

## 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:**

Staff will be given opportunities to engage in multiple leadership roles

Students will be encouraged to participate in new and multiple school-related activities

### Need and Measurable Goals

<p>Concern about Impactful Learning &amp; Focused Leadership: Growing leadership capacities and dispositions</p>	<ul style="list-style-type: none"> <li>■ Overarching Goal= 50% of students proficient in state and local assessments by the year <b>2027</b>.</li> <li>■ Increase student engagement each year as measured by attendance (increased from <b>91.43 to 94%</b>), disciplinary/tardy reports (lowered from <b>1910 to 1719 (10 %)</b>), and have extra-curricular participation at 80% of our student body by <b>June 2025</b>.</li> <li>■ Increase staff engagement and leadership rolls through district-wide training (3-4 per year), instructional rounds (every teacher will participate 1X), 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 staff surveys by <b>June 2025</b>.</li> </ul>
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#### Year 1 Activities

August & September	October & November	December & January	January & February	March & April
<p>-Create SIP and identify areas of study for the year(Attendance, Discipline, Engagement). Will meet, reflect, and create a plan of action. Lead Staff development around the book "Don't Suspend Me". Create and monitor a data wall.</p> <p>-PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts</p> <p>-Instructional rounds team (PLC leaders) will be decided and look-fors will be created. (September 20th &amp; 27th)</p> <p>-Adaptive Schools all staff training session #1</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>TAT team will be formulated by buildings and will determine 1) dates 3) data to be examined, 4) data protocol, 5) communication plan 6) needed district supports</p>	<p>- SIP Meeting will meet, reflect and create a plan of action surrounding school-wide behavioral norms Lead Staff development around the book "Don't Suspend Me". Create and monitor a data wall.</p> <p>-PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts</p> <p>Instructional Rounds in each building facilitated by the Director of Curriculum &amp; Instruction (Nov. 15th &amp; 17th).</p> <p>-Adaptive Schools all staff training session #2</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>TAT team will create plans, monitor plans, and support students and teachers</p>	<p>- SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.</p> <p>-PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts</p> <p>-Instructional Rounds in each building facilitated by the Director of Curriculum &amp; Instruction (Jan. 17th &amp; 24th).</p> <p>-Adaptive Schools all staff training session #3</p> <p>Teacher Mentors and Mentees will have a mid-year conference 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>TAT team will create plans, monitor plans, and support students and teachers</p>	<p>- SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.</p> <p>-PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts</p> <p>-Adaptive Schools all staff training session #4</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>TAT team will create plans, monitor plans, and support students and teachers</p>	<p>- SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.</p> <p>-PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts</p> <p>-Instructional Rounds in each building facilitated by building administration (April 18th &amp; 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>TAT team will create plans, monitor plans, and support students and teachers</p>

## GOAL 2: INSTRUCTIONAL INFRASTRUCTURE & ACHIEVEMENT

All students will be at or above a 50% proficiency score in all subject areas by the year 2027 as measured by the state MStep, PSAT8, and PSAT testing measures.

### Indicators of Success:

Middle School staff will be teaching the district-defined curriculum, pacing, and administering the district common assessments.

Middle Schools staff will be utilizing their PLC time and staff meeting times as learning events; study, implement, monitor, and reflect.

Need and Measurable Goals	
Concern about Instructional Infrastructure & Achievement: Systems Alignment (curriculum, assessment, instruction)	<ul style="list-style-type: none"> <li>■ Overarching Goal= 50% of students proficient in state and local assessments by the year _2025_</li> <li>■ Increase the aligned curricula to 100% in all content areas as monitored curriculum audits by June 2024.</li> <li>■ Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2023.</li> <li>■ 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.</li> <li>■ Decrease course failure rates from 10% to 5% by 2025.                             <ul style="list-style-type: none"> <li>● Increase NWEA Math Conditional Growth Percentile from 11 to 65 percentile and proficiency in Math from 17.3 to 62 percentile.</li> <li>● Increase NWEA Reading Conditional Growth Percentile from 3 to 65 percentile and proficiency in reading from 16 to 62 percentile.</li> <li>● Increase NWEA proficiency in Language Usage Conditional Growth Percentile from 20 to 65 percentile and proficiency in language usage from 60 to 65 percentile.</li> <li>●</li> </ul> </li> </ul>

