GOAL 1: IMPACTFUL LEARNING & FOCUSED LEADERSHIP

90% of staff and students will be engaged in a leadership role by the year 20__ 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:

100% of staff, students, and the community will agree the TC is a place that supports engagement and learning for all.

There will be multiple opportunities for leadership throughout the district.

100% of staff will be trained in Adaptive Schools to ensure a common language and understanding of collaborative teams and PLCs

Need and Measurable Goals

Concern about Impactful Learning & Focused Leadership: Growing leadership capacities and disposition	- Overarching Goal= 50% of students will meet expected state proficiency levels in state and local assessments by the year 2027 - Increase student engagement each year (in each building) as measured by attendance (increased from 92.7% to 95.6% %), disciplinary reports (lowered by 10% from 4921 to 4429 %) Focus on strategies for reducing discipline with boys as they consist of 65.5% of referrals vs female at 34.5%, and extra-curricular participation (increase to 80%) by June 2026. - 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 June 2025.

Year 1 Activities

August & September	October & November	December & January	January & February	March & April	May & June
District Protocols and processes will be created (all 7 activities).	District Protocols and processes explored with various/impacted teams.	District Protocols and processes explored with various/impacted teams.	District Protocols and processes will be focused upon.	District Protocols and processes will be focused upon.	District Protocols and processes will be refined if necessary with various/impacted teams.
Adaptive Schools all staff training session #1	Adaptive Schools all staff training session #2	Adaptive Schools all staff training session #3	Adaptive Schools all staff training session #4	Look for evidence of learning and application	Adaptive Schools implementation and reflection. Staff survey.
Instructional Rounds: 1) District determines and communicates dates (September 20th & 27th, November 15th & 17th, January 17th & 24th, April 18th & 19th). 2) Building determines team and foci	Instructional Rounds in each building facilitated by Director of Curriculum & Instruction.	Instructional Rounds in each building facilitated by Director of Curriculum & Instruction		Instructional Rounds in each building facilitated by building administration	Review of process and next steps for 2023-24
Lead Learners in-place for both learning labs and learning walks. Role descriptions are created, communicated, and staff is selected	-Lead Learners-learning labs: 1-day training (October 18th) -Lead Learner-Mentors (October 27th & 28th) facilitated by the Director of Curriculum & Instruction.	Lead Learner-Mentors (December 6th & 8th) co-facilitated by the Director of Curriculum & Instruction and teacher leader	Lead Learner-Mentors (February 7th & 8th) co-facilitated by the Director of Curriculum & Instruction and teacher leader	Lead Learner-Mentors (March 21st & 22nd) facilitated by teacher leader	Review of process, leaders, and next steps for 2023-24
Data Teams and TAT teams 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	Data Teams will be monitored and supported in each build per building schedule and need.	Data Teams will be monitored and supported in each build per building schedule and need	Data Teams will be monitored and supported in each building per building schedule and need	Data Teams will be monitored and supported in each building per building schedule and need	Review of process, leaders, and next steps for 2023-24
School-wide Behavioral Norms teams will be formulated (may also be school improvement team) by buildings and will determine 1) dates 3) data to be examined, 4) data protocol, 5) communication plan 6) needed district supports	School-wide Behavioral Norms teams will examine and present data to all staff to create a sense of urgency and draft a plan of action (entry points)	School-wide Behavioral Norms teams will craft draft documents for the building.	School-wide Behavioral Norms teams will craft draft documents for the building.	School-wide Behavioral Norms teams will communicate draft documents for the building. And determine training needs for 2023-24	School-wide Behavioral Norms teams will analyze data and plan forward ensuring K-12 alignment.

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, PSAT8, and PSAT teasing measures.

Indicators of Success:

100% of PreK-12 staff will be teaching the district-defined curriculum, pacing, and administering the district common assessments.

100% of buildings will have a concrete plan for all students to be successful academically, behaviorally, and emotionally

Need and Measurable Goals	
Concern about Instructional Infrastructure & Achievement: Systems Alignment (K-12 curriculum, assessment, instruction)	- Overarching Goal= 50% of students will meet expected state proficiency levels in state and local assessments by the year 2027 - Decrease students involved in tier 2 and 3 supports by 10% each year (in each building) as measured by NWEA and MStep by June 2026. - Increase the aligned curricula to 100% in all grades and content areas as monitored curriculum audits by June 2025. - Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2024. - Increase common understanding of high-quality instruction through the use of data to inform whole group and small group learning by June 2024 as evidenced by K-12 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 2024.

