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.

Need and Measurable Goals	
Concern about Impactful Learning & Focused Leadership: Growing leadership capacities and dispositions	■ Overarching Goal= 50% of students proficient in state and local assessments by the year **2027**. *Perception data indicates that all stakeholders see a need to grow leadership capabilities within the system *Attendance levels for teaching staff is X staff member *Percent of staff engaged in a leadership activity increase to 80% currently collecting data *Discipline and referral data 1188 referrals lower by 10% to 1069. Focus on strategies for reducing discipline with boys as they consist of 86% of referrals vs female at 14%

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
-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 opportunities. -PLC Leaders to identify instructional goals and a plan of implementation. PLC leadership will meet 2x a month to plan and monitor improvement efforts -Instructional rounds team (PLC leaders) will be decided and look-fors will be created. Adaptive Schools all staff training session #1 Teacher Mentors and Mentees will have a beginning of the year IDP/Growth Plan meeting. Student Advisory will be randomly selected to have monthly check-ins on random school concerns. Behavior Team will establish/review protocols and processes surrounding school climate (attendance, tardies, behavior, referrals).	- SIP Meeting will meet, reflect and create a plan of action surrounding school-wide behavioral norms. Create and monitor a data wall. -PLC Leaders to identify instructional goals and a plan of implementation. PLC will meet to plan and monitor improvement efforts Instructional rounds in each building facilitated by the Director of Curriculum & Instruction -Adaptive Schools all staff training session #2 Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP Meeting will meet, reflect and create a plan of action 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 -Adaptive Schools all staff training session #3 Teacher Mentors and Mentees will have a mid-year conference IDP/Growth Plan meeting. Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP Meeting will meet, reflect and create a plan of action 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 Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP Meeting will meet, reflect and create a plan of action 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 Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP, PLC, Behavior Team will meet and reflect on process, discuss gaps in understanding/work that needs to be completed in the summer. -PLC Leaders invited to participate with SIP Teacher Mentees will have summative meeting. Continue monthly Student Advisory check-ins Behavior Team invited to SIP

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.

Need and Measurable Goals	

Concern about Impactful Learning & Focused Leadership: Growing leadership capacities and dispositions	■ Overarching Goal= 50% of students proficient in state and local assessments by the year _2027_
	■ Increase the aligned curricula to 100% in all content areas as monitored curriculum audits by June 2024.
	■ Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2023.
	■ Increase common understanding of high-quality instruction through the use of data to inform whole group and small group learning by June 2025 as evidenced by small group learning during instructional rounds.
	■ Decrease grade level retention rates from 4% to 1% by 2025.
	  ● Increase students meeting the NWEA Math Conditional Growth Percentile from 50.6% to 65%
	  ● Increase overall Math proficiency from 49 percentile to 65 percentile.
	  ● Increase students meeting the NWEA Reading Conditional Growth Percentile from 47.7% to 65% percentile
	  ● Increase Overall Reading proficiency from 45.5 percentile to 65 percentile.

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
Common curriculum, resources, and timeframes will be communicated. 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 Common instructional practices (instructional engagement and researched based strategies) will be part of the staff meetings. Admin will share strategies as part of the triple-track agenda. Curriculum Director to lead Title Staff training/expectations/dae a conversation Instructional Coach to facilitate SpEd/Gen Ed conversations as to expectations, communication, feedback, and roles. Instructional Coach	Common timeframes will be collected at PLCs and reviewed at SIPs. TAT team will create plans, monitor plans, and support students Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Admin will share strategies as part of the triple-track agenda. Title Meeting: Curriculum Director to lead Title Staff data conversation to ensure common protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students.	Common timeframes will be collected at PLCs and reviewed at SIPs. Any concerns will be addressed. TAT team will create plans, monitor plans, and support students Instruction Rounds will assess the effectiveness of implemented strategies and will make recommendations for improvement and PD focus. Instructional Coach to facilitate Training for Paraprofessionals Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.	Common timeframes will be collected at PLCs and reviewed at SIPs. Concerns will be addressed. TAT team will create plans, monitor plans, and support students Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Admin will share strategies as part of the triple-track agenda. SpEd Director to facilitate Training for Paraprofessionals Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.	Common timeframes will be collected at PLCs and reviewed at SIPs. Concerns will be addressed. TAT team will create plans, monitor plans, and support students Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Admin will share strategies as part of the triple-track agenda. Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.	Common timeframes will be reviewed and adjusted at SIP. (May 17) TAT team will create plans, monitor plans, and support students Staff will reflect on practices and create a plan of action for the next school year at the last staff meeting. Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.