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
<p><b>FOCUS AREAS: PLC Focus Area</b></p> <p>4 PLC QUESTIONS: 1) What do we want students to learn or know (outcomes)? 2) How will we know they learned it (assessment)? 3) What will we do if they don't (remediations)? 4) What will we do if they already know it (extensions)?</p> <p><b>Data/Artifacts:</b> student work samples, NWEA, unit assessments, teacher documentation, etc</p> <p><b>Instruction:</b> agreed-upon teaching strategies, video analysis, lesson structures</p> <p><b>Calibration/Planning:</b> determining standards, common formative/summative assessments, interventions for whole group and small group instruction</p>					
Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting

[Link to PLC Agendas](#)

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**Indicators of Success:**

- Middle School staff will be teaching the district-defined curriculum, pacing, and administering the district common assessments.
- Middle Schools staff will be utilizing their PLC time and staff meeting times as learning events; study, implement, monitor, reflect.

## GOAL #1

Assess Needs: Discover	
<p><b>Determine the Topic/Area of Inquiry.</b> <i>The topic is the area of focus for this process.</i></p>	<p>Concern about Impactful Learning &amp; Focused Leadership: Growing leadership capacities and dispositions</p>
<p><b>Create a Whole Child Data Set.</b> <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>	<ul style="list-style-type: none"> <li>*Perception data - (teachers, administration, students, and families)</li> <li>*Attendance data students and staff</li> <li>*Discipline &amp; Engagement data</li> <li>*Student engagement for extra-curricular activities</li> <li>*Staff engagement in Leadership roles</li> </ul>
<p><b>Summarize your Data Set.</b></p>	<ul style="list-style-type: none"> <li>*Perception data indicates that all stakeholders see a need to grow leadership capabilities within the system</li> <li>*Attendance levels for teaching staff is 9.5 days per MS staff member</li> <li>*Percent of students engaged in a club, sport, or leadership activity MS to 80% (collecting correct data)</li> <li>*Percent of staff engaged in a leadership activity MS (Collecting Data)</li> <li>*Percent of staff leaving the Middle School each year Retire (2) Resign/Non-Renew (2)</li> <li>*Discipline and referral data (1314) Discipline Referrals (596 Tardy Referrals)</li> <li>*Percent of classes failed 10%</li> </ul>
<p><b>Complete an Initial Initiative Inventory.</b> <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"> <li>● <i>What systems and/or initiatives are already in place?</i></li> <li>● <i>How does this work connect to the district mission?</i></li> <li>● <i>What personnel are involved in implementation?</i></li> <li>● <i>What is the expected outcome(s)?</i></li> <li>● <i>What evidence of outcomes are there thus far?</i></li> <li>● <i>What is financial commitment and source(s) of funding?</i></li> <li>● <i>What fidelity measures exist?</i></li> <li>● <i>What professional development exists including coaching and performance feedback?</i></li> </ul>	<p><b>PBIS &amp; School-wide Behavioral Norms</b></p> <ul style="list-style-type: none"> <li>*Currently staff are not trained in any level of PBIS, CHAMPS, Trails (SEL Curriculum) or Restorative Practices. Training slated for summer of 2022</li> <li>*Varied/no training amongst staff</li> <li>*Staff has different expectations of what constitutes a behavioral referral</li> <li>*Grade levels and staff have great disparity in number of referrals</li> <li>*<a href="#">Behavior Matrix</a> created to define classroom/office managed behavior</li> </ul> <p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>*Currently Meet once per month</li> <li>*Limited training on the proper role of PLC</li> <li>*Function of each PLC varies</li> <li>*Currently does not use data-driven decisions</li> </ul> <p><b>MS Data Teams</b></p> <ul style="list-style-type: none"> <li>*Building Leadership Team established in 2021/22</li> <li>*SIP team mainly focused on Vision</li> <li>*Data not currently looked at by this team</li> </ul> <p><b>MS Instructional Rounds, Learning Walks, and Learning Labs</b></p> <ul style="list-style-type: none"> <li>*Some staff participate in Instructional Rounds</li> </ul>