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
District Protocols and processes created.	District protocols and processes created and implemented, and reviewed	District protocols and processes are in place and implemented, and consistencies will be the norm.	District Protocols and processes in progress and consistencies will be the norm.	District Protocols and processes will be reflected upon and evidence of student learning will be present.	District Protocols and processes will be monitored, evaluated, and placed on the district website.
Common curriculum, resources, and timeframes will be created and communicated	Common timeframes will be collected and monitored (K-5)	Common timeframes will be collected and monitored (K-5)	Common timeframes will be collected and monitored (K-5)	Common timeframes will be collected and monitored (K-5)	Common timeframes will be reviewed (K-5)
Common instructional practices (instructional frameworks) will be part of the staff learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.
Staff will be exposed to the literacy essentials documents and content.	Staff will determine what to focus upon and will define the acceptable variances.	Staff will continue to explore the literacy essentials and make connections to daily practice	Staff will continue to explore the literacy essentials and make connections to daily practice	Staff will continue to explore the literacy essentials and make connections to daily practice	Staff will reflect on practices and create a plan of action for the next school year
District and building Professional Learning plans are implemented with a focus on tier 1 instruction–staff meetings and all staff learning dates will have a sequence of learning sessions (9 meetings).	District and building Professional Learning plans are implemented and reflected upon each month	District and building Professional Learning plans are implemented and reflected upon each month	District and building Professional Learning plans are implemented and reflected upon each month. Staff survey to determine hope, needs, and questions	District and building Professional Learning plans are implemented and reflected upon each month.	District and building Professional Learning plans are implemented and reflected upon each month. Staff survey to determine hope, needs, and questions
All title programs will have protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students.	All title programs will have protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students.	All title programs will have protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students and are being implemented with fidelity	All title programs will have protocols and processes that are being implemented with fidelity and are being monitored to ensure compliance for audit	All title programs will have protocols and processes being implemented with fidelity and are being monitored to ensure compliance with possible audits	All involved with title programming will take time to reflect on all processes, programming, data, and materials to refine practices for the following year.

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:

100% of staff, students, and the community will agree the TC is a place that supports engagement and learning for all.

There will be multiple opportunities for leadership throughout the district.

100% of staff will be trained in Adaptive Schools to ensure a common language and understanding of collaborative teams and PLCs

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 teasing measures.

Indicators of Success:

100% of PreK-12 staff will be teaching the district-defined curriculum, pacing, and administering the district common assessments.

100% of buildings will have a concrete plan for all students to be successful academically, behaviorally, and emotionally

GOAL #1

Assess Needs: Discover	
Determine the Topic/Area of Inquiry. *The topic is the area of focus for this process.*	Concern about Impactful Learning & Focused Leadership: Growing leadership capacities and dispositions
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.*	Perception data - (teachers, administration, students, and families) Attendance and staff retention data Discipline & Engagement data
Summarize your Data Set.	*Perception data indicates that all stakeholders see a need to grow leadership capabilities within the system Increase by 10% for *District Capacity Assessment* *Attendance levels for teaching staff is HS___ MS___ ELEM___ *Percent of students engaged in a club, sport, or leadership activity will increase by 10% (collecting current data at each building) *Percent of staff engaged in a leadership activity will increase by 10% (collecting current data at each building) *Percent of staff leaving the district each year Retire___ Resign/Non-Renew___ *Discipline and referral data decrease by 10% each year HS1424 to 1038, MS 2120 to 1908 ELEM 1188 to 1069. Focus on strategy for discipline with boys as they consist of 65.5% of referrals vs female at 34.5%
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:* ● *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?*	**PBIS & School-wide Behavioral Norms** ● 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 the PBIS or the school-wide behavioral norms ● Teacher & student data show that some classrooms and content areas have more referrals than others **Professional Learning Communities** ● 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 does not see PLCs as a useful strategy ●Teachers currently lack guidance and support on how to conduct PLC meetings, the purpose of PLCs, and how to engage in collaborative inquiry cycles. ● Teacher perception data indicates a need for additional professional learning surrounding PLCs and collaborative structures **District Data Teams** ● 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. ● District or 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. **District Instructional Rounds, Learning Walks, and Learning Labs** ● Original goal was to hold Instructional rounds 4X per year. Most buildings were only able

