional Practices will focus on the gradual release of responsibility, and workshop practices. Intentional teaching versus assigning will be the norm.</p> <p>Consistencies with Instruction will become a focal point. Whole group/direct instruction will be accompanied by small group 1-1 conferring.</p>	<p>Consistency with Instructional Practices will focus on the gradual release of responsibility, and workshop practices. Intentional teaching versus assigning will be the norm.</p> <p>Consistencies with Direct will become a focal point. Whole group/direct instruction will be accompanied by small group, evidence-based, 1-1 conferring with a focus on remediation and extensions.</p>	<p>Staff meetings will focus on instructional practices (GRR), workshop, and/or instructional frameworks.</p> <p>Instructional rounds, learning labs, and learning walks will be used to support implementation and monitoring.</p> <p>Staff will begin recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD.</p> <p>Processes to ensure all content areas are being taught and common time frames are in place.</p> <p>Begin conversations surrounding small group instructional practices with a focus on evidence-based differentiated instruction.</p>	<p>Staff will determine instructional focus areas to monitor and implement (connected to 5D+).</p> <p>Staff will continue recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD.</p> <p>Staff will explore the use of formative assessments and data collection tools that allow for intentional differentiated instruction.</p>	<p>Staff will monitor their practices and the practices of colleagues with a focus on the content described in years 1-3.</p> <p>Staff will continue recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD.</p>
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Year 1 Activities

August & September	October & November	December & January	January & February	March & April	May & June
<p>Common curriculum, resources, and timeframes will be communicated on Aug. 22. . (Aug. 22/Sept. 21)</p> <p>Common instructional practices (instructional engagement and researched based strategies) will be part of the staff meetings. Admin will share strategies bi-weekly. Staff meetings of Aug. 22 & Sept. 12.</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. (Oct. 19/Nov. 16)</p> <p>Continue with engagement strategies. Staff meetings will monitor effectiveness of implemented strategies by analyzing teacher videos. Continue with bi-weekly strategy sharing. (Oct. 10/Nov. 14)</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. Any concerns will be addressed for 2nd semester. (Dec. 19/Jan. 18)</p> <p>Instruction Rounds will assess the effectiveness of implemented strategies, and will make recommendations for 2nd semester. (Dec. 12/Jan. 9)</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. (Jan. 18/Feb. 15)</p> <p>Continue with engagement strategies. Staff meetings will monitor effectiveness of implemented strategies by analyzing teacher videos. Continue with bi-weekly strategy sharing. (Jan. 9/Feb. 13)</p>	<p>Common timeframes will be collected at PLCs and reviewed at SIPs. (March 15/April 19)</p> <p>Continue with engagement strategies. Staff meetings will monitor effectiveness of implemented strategies by analyzing teacher videos. Continue with bi-weekly strategy sharing. (March 13/April 10)</p>	<p>Common timeframes will be reviewed and adjusted at SIP. (May 17)</p> <p>Staff will reflect on practices and create a plan of action for the next school year at the last staff meeting. (May 8)</p>

How We Teach FOCUS Math Science Social Studies Language Arts Other					
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Year 2-5 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
Continue with what is written above focused on: refinements, consistencies, shared understandings, collegial trust, and professional dispositions surrounding student learning and adult interactions	→	→	→	→	→