to facilitate Training for Paraprofessionals					

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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 that TC Elementary is a place that supports engagement and learning for all.
- There will be multiple opportunities for leadership throughout the school.
- 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% K-5 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 data students and staff *Discipline & Engagement data *Staff engagement in Leadership roles
Summarize your Data Set.	*Perception data indicates that all stakeholders see a need to grow leadership capabilities within the system *Attendance levels for teaching staff is X staff member *Percent of staff engaged in a leadership activity X *Discipline and referral data (X) Discipline Referrals (X Tardy Referrals)
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** *Currently staff are not trained in any level of PBIS, CHAMPS, 2nd Step (SEL Curriculum) or Restorative Practices. *Varied/no training amongst staff *Staff has different expectations of what constitutes a behavioral referral *Grade levels and staff have great disparity in number of referrals *Behavior Matrix created to define classroom/office managed behavior **Professional Learning Communities** *Currently Meet once per month *Limited training on the proper role of PLC *Function of each PLC varies *Currently does not use data-driven decisions **El. Data Teams** *Building Leadership Team established in MAC: 2021/22; SLE: 2018/19 *SIP team focus is not aligned *Inconsistent use of data. **El Instructional Rounds, Learning Walks, and Learning Labs** *Inconsistent participation/use of data from Instructional Rounds *New Staff participates in Learning walks
Create a Gap Statement.	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.
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.*	Elementaries are not aligned in regards to expectations for staff members participating in 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.

Identify the Root Cause of the Data Story.	**PROBLEM:** Staff and students often not seeking leadership roles inside and outside of the organization unless a stipend is provided? **Why?** Lack of aligned/organized improvement system leads to confusion regarding the purposes for the work and has had little buy in. **Why?** There has been little follow through on initiatives...lack of implementation plan and monitoring. **Why?** Lack of consideration for resources to follow through on initiatives. **Why?** Initiatives have not been aligned to supporting resources at a district or isd level. **Why?** Lack of a district improvement process with clear assignment of resources, monitoring, and goals. **Root Cause:**
Create a Challenge Statement. Use the Root Cause and the Data Story to support this process.	Teachers will buy into initiatives when they see tangible results in student achievement. To be successful, careful consideration of resource and monitoring must be a part of implementation plans. Failure to do so will continue the narrative that given time, initiatives will disappear. To flip that narrative--so that employees will want to participate in leadership activities--will require monitoring that is systematic and timely.

Plan: Define Measurable Goals

Create a Measurable Goal and Goal Completion Date.	

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 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)**

ACTIVITIES:

- District/Building Continuous Improvement Teams meets monthly to engage in conversations surrounding qualitative and quantitative data to identify readiness, evaluate growth, determine next steps, and how to communicate and publicly display the data.
  - **School/District Improvement Team** (focus on the 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 Improvement Team will meet 5X per year to determine data to be collected, monitored, displayed, and next steps in relation to the vision and achievement goals. The HS will create public data walls. **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. Teams will be determined and *look-fors* will be connected to 5D, Literacy Essentials, engagement, and/or the implementation of agreed-upon strategies/activities.	**School Improvement Team** will continue with what is in column #1. In addition, the team will include parents and data from a student advisory team. **PLC Leadership Team Leaders** will meet with the PLC team leaders to reflect and plan either prior to or after each PLC meeting. PLC teams will adhere to the agreed-upon norms and will structure the meetings using the Adaptive School protocols. **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 visions 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 visions, as well as the purpose of each strategy and activity, including 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 individually or as a team. 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 three activities and is being used to make decisions surrounding teaching and learning.

ACTIVITIES:

- Lead Learners are classroom teachers who meet with groups of colleagues and wish to grow their leadership capabilities and dispositions through the use of in-class observations, coaching, and goal setting multiple times per year, to determine independent or shared next steps related to teaching and learning.
  - **Lead 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-Teacher Mentors administration will determine who the teacher mentor will be, and the mentor will meet with the mentee on a regular basis to ensure success (5D observation & conversation). If there are concerns with the mentee, administration will have conversation with the mentee and mentor. **Student Advisory Team** Administrators will meet with various groups of students–during lunchtime– with a focus on culture, building management, and instructional improvements.	**Lead Learners-Learning Labs** will continue from column 1. reflect/refine and monitor the process. **Lead Learners-Teacher Mentors** will continue from column 1. reflect/refine and monitor the process. will	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.