	to engage in 2-3 rounds due to sub shortages ● Original goal was to hold learning walks with administrators 3X per year to look for patterns and provide formative feedback to staff. Most buildings were only able to engage in 1-2 rounds ● 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. Most individuals were able to engage in 3-4 rounds.
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 noticings 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. *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.*	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.	**Five Whys?** **Why?** Why are staff and students often not seeking leadership roles inside and outside of the organization unless a stipend is provided? **Why?** Why are stakeholders who are not stepping into leadership roles not being encouraged to be part of a leadership team? **Why?** Why and how are we determining who is on the leadership teams and what training and support are provided? **Why?** Why are the same people on multiple teams while others are not included, asked, or encouraged? **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? **Root Cause:** Students and staff are not being offered nor encouraged to be part of a variety of leadership teams and as a result, there are various patterns of engagement, ownership, and often a lack of shared ownership for student and colleague engagement.
Create a Challenge Statement. Use the Root Cause and the Data Story to support this process.	When we encourage all students and or 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.	● Overarching Goal= 50% of students proficient in state and local assessments by the year 2027 ● Increase student engagement each year (in each building) as measured by attendance (increased from 92.7% to 956% %), disciplinary reports (lowered by 10% from 4921 to 4429 %), and extra-curricular participation (increase to 80 %) by June 2026. ● 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 June 2025.

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.	District Strategy- District-wide Continuous Improvement Team and Building-Based Monitoring Systems High School Strategy - Gradual Release of Responsibility & Essential Practices for Disciplinary Literacy in the Secondary, Alignment of Curriculum/Assessment Middle School Strategy - Gradual Release of Responsibility, PBIS, & Essential Practices for Disciplinary Literacy in the Secondary Classroom, Alignment of Curriculum/Assessment

	Elementary- Workshop Practices In all Subject Areas, PBIS, & Literacy Essentials (reading & writing), Alignment of Curriculum/Assessment
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 - Title I, 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.	● 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:
 	
● District/Building Continuous Improvement Teams 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.
   ○ **School/District Improvement Team** (focus on implementation of improvement goals and student achievement)
   ○ **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?
   ○ **Instructional Rounds Team** (focus on the implementation of agreed upon strategies/activities developed by the School/District Improvement Team)				

School/District Improvement Team will meet 4 X per year to determine data to be collected, monitored, displayed, and next steps in relation to the vision and achievement goals. District and Buildings will create public data walls. **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. **Instructional Rounds Team** will take place 4X per year in each building. Teams will be determined by each building and look-fors will be connected to 5D, Literacy essentials, engagement, or the implementation of agreed-upon strategies/activities.	**School/District Improvement Team** will continue with what is in column #1. In addition, the team will include parents (kK12) and students (grades 3-12). **PLC Leadership Team Leaders** will meet with the building administrator or 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. **Instructional Rounds Team** will be facilitated by the building administrator and supported by the director of curriculum and instruction.	Ensure all staff understands the district and building vision as well as the purpose of each strategy and activity. 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, PLC leaders will be strategically chosen. PLC leaders and teams will be trained in the work of PLCs and Adaptive Schools strategies and protocols. The director of curriculum and instruction will facilitate the Instructional Rounds Team until the building administrator is comfortable leading the process.	Ensure all staff are embracing the district and building vision, as well as the purpose of each strategy and activity, include in the improvement plan. 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, PLC leaders will have specialized training focused on the what, why, and how 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,. as a team OR individual Building administrators will facilitate the Instructional Rounds process.	Adapting if/when necessary while continually focusing on student learning outcomes and intentional teaching. Data is at the center of all 3 activities and is being used to make decisions surrounding teaching and learning,

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 capbilitis 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 Learner Team-Learning Labs** (focus will be on Tier 1 instructional consistencies and practices through learning labs 2X per year, per learning team)
    - **Lead Learners-Teacher Mentors** (focus will be on engaging staff members in years 1-2 in learning walks 4X per year)
    - **Lead Learners-Think Tank** (for district problem solve around common topics)