	<p>*New Staff participates in Learning walks *Holding staff peers accountable in question</p>
<b>Create a Gap Statement.</b>	There are a lot of “new” of “different” demands placed on educators. The workload is increasing and stakeholders need to meet increasing demands. To meet these demands, it is imperative that all stakeholders share in the responsibility of leadership roles and hold each other accountable.
<b>Create a Data Story Summary.</b> <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>	Our data shows that there is a discrepancy in the willingness of staff members to take on meaningful leadership roles within the building. This lack of shared responsibility leads to fewer individuals taking ownership of the overall learning process, which leads to less peer accountability. Less accountability leads to individuals working on an island instead of working toward the same vision.
<b>Identify the Root Cause of the Data Story.</b>	<p><b>PROBLEM:</b> Stakeholders who are not stepping into leadership roles not being encouraged to be part of a leadership team?  <b>Why?</b> Stakeholders feel overwhelmed and do not want another responsibility.  <b>Why?</b> Stakeholders are being asked to do more and more tasks that are not seen as a “traditional” job of an educator/teacher.  <b>Why?</b> The demands of education are increasing to meet the needs of society.  <b>Why?</b> Education/Society standards are changing.  <b>Why?</b> The world is shrinking and people are able to see what is available to them and want the best for their children.  <b>Root Cause:</b> Stakeholders do not want to do the new tasks that are being required of educators.</p>
<b>Create a Challenge Statement.</b> Use the Root Cause and the Data Story to support this process.	Stakeholders must feel valued and be rewarded for the work they are doing. We must find ways to include all stakeholders in school processes and use the individual stakeholders’ talents and reward them in ways that are meaningful.
<b>Plan: Define Measurable Goals</b>	
<b>Create a Measurable Goal and Goal Completion Date.</b>	<ul style="list-style-type: none"> <li>■ Overarching Goal= 50% of students proficient in state and local assessments by the year <b>2027</b>.</li> <li>■ Increase student engagement each year as measured by attendance (increased from <b>91.43 to 94%</b>), disciplinary/tardy reports (lowered from <b>1910 to 1719 (10 %)</b>), and extra-curricular participation (increased from ___ to <b>80</b> %) by <b>June 2025</b>.</li> <li>■ Increase staff engagement and leadership rolls through district-wide training (3-4 per year), instructional rounds (every teacher will participate 1X), 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 staff surveys by <b>June 2025</b>.</li> </ul>
<b>Plan: Create a Strategy Implementation</b>	
<p><b>Review the initial Initiative Inventory.</b></p> <ul style="list-style-type: none"> <li>● <i>Is this goal the right fit considering our district’s current state?</i></li> <li>● <i>Do we have the right data collected and analyzed?</i></li> <li>● <i>Are there additional data considerations?</i></li> <li>● <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></li> </ul>	
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>Middle School Strategy - Gradual Release of Responsibility, PBIS, CHAMPS &amp; Essential Practices for Disciplinary Literacy in the Secondary Classroom, Alignment of Curriculum/Assessment</p> <p>Student clubs PLC Leadership Teacher Mentors Class Advisors SIP/TAT</p>
Explore Strategies that may support the Goal. Use the Hexagon tool to assess each strategy.  <a href="#">Hexagon tool</a>  <a href="#">Improvement Plan and Create Strategy Implementation Activities.</a>	<p>District Strategy: District-wide Continuous Improvement Team</p> <p>Fit:</p> <p>Resources:</p> <p>Evidence:</p> <p>Readiness:</p> <p>Capacity:</p>
Select Strategy Funding Options.	<p>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, Administration, Coordination, Monitoring, and Evaluation)</p>



Plan for Strategy Communication.	<ul style="list-style-type: none"> <li>• Identify communication methods/media <ul style="list-style-type: none"> <li>-Post on website</li> <li>-Email Stakeholders</li> </ul> </li> <li>• Identify Stakeholder groups who will be communicated with. <ul style="list-style-type: none"> <li>-BOE</li> <li>-Staff</li> <li>-Parents</li> </ul> </li> </ul>
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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)