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

Year 1 Activities					
August & September	**October & November**	**December & January**	**January & February**	**March & April**	**May & June**
-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 opportunities. -PLC Leaders to identify instructional goals and a plan of implementation. PLC leadership will meet 2x a month to plan and monitor improvement efforts -Instructional rounds team (PLC leaders) will be decided and look-fors will be created. Adaptive Schools all staff training session #1 Teacher Mentors and Mentees will have a beginning of the year IDP/Growth Plan meeting. Student Advisory will be randomly selected to have monthly check-ins on random school concerns. Behavior Team will establish/review protocols and processes surrounding school climate (attendance, tardies, behavior, referrals).	- SIP Meeting will meet, reflect and create a plan of action surrounding school-wide behavioral norms. Create and monitor a data wall. -PLC Leaders to identify instructional goals and a plan of implementation. PLC will meet to plan and monitor improvement efforts Instructional rounds in each building facilitated by the Director of Curriculum & Instruction -Adaptive Schools all staff training session #2 Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP Meeting will meet, reflect and create a plan of action 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 -Adaptive Schools all staff training session #3 Teacher Mentors and Mentees will have a mid-year conference IDP/Growth Plan meeting. Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP Meeting will meet, reflect and create a plan of action 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 Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP Meeting will meet, reflect and create a plan of action 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 Continue monthly Student Advisory check-ins Behavior Team will review data and determine plan and monitoring.	- SIP, PLC, Behavior Team will meet and reflect on process, discuss gaps in understanding/work that needs to be completed in the summer. -PLC Leaders invited to participate with SIP Teacher Mentees will have summative meeting. Continue monthly Student Advisory check-ins Behavior Team invited to SIP

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	
Determine the Topic/Area of Inquiry. The topic is the area of focus for this process.	Concern about Instructional Infrastructure & Achievement: Systems Alignment (K-12 curriculum, assessment, instruction)
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) Curriculum & Assessment Audit and Pacing forms to staff 3X per year Audit of curriculum and assessment materials Student achievement data (MStep, MAPS, Local Assessments) Students support in all at-risk programs
Summarize your Data Set.	*Data indicates that there is little alignment within a subject area–documentation will be kept in a public document *Data indicates a lack of understanding surrounding the use of formative assessment to curriculum compact, remediate, and extend learning through tier 1 instruction. *Data indicates that there is a tier one instruction and curriculum issue due to the number of general education students receiving at-risk instructional supports *Data indicates that content timeframes must be enacted *Data connected to student failure rates disaggregated by the classroom teacher, content area, and building will be collected and monitored. *Percent/number of students in each grade level receiving tier 2 or 3 services will be collected and monitored; programming and documentation will be designed *Documentation of curriculum, pacing, and common assessments for all content areas will be documented
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?	**Curriculum and Assessment Consistencies** ● Curriculum decision and implementation have been left to individual content areas. Alignment work was begun during the 2021-22 school year. ● Many curriculums are not being enacted in subject areas. Curriculums will be purchased and monitored in 2022-23 and beyond. ● Staff has been provided only 7 hours of PLC time to do this work with limited support and monitoring. ● Coaching was present, however, but not consistently understood. **Instructional Consistencies** ● Instruction is being monitored and supported through the 5D+ observation process, 5-minute walk-throughs, and learning teams. ● Consistencies with instructional frameworks and engagement were focused on in the past and are no longer consistent within and between content areas. ● A culture of assignment completion, compliance, and task completion need to be reenvisioned so that small group, evidenced-based instruction is the norm. ● There is currently not a common vision for teaching and learning. **At-Risk and Title Consistencies** ● Currently programming exists; however, there is minimal consistency with processes, curriculum, and data collection. ● Paraprofessional training is essential; however, it has become difficult due to the contract and choice of placement.
Create a Gap Statement.	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
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.	While there are several content specific curricula and resources within classrooms, there is little consistency with what is used. Secondly, current curricula and assessments are not fully monitored and supported. As such, the lack of reliable data results in the inability to determine whether to continue, abandon, or enhance the current curriculum, assessments, and instructional practices. Perception data shows a need and desire for a systems-wide approach to alignment. The lack of consistencies may be the number one cause for continued low proficiency numbers and high tier 2 & 3 needs.
Identify the Root Cause of the Data Story.	**PROBLEM:** Student proficiency numbers are not increasing at an acceptable rate each year as measured by state and local data sources. **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 a 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 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 and/or content? **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 (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_
	■ Increase the aligned curricula to 100% in all content areas as monitored curriculum audits by June 2024.
	■ Increase the aligned common assessments to 100% in all grades and content areas as monitored assessment audits and data uploads by June 2023.
	■ Increase common understanding of high-quality instruction through the use of data to inform whole group and small group learning by June 2025 as evidenced by small group learning during instructional rounds.
	■ Decrease grade level retention rates from 4% to 1% by 2025.
	   ● Increase students meeting the NWEA Math Conditional Growth Percentile from 50.6% to 65%
	   ● Increase overall Math proficiency from 49 percentile to 65 percentile.
	   ● Increase students meeting the NWEA Reading Conditional Growth Percentile from 47.7% to 65% percentile
	   ● Increase Overall Reading proficiency from 45.5 percentile to 65 percentile.