Lead Learners- Learning Labs will be trained in how to lead peers in learning labs by the director of Curriculum & Instruction.. The leaders will encourage staff to engage in the process with a focus on improving individualized instructional practices throughout the school year. **Lead Learners-Teacher Mentors** each building will determine who the teacher mentor will be. The teacher mentor will be selected and trained in year 1 by the director of Curriculum and Instruction and in subsequent years will then facilitate new staff learning walks 4X per year with all staff in years 1-2.	**Lead Learners- Learning Labs** will be scheduled and facilitated by the Lead Learner(s) and there will be multiple opportunities throughout the school year. **Lead Learners-Teacher Mentors** will be scheduled and facilitated by the Lead Learner(s).	Role descriptions and responsibilities will be created and communicated. The Director of curriculum and instruction will work with the building administration to choose the building leaders. All Lead Learners will be trained and supported by the Director of curriculum and instruction.	Lead Learner(s) will propose a calendar of sessions with the building administrator. This plan will be communicated to the Director of the curriculum for budgeting purposes. ½ the staff will be involved in the learning opportunity and there will be a Lead learner in each grade level/content throughout the district.	There will be continuity with tier 1 instructional practices that are engaging, purposeful, and align to the 5D+ Dimensions and Indicators. The lead learners are training new Lead Learns within the district.

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 Teams** (focus on grade level/content area data and strategies to improve achievement outcomes)
    - **Data Informed TAT & Title Supports** (focus on interventions and plans for student supports)
    - **District/School-wide Behavioral Norms** (focus on behavioral consistencies from classroom to classroom to ensure eeach building and classroom has positive culture and climate.

Data Teams (8-10 weeks) will	**Data Teams** (4-8 weeks) will	Data teams are formed in each	Teams are making data-	Data protocols are fully in

be formed based on grade-level or content area. Teams will meet for a ½ day and will engage in data conversations related to NWEA, Common Assessments, and/or any data that is related to the larger district/building goals. **Data-Informed TAT & Title Supports** will meet on a bi-monthly basis to determine program needs based on students and adults. **District/PBIS & School-wide Behavioral Norms** will be established in each building. This team may be part of the School Improvement team. Teams will examine evidence to determine needs, common expectations, and building-based learning for students and staff. Expectations will be aligned K-12	use the various data sources and will monitor progress, strategies, and outcomes. **Data-Informed TAT & Title Supports** will have processes and protocols in place to ensure student needs are being met. **District/School-wide Behavioral Norms** will be established in each building. This team may be part of the School Improvement team. Teams will examine evidence to implement common expectations within the building for students and staff. The team will determine how they will monitor and support understanding and school-wide implementation.	building and the team is clear on the purpose. Administrators acting as a facilitator Data walls are present and visible in all buildings. 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.	informed decisions and documenting progress. 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.	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.

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
District Protocols and processes will be created (all 7 activities, above). Adaptive Schools all staff training session #1 Instructional Rounds: 1) District determines and communicates dates (September 20th & 27th, November 15th & 17th, January 17th & 24th, April 18th & 19th). 2) Building determines team and foci Lead Learners in-place for both learning labs and learning walks. Role descriptions are created, communicated, and staff is selected Data Teams and TAT teams 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 School-wide Behavioral Norms teams will be formulated (may also be school improvement team) by buildings and will determine 1) dates 3) data to be examined, 4) data protocol, 5) communication plan 6) needed district supports	District Protocols and processes explored with various/impacted teams. Adaptive Schools all staff training session #2 Instructional Rounds in each building facilitated by Director of Curriculum & Instruction. -Lead Learners-learning labs: 1-day training (October 18th) -Lead Learner-Mentors (October 27th & 28th) facilitated by the Director of Curriculum & Instruction. Data Teams will be monitored and supported in each build per building schedule and need. School-wide Behavioral Norms teams will examine and present data to all staff to create a sense of urgency and draft a plan of action (entry points)	District Protocols and processes explored with various/impacted teams. Adaptive Schools all staff training session #3 Instructional Rounds in each building facilitated by Director of Curriculum & Instruction Lead Learner-Mentors (December 6th & 8th) co-facilitated by the Director of Curriculum & Instruction and teacher leader Data Teams will be monitored and supported in each build per building schedule and need School-wide Behavioral Norms teams will craft draft documents for the building.	District Protocols and processes will be focused upon. Adaptive Schools all staff training session #4 Lead Learner-Mentors (February 7th & 8th) co-facilitated by the Director of Curriculum & Instruction and teacher leader Data Teams will be monitored and supported in each building per building schedule and need School-wide Behavioral Norms teams will craft draft documents for the building.	District Protocols and processes will be focused upon. Look for evidence of learning and application Instructional Rounds in each building facilitated by building administration Lead Learner-Mentors (March 21st & 22nd) facilitated by teacher leader Data Teams will be monitored and supported in each building per building schedule and need School-wide Behavioral Norms teams will communicate draft documents for the building. And determine training needs for 2023-24	District Protocols and processes will be refined if necessary with various/impacted teams. Adaptive Schools implementation and reflection. Staff survey. Review of process and next steps for 2023-24 Review of process, leaders, and next steps for 2023-24 Review of process, leaders, and next steps for 2023-24 School-wide Behavioral Norms teams will analyze data and plan forward ensuring K-12 alignment.