<b>STRATEGY I–Impactful Learning &amp; Focused Leadership: Improvement Teams</b>  ACTIVITIES: <ul style="list-style-type: none"> <li>• District/Building Continuous Improvement Teams to meet 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. <ul style="list-style-type: none"> <li>○ <b>Improvement /School-wide improvement &amp; Behavioral Norms</b> (focus on behavioral consistencies from classroom to classroom to ensure each building and classroom has a positive culture and climate.</li> <li>○ <b>PLC Leadership Team</b> (focus on the implementation of improvement goals and student achievement; 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?)</li> <li>○ <b>Instructional Rounds Team</b> (focus on the implementation of agreed-upon strategies/activities developed by the School/District Improvement Team)</li> </ul> </li> </ul>				
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<p><b>Improvement /School-wide improvement &amp; Behavioral Norms</b> will meet monthly. Will identify areas of focus such as student discipline and attendance, and vision. Team will examine evidence to determine needs, common expectations, and building-based learning for students and staff. Expectations will be aligned K-12</p> <p><b>PLC Leadership Team Leaders</b> will meet monthly. 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><b>Instructional Rounds Team</b> will take place 4X per year. Team will be selected by administration and look-fors will be connected to 5D, engagement, or the implementation of agreed-upon strategies/activities.</p>	<p><b>Improvement /School-wide improvement &amp; Behavioral Norms</b> will identify areas of focus such as student discipline and attendance, and vision</p> <p><b>PLC Leadership Team Leaders</b> will meet with the building administrator 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><b>Instructional Rounds Team</b> 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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<b>STRATEGY II–Impactful Learning &amp; Focused Leadership: Lead Learners</b>  ACTIVITIES: <ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>○ <b>Lead Learners-Teacher Mentors</b> (focus will be on engaging staff members in years 1-2 in learning walks 4X per year)</li> <li>○ <b>Student Voice Council/Student Leadership Team</b> (focus will be on engaging student feedback at SIP, staff, and PLC meetings)</li> </ul> </li> </ul>				
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<p><b>Lead Learners-Teacher Mentors</b> 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 &amp; conversation). If there are concerns with the mentee,</p>	<p><b>Lead Learners-Teacher Mentors</b> continue from column one.</p>	<p>Continue to reflect and refine mentor/mentee process.</p>	<p>Continue to reflect and refine mentor/mentee process.</p>	<p>Continue to reflect and refine mentor/mentee process.</p>
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administration will have conversation with the mentee and mentor.				
<b>Student Voice Council/Leadership Team</b> Administrators will meet with various groups of students—during lunchtime— with a focus on culture, building management, and instructional improvements.	<b>Student Voice Council/Leadership Team</b> continue with column one and begin to include students in the Building Management meetings.	Gather input for building management concerns with student input	Continue gathering input from students and refine goals.	Continue gathering input from students and refine goals.

**STRATEGY III—Impactful Learning & Focused Leadership: Data Teams**

ACTIVITIES:

- District/Building Data teams meet every 8-10 weeks to analyze various types and forms of data (student samples, student data binders, failure/success rates, attendance, common assessments, NWEA data, teacher conferring notes, etc) to determine current realities and next steps as a grade level or content team.
  - Data Informed TAT & Title Supports** (focus on interventions and plans for student supports)