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 content area. Pacing will be implemented and monitored through the PLC process **Common Benchmark/Unit Assessments** will be created and reviewed for all subjects to ensure common scoring and reporting.	**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 content area. Pacing will be implemented and monitored 3X per year. Plans of action will be created for staff that are not on pace. **Common Benchmark/Unit Assessments** will be aligned to priority standards.	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. Align all assessments to priority standards 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. Begin using common pre-assessments and formative assessments within each unit	Continue everything from year 1-3 outcomes. Ensure common assessments are being used. 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, and workshop practices. Intentional teaching versus assigning will be the norm. **Consistency with Timeframes** will focus on the amount of time spent on each content area in grades K-5 and be consistent throughout grade bands. **Consistencies with Direst Instruction** will become a focal point. Whole group/direct instruction will be accompanied by small group 1-1 conferring.	**Consistency with Instructional Practices** will focus on the gradual release of responsibility, and workshop practices. Intentional teaching versus assigning will be the norm. **Consistency with Timeframes** will be monitored to ensure consistency and a district standard will be created. **Consistencies with Direct Instruction** 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.	Staff meetings will focus on instructional practices (GRR), workshop, and/or instructional frameworks. Instructional rounds, learning labs, and learning walks will be used to support implementation and monitoring. Staff will begin recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD. Processes to ensure all content areas are being taught and common time frames are in place. Begin conversations surrounding small group instructional practices with a focus on evidence-based differentiated instruction.	Staff will determine instructional focus areas to monitor and implement (connected to 5D+). Staff will continue recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD. Staff will explore the use of formative assessments and data collection tools that allow for intentional differentiated instruction.	Staff will monitor their practices and the practices of colleagues with a focus on the content described in years 1-3. Staff will continue recording themselves teaching and will bring the evidence to PLC team meetings, staff meetings, and PD.

<table>
<tr><td colspan="4">STRATEGY III– Instructional Infrastructure & Achievement: At-Risk and Title Consistencies

ACTIVITIES:

- District/Building will ensure all title programs are in compliance with state and federal regulations and are servicing students and families based on need.
  - **Common Materials and Training** (focus on consistencies between and within title programs that enhance the Tier 1 curriculum and student need)
  - **Data-Based Decisions Related to who is Being Serviced** (focus on the processes, procedures, and data used for student entrance and exiting)
  - **Consistencies with Training and Supports** (focus on providing training and supports for all title teachers and paraprofessional)</td></tr>
<tr>
<td>Common Materials and Training will focus on consistencies between and within title programs that enhance the Tier 1 curriculum and student need.

Data-Based Decisions Related to who is Being Serviced will focus on the processes, procedures, and data used for student entrance and exiting.

Consistencies with Training and Supports will (focus on providing training and supports for all title teachers and paraprofessional)</td>
<td>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</td>
<td>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.</td>
<td>Benign looking and extensions for students who are above grade or content level expectations in a specific subject area.

Provide a training and a coach to support paraprofessionals in their various roles according to their evaluation rubric.</td>
</tr>
</table>

Year 1 Activities					
August & September	October & November	December & January	January & February	March & April	May & June
Common curriculum, resources, and timeframes will be communicated. 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 Common instructional practices (instructional engagement and researched based strategies) will be part of the staff meetings. Admin will share strategies as part of the triple-track agenda. Curriculum Director to lead Title Staff training/expectations/da e a conversation Instructional Coach to facilitate SpEd/Gen Ed conversations as to expectations, communication, feedback, and roles. Instructional Coach to facilitate Training for Paraprofessionals	Common timeframes will be collected at PLCs and reviewed at SIPs. TAT team will create plans, monitor plans, and support students Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Admin will share strategies as part of the triple-track agenda. Title Meeting: Curriculum Director to lead Title Staff data conversation to ensure common protocols and processes in place for curriculum materials, data collections, and exiting/entrance of students.	Common timeframes will be collected at PLCs and reviewed at SIPs. Any concerns will be addressed. TAT team will create plans, monitor plans, and support students Instruction Rounds will assess the effectiveness of implemented strategies and will make recommendations for improvement and PD focus. Instructional Coach to facilitate Training for Paraprofessionals Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.	Common timeframes will be collected at PLCs and reviewed at SIPs. Concerns will be addressed. TAT team will create plans, monitor plans, and support students Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Admin will share strategies as part of the triple-track agenda. SpEd Director to facilitate Training for Paraprofessionals Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.	Common timeframes will be collected at PLCs and reviewed at SIPs. Concerns will be addressed. TAT team will create plans, monitor plans, and support students Continue with engagement strategies. Staff meetings will monitor the effectiveness of implemented strategies by analyzing teacher videos. Admin will share strategies as part of the triple-track agenda. Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.	Common timeframes will be reviewed and adjusted at SIP. (May 17) TAT team will create plans, monitor plans, and support students Staff will reflect on practices and create a plan of action for the next school year at the last staff meeting. Title Meeting: Curriculum Director to lead Title Staff data conversation to monitor implementation of the plan.

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					