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

<table>
<tr><td colspan="2" style="text-align:center">Assess Needs: Discover</td></tr>
<tr>
<td>Determine the Topic/Area of Inquiry.
The topic is the area of focus for this process.</td>
<td>Concern about Instructional Infrastructure & Achievement: Systems Alignment (K-12 curriculum, assessment, instruction)</td>
</tr>
<tr>
<td>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.</td>
<td>Perception data - (teachers, administration, students, and families)
Curriculum & Assessment Audit and Pacing forms to K-5 and 6-12 staff 3X per year
Audit of curriculum and assessment materials
Student failure rates per subject area and grade level
Students support in all Title programs as well as study labs and secondary levels</td>
</tr>
<tr>
<td>Summarize your Data Set.</td>
<td>*Data indicates that the is little alignment (vertical or horizontal) within a grade level, content, building, and district–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 Title/At-Risk instructional supports
*Data indicates that content timeframes for K-5 must be enacted
*Data connected to students not at grade level (K-5) and Failure rates (6-12) 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; title programming and documentation will be designed
*Documentation of curriculum, pacing, and common assessments for all grade levels and content areas will be documented</td>
</tr>
<tr>
<td>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:
● 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?</td>
<td>Curriculum and Assessment Consistencies
● Curriculum decision and implementation have been left to each grade level/building/content. Alignment work has begun during the 2021-22 school year.
● Many curriculums are not being enacted in elementary classrooms. 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 not consistently understood
Instructional Consistencies
● Instruction is being monitored and supported through the 5D observation process, 5-minute walk-throughs, and in some cases learning teams and coaching.
● Consistencies with instructional frameworks and engagement were focused on in the past and are no longer consistent within and between grade levels, content areas, and buildings.
● 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
At-Risk and Title Consistencies
● 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 not based on standards nor "bottom 30% reports" (instead of based on homework completion, teacher preference, etc)
● Paraprofessional training is essential, however, has become difficult due to the contract and choice of placement</td>
</tr>
<tr>
<td>Create a Gap Statement.</td>
<td>While we would like to see student achievement be at or above a 50% proficiency level, among all demographic groups and buildings, we are noticings that our current systems and processes are continuing to result in stagnant or declining scores as students progress within our K-12 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.</td>
</tr>
<tr>
<td>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.</td>
<td>While there are several grade level/building/content curricula and resources within classrooms there is little consistency with what is available and 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 or 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 K-12 consistencies may be the number one cause for continued low proficiency numbers and high Tier 2 & 3 needs.</td>
</tr>
<tr>
<td>Identify the Root Cause of the Data Story.</td>
<td>Five Whys?
Why? Why are student proficiency numbers not increasing each year as measured by state and local data sources?
Why? Why are stakeholders not examining data on regular basis (tier 1, 2, 3) to determine the identification of students and to design specific supports for extension or remediation?
Why? Why are pre-assessments not the norm and how do we build understanding in this</td>
</tr>
</table>

	area? **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? **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, content, and/or building? **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.
Create a Challenge Statement. Use the Root Cause and the Data Story to support this process.	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. If our concern is that there is a lack of consistency with our current Instructional Infrastructure & Achievement: Systems Alignment (K-12 curriculum, assessment, instruction) we must first create the conditions, processes, and systemic opportunities for educators and students.