<b>Data-Informed TAT</b> will meet monthly to create a plan of action for students who are struggling academically, socially, etc.; Cases will be implemented and reviewed as necessary <a href="https://docs.google.com/document/d/1tUZqtCtkljUBqUWtOVkcAnL179EQXLnwHV0oOc2nEOU/edit">https://docs.google.com/document/d/1tUZqtCtkljUBqUWtOVkcAnL179EQXLnwHV0oOc2nEOU/edit</a>	<b>Data-Informed TAT</b> will have processes and protocols in place to ensure student needs are being met.	Administrators acting as a facilitator  Building teams are formed, know the concerns that need attention, and have a plan for communication, training, and support. Documents are created and communicated to all stakeholders.	Teams are beginning to facilitate themselves and the administrator is becoming a team member versus a facilitator.  Building teams are meeting regularly to examine data/evidence of implementation. Teams are adjusting the plan as necessary and are holding stakeholders actionable to the written plans.	Data protocols are fully in place and teams are vulnerable with one another and holding one another actionable to agreements.  All building teams are meeting together to examine data/evidence of implementation and craft concrete transition plans for students moving from elementary to middle school and middle school to high school.
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-Create SIP and identify areas of study for the year(Attendance, Discipline, Engagement). Will meet, reflect, and create a plan of action. Lead Staff development around the book "Don't Suspend Me". Create and monitor a data wall.  -PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts  -Instructional rounds team (PLC leaders) will be decided and look-fors will be created. (September 20th & 27th)  -Adaptive Schools all staff training session #1  Teacher Mentors and Mentees will have a beginning of the year IDP/Growth Plan meeting.  Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies,	- SIP Meeting will meet, reflect and create a plan of action surrounding school-wide behavioral norms Lead Staff development around the book "Don't Suspend Me". Create and monitor a data wall.  -PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts  Instructional Rounds in each building facilitated by the Director of Curriculum & Instruction (Nov. 15th & 17th).  -Adaptive Schools all staff training session #2  Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)	- SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.  -PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts  -Instructional Rounds in each building facilitated by the Director of Curriculum & Instruction (Jan. 17th & 24th).  -Adaptive Schools all staff training session #3  Teacher Mentors and Mentees will have a mid-year conference IDP/Growth Plan meeting.  Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)	- SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.  -PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts  -Adaptive Schools all staff training session #4  Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)  TAT team will create	- SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.  -PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts  -Instructional Rounds in each building facilitated by building administration (April 18th & 19th).  Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)  TAT team will create	-SIP Meeting will meet, reflect and create a plan of action.  Lead Staff development around the book "Don't Suspend Me"  Create and monitor a data wall.  -PLC Leaders to identify instructional goals and a plan of implementation. PLC Content teams will meet to plan and monitor improvement efforts  Review of process and next steps for 2023-24  -Adaptive Schools implementation and reflection. Staff survey.  Teacher Mentors and Mentees will have an end of the year IDP/Growth Plan meeting.  Student Voice will be randomly selected to have monthly check-ins on random school concerns (i.e. vaping, tardies, curriculum, etc.)  Review of process,

curriculum, etc.)  TAT team will be formulated by buildings and will determine 1) dates 3) data to be examined, 4) data protocol, 5) communication plan 6) needed district supports	TAT team will create plans, monitor plans, and support students and teachers	TAT team will create plans, monitor plans, and support students and teachers	plans, monitor plans, and support students and teachers	plans, monitor plans, and support students and teachers	leaders, and next steps for 2023-24
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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	→	→	→	→	→

## GOAL #2

Assess Needs: Discover	
<b>Determine the Topic/Area of Inquiry.</b> The topic is the area of focus for this process.	Concern about Instructional Infrastructure & Achievement: Systems Alignment (curriculum, assessment, instruction)
<b>Create a Whole Child Data Set.</b> 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.	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
<b>Summarize your Data Set.</b>	<ul style="list-style-type: none"> <li>*Data indicates that there is little alignment within a subject area—documentation will be kept in a public document</li> <li>*Data indicates a lack of understanding surrounding the use of formative assessment to curriculum compact, remediate, and extend learning through tier 1 instruction.</li> <li>*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</li> <li>*Data indicates that content timeframes must be enacted</li> <li>*Data connected to student failure rates disaggregated by the classroom teacher, content area, and building will be collected and monitored.</li> <li>*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</li> <li>*Documentation of curriculum, pacing, and common assessments for all content areas will be documented</li> </ul>
<b>Complete an Initial Initiative Inventory.</b> In the area of data you are exploring, what systems/initiatives are already in place to answer the following questions: <ul style="list-style-type: none"> <li>• What systems and/or initiatives are already in place?</li> <li>• How does this work connect to the district mission?</li> <li>• What personnel are involved in implementation?</li> <li>• What is the expected outcome(s)?</li> <li>• What evidence of outcomes are there thus far?</li> <li>• What is financial commitment and source(s) of funding?</li> <li>• What fidelity measures exist?</li> <li>• What professional development exists including coaching and performance feedback?</li> </ul>	<b>Curriculum and Assessment Consistencies</b> <ul style="list-style-type: none"> <li>• Curriculum decision and implementation have been left to individual content areas. Alignment work was begun during the 2021-22 school year.</li> <li>• Many curriculums are not being enacted in subject areas. Curriculums will be purchased and monitored in 2022-23 and beyond.</li> <li>• Staff has been provided only 7 hours of PLC time to do this work with limited support and monitoring.</li> <li>• Coaching was present, however, but not consistently understood.</li> </ul> <b>Instructional Consistencies</b> <ul style="list-style-type: none"> <li>• Instruction is being monitored and supported through the 5D+ observation process, 5-minute walk-throughs, and learning teams.</li> <li>• Consistencies with instructional frameworks and engagement were focused on in the past and are no longer consistent within and between content areas.</li> <li>• A culture of assignment completion, compliance, and task completion need to be reenvisioned so that small group, evidenced-based instruction is the norm.</li> <li>• There is currently not a common vision for teaching and learning.</li> </ul> <b>At-Risk</b> <ul style="list-style-type: none"> <li>• Currently programming exists; however, there is minimal consistency with processes, curriculum, and data collection.</li> <li>• 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.</li> <li>• Paraprofessional training is essential; however, it has become difficult due to the contract and choice of placement.</li> </ul>



<p><b>Create a Gap Statement.</b></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><b>Create a Data Story Summary.</b> 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 &amp; 3 needs.</p>
<p><b>Identify the Root Cause of the Data Story.</b></p>	<p><b>PROBLEM:</b> Student proficiency numbers are not increasing at an acceptable rate each year as measured by state and local data sources.  <b>Why?</b> Why are student proficiency numbers not increasing each year as measured by state and local data sources?  <b>Why?</b> 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?  <b>Why?</b> Why are pre-assessments not the norm, and how do we build understanding in this area?  <b>Why?</b> 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?  <b>Why?</b> 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?  <b>Root Cause:</b>  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><b>Create a Challenge Statement.</b> 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 &amp; Achievement: Systems Alignment (curriculum, assessment, instruction), we must first create the conditions, processes, and systemic opportunities for educators and students.</p>
<h2 style="background-color: #FFD700; padding: 5px;">Plan: Define Measurable Goals</h2>	
<p><b>Create a Measurable Goal and Goal Completion Date.</b></p>	<ul style="list-style-type: none"> <li>■ Overarching Goal= 50% of students proficient in state and local assessments by the year <u>2027</u></li> <li>■ Increase the aligned curricula to 100% in all content areas as monitored curriculum audits by June 2024.</li> <li>■ Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2023.</li> <li>■ 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.</li> <li>■ Decrease course failure rates from <u>10%</u> to <u>5%</u> by 2025.</li> </ul> <ul style="list-style-type: none"> <li>● Increase NWEA Math Conditional Growth Percentile from 11 to 65 percentile and proficiency in Math from 17.3 to 62 percentile.</li> <li>● Increase NWEA Reading Conditional Growth Percentile from 3 to 65 percentile and proficiency in reading from 16 to 62 percentile.</li> <li>● Increase NWEA proficiency in Language Usage Conditional Growth Percentile from 20 to 65 percentile and proficiency in language usage from 60 to 65 percentile.</li> </ul>
<h2 style="background-color: #FFD700; padding: 5px;">Plan: Create a Strategy Implementation</h2>	
<p><b>Review the initial Initiative Inventory.</b></p> <ul style="list-style-type: none"> <li>● Is this goal the right fit considering our district’s current state?</li> <li>● Do we have the right data collected and analyzed?</li> <li>● Are there additional data considerations?</li> <li>● 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?</li> </ul>	
<p>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>	<p>High School Strategy - Gradual Release of Responsibility, Tier 1/2/3 behavior interventions, &amp; Essential Practices for Disciplinary Literacy in the Secondary, Alignment of Curriculum/Assessment</p>