Plan: Define Measurable Goals

Create a Measurable Goal and Goal Completion Date.	- Overarching Goal= 50% of students proficient in state and local assessments by the year 2027 - Decrease students involved in tier 2 and 3 supports by 10%each year (in each building) as measured by NWEA and MStep by June 2026. - Increase the aligned curricula to 100% in all grades and content areas as monitored curriculum audits by June 2025. - Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2024. - Increase common understanding of high-quality instruction through the use of data to inform whole group and small group learning by June 2024 as evidenced by K-12 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 2024.

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.	District Strategy- District-wide Continuous Improvement Team and Building-Based Monitoring Systems for academics and behavior High School Strategy - Gradual Release of Responsibility, Tier1/2/3 behavior interventions, & Essential Practices for Disciplinary Literacy in the Secondary, Alignment of Curriculum/Assessment Middle School Strategy - Gradual Release of Responsibility, Tier1/2/3 behavior interventions, & Essential Practices for Disciplinary Literacy in the Secondary Classroom, Alignment of Curriculum/Assessment Elementary- Workshop Practices In all Subject Areas, Tier1/2/3 behavior interventions, & Literacy Essentials (reading & writing), Alignment of Curriculum/Assessment
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 - Title I, 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.	● 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– Instructional Infrastructure & Achievement: Curriculum and Assessment Consistencies
 	
ACTIVITIES:
 	
● District/Building will ensure all classrooms have the necessary curriculum, resources, and materials and they are vertically and horizontally aligned.
  ○ **Written Curriculum** (focus on ensuring all classrooms have content curricula and resources that are aligned within the building and district)
  ○ **Enacted Curriculum & Pacing** (focus on the implementation consistencies between classrooms both vertically and horizontally)
  ○ **Common Benchmark/Unit Assessments** (focus on the creation, use, and monitoring of common pre & post assessments)
  ○ **Common Scoring and Reporting** (focus on consistencies with assessment proficiencies, administration, and reporting)				

Written Curriculum will be accessible to staff and community, present in all classrooms, and there will be evidence of an enacted curriculum **Enacted Curriculum & Pacing** will be documented by each grade level and content area. Pacing will be implemented and monitored 3X per year. **Common Benchmark/Unit Assessments** will be created and administered for all grades, contents, and course offerings. Assessments will be administered within 4 days of colleagues. **Common Scoring and Reporting** will be the norm. Each common assessment will have common scoring criteria (1-4 rating or A-E grade).	**Written Curriculum** will be reviewed to ensure standards are being taught in each classroom. Content will be updated and available to the public **Enacted Curriculum & Pacing** will be documented by each grade level and content area. Pacing will be implemented and monitored 3X per year. Plans of action will be created for staff that is not on pace. **Common Benchmark/Unit Assessments** will be aligned to priority standards **Common Scoring and Reporting** will be the norm. All assessments will have assessment protocols and all common assessments will be uploaded into a data warehouse.	Ensure all classrooms have the necessary curricula and resources–curriculum audit Ensure all curricula are rigorous and aligned to the state standards. Ensure a pacing guide is available for all curricula. Ensure a curriculum audit is completed 3X per year to ensure pacing is being followed Ensure all assessments are common and all similarly situated classes are administering the assessments and administering them in similar ways and within the 4-day window. Align all assessments to priority standards Ensure all assessments have common scoring criteria (# of points). Ensure all assessments are in a common and accessible place.	Continue everything from year 1-2 outcomes. Determine how and where common assessment data will be uploaded. When a new curriculum is purchased, begin the alignment process. Begging using common pre-assessments and formative assessments within each unit.	Continue everything from year 1-3 outcomes. Ensure assessments are being used of curriculum compact Ensure assessments are being used to extend and remediate teaching and learning Ensure students are tracking their progress in relation to the unit standards.

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)
  ○ **Consistency with Timeframes** (focus on the amount of time spent on each content area in grades K-5; focus on the amount of time teaching versus assigning in grades 6-12)
  ○ **Consistencies with Direct Instruction: whole group, small group, 1-1** (focus on using data/evidence to remediate and extend learning).				