Explore Strategies that may support the Goal. Use the Hexagon tool to assess each strategy.  Hexagon tool  Improvement Plan and Create Strategy Implementation Activities.	
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"> <li>Identify communication methods/media</li> <li>Identify Stakeholder groups who will be communicated with.</li> </ul>

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)
<b>STRATEGY I– Instructional Infrastructure &amp; Achievement: Curriculum and Assessment Consistencies</b>				
ACTIVITIES: <ul style="list-style-type: none"> <li>District/Building will ensure all classrooms have the necessary curriculum, resources, and materials and they are vertically and horizontally aligned.               <ul style="list-style-type: none"> <li><b>Written Curriculum</b> (focus on ensuring all classrooms have content curricula and resources that are aligned within the building and district)</li> <li><b>Enacted Curriculum &amp; Pacing</b> (focus on the implementation consistencies between classrooms both vertically and horizontally)</li> <li><b>Common Benchmark/Unit Assessments</b> (focus on the creation, use, and monitoring of common pre &amp; post assessments)</li> </ul> </li> </ul>				
<p><b>Written Curriculum</b> will be accessible to staff and community, present in all classrooms, and there will be evidence of an enacted curriculum.</p> <p><b>Enacted Curriculum &amp; Pacing</b> will be documented by each content area. Pacing will be implemented.</p> <p><b>Common Benchmark/Unit Assessments</b> will be created and reviewed for all contents and course offerings.</p>	<p><b>Written Curriculum</b> will be reviewed to ensure standards are being taught in each classroom. Content will be updated and available to the public.</p> <p><b>Enacted Curriculum &amp; Pacing</b> will be documented by each content area. Pacing will be implemented. Plans of action will be created for staff that are not on pace.</p> <p><b>Common Benchmark/Unit Assessments</b> will be aligned to priority standards.</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 followed.</p> <p>Align all assessments to priority standards</p> <p>Ensure all assessments are in a common and accessible place.</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 formative assessments within each unit.</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>
<b>STRATEGY II– Instructional Infrastructure &amp; Achievement: Instructional Consistencies</b>				
ACTIVITIES: <ul style="list-style-type: none"> <li>District/Building will ensure all classrooms are using research-based instructional practices in all classrooms, at all times.               <ul style="list-style-type: none"> <li><b>Consistency with Instructional Practices</b> (focus on various instructional frameworks that are connected to Gradual Release of Responsibility and workshop practices, and intentional teaching)</li> <li><b>Consistencies with Direct Instruction: whole group, small group, 1-1</b> (focus on using data/evidence to remediate and extend learning).</li> </ul> </li> </ul>				

<p><b>Consistency with Instructional Practices</b> will focus on the gradual release of responsibility, and workshop practices. Intentional teaching versus assigning will be the norm.</p> <p><b>Consistencies with Instruction</b> will become a focal point. Whole group/direct instruction will be accompanied by small group 1-1 conferring.</p>	<p><b>Consistency with Instructional Practices</b> will focus on the gradual release of responsibility, and workshop practices. Intentional teaching versus assigning will be the norm.</p> <p><b>Consistencies with Direct</b> 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><b>FOCUS AREAS: PLC Focus Area</b></p> <p>4 PLC QUESTIONS: <b>1)</b> What do we want students to learn or know (outcomes)? <b>2)</b> How will we know they learned it (assessment)? <b>3)</b> What will we do if they don't (remediations)? <b>4)</b> What will we do if they already know it (extensions)?</p> <p><b>Data/Artifacts:</b> student work samples, NWEA, unit assessments, teacher documentation, etc</p> <p><b>Instruction:</b> agreed-upon teaching strategies, video analysis, lesson structures</p> <p><b>Calibration/Planning:</b> determining standards, common formative/summative assessments, interventions for whole group and small group instruction</p>					
Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting	Meet with PLC leaders prior to meetings to discuss what their focus is for their upcoming meeting and meet again to re-cap their meeting

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	→	→	→	→	→