Consistency with Instructional Practices will focus on the gradual release of responsibility, workshop practices, and the literacy essentials. Intentional teaching versus assigning will be the norm. **Consistency with Timeframes** will exist for all K-5 classrooms (ie: reading for a minimum of 50	**Consistency with Instructional Practices** will focus on the gradual release of responsibility, workshop practices, and the literacy essentials. Intentional teaching versus assigning will be the norm. **Consistency with Timeframes** will exist for all K-5 classroom and the majority of time will be spent.	Staff meetings will focus on instructional practices (GRR), workshop, literacy essentials s and/or instructional frameworks. Instructional rounds, learning labs, and learning walks will be used to support implementation and monitoring.	Staff will determine instructional focus areas to monitor and implement (connected to 5D and/or literacy essentials). Staff will recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD.	Staff will monitor their practice and the practice of colleagues with a focus on the content described in years 1-3.

minutes 5X per week, math for a minimum of 60 minutes 5X per week, etc). Secondary classrooms will have an understanding of common instructional frameworks **Consistencies with Direct Instruction: whole group, small group, 1-1** will become a focal point. Whole group/direct instruction will be accompanied by small group 1-1 conferring	Secondary classrooms will have an understanding of common instructional frameworks **Consistencies with Direct Instruction: whole group, small group, 1-1** 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.	Processes to ensure all content areas are being taught and common time frames are in place for grades (K-5). Begin conversations surrounding small group instructional practices with a focus on evidence-based differentiated instruction.	Staff will explore the use of formative assessments and data collection tools that allow for intentional differentiated instruction.	

Common Materials and Training will exist in/for all state and federal programs. There will be a common look/feel to programming. **Data-Based Decisions Related to who is Being Serviced** will be a common practice for TAT entrance and exiting. The process will be common between buildings for both evidence, process, and data. **Consistencies with Training and Supports** will be provided for all staff who are supporting students using state and federal funds.	**Common Materials and Training** will exist in/for all state and federal programs and implementation will be monitored through on-going data conversions. . **Data-Based Decisions Related to who is Being Serviced** will be a common practice for TAT. Students will be serviced based on skill verses from a specific grade level. **Consistencies with Training and Supports** will be provided for all staff who are supporting students using state and federal funds.	TAT protocol and processes will be created and implemented. Common curriculum resources will be implemented Common data collection methods and tools will be implemented. Training and support will be provided to all staff	Protocols will be revisited and revised as necessary to ensure the district is in compliance with statute and students are showing progress in learning. Add additional academic supports at various grade levels and content areas based on skills and standards.	Benign looking and extensions for students who are above grade or content level expectations in a specific subject area.

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
District Protocols and processes created.	District protocols and processes created and implemented, and reviewed	District protocols and processes are in place and implemented, and consistencies will be the norm.	District Protocols and processes in progress and consistencies will be the norm.	District Protocols and processes will be reflected upon and evidence of student learning will be present.	District Protocols and processes will be monitored, evaluated, and placed on the district website.
Common curriculum, resources, and timeframes will be created and communicated	Common timeframes will be collected and monitored (K-5)	Common timeframes will be collected and monitored (K-5)	Common timeframes will be collected and monitored (K-5)	Common timeframes will be collected and monitored (K-5)	Common timeframes will be reviewed (K-5)
Common instructional practices (instructional frameworks) will be part of the staff learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning	Common instructional practices (instructional frameworks) will be part of the staff teaching and learning.
Staff will be exposed to the literacy essentials documents and content.	Staff will determine what to focus upon and will define the acceptable variances.	Staff will continue to explore the literacy essentials and make connections to daily practice	Staff will continue to explore the literacy essentials and make connections to daily practice	Staff will continue to explore the literacy essentials and make connections to daily practice	Staff will reflect on practices and create a plan of action for the next school year
District and building Professional Learning plans are implemented with a focus on tier 1 instruction–staff meetings and all staff learning dates will have	District and building Professional Learning plans are implemented and reflected upon each month	District and building Professional Learning plans are implemented and reflected upon each month	District and building Professional Learning plans are implemented and reflected upon each month. Staff survey to determine hope, needs, and questions	District and building Professional Learning plans are implemented and reflected upon each month.	District and building Professional Learning plans are implemented and reflected upon each month. Staff survey to determine hope, needs, and questions

a sequence of learning sessions (9 meetings). All title programs will have protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students.	All title programs will have protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students.	All title programs will have protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students and are being implemented with fidelity	All title programs will have protocols and processes that are being implemented with fidelity and are being monitored to ensure compliance for audit	All title programs will have protocols and processes being implemented with fidelity and are being monitored to ensure compliance with possible audits	All involved with title programming will take time to reflect on all processes, programming, data, and materials to refine practices for the following year.

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	→	→	→	→	→