Districts electing not to utilize the MICIP Platform to develop a District Improvement Plan for the 2021-2022 school year must use this template and upload the completed document as part of their FY 2022 Consolidated Application in NexSys. In addition, the district must also complete and retain the Schoolwide and Targeted Template for all Title I, Part A schools.

When using this template, a district should follow the process and sequence outlined in the MICIP Process Guide, including using the considerations and guiding questions, to complete all sections of the template. Sample plans can also be found in the appendix of the Guide. A plan must include a description of programs to be funded through federal funds as part of the Consolidated Application. **Each district using the template process must complete a minimum of one template. If the district is implementing more than one new goal, the district will need to complete a template for each new goal**. The district should disseminate to each building or program the parts of the plan that apply to it.

For each section, note the documentation that is required; in some sections you are asked to answer specific questions while in others you are only asked to supply a summary of your team's discussion.

Submission Instructions: Follow the instructions on the attachments screen and upload the completed template(s) in NexSys in the Title I, Part A Attachments Section within the Consolidated Application. If the district does not receive or apply for Title I, Part A Funds, please upload the template(s) within the attachments section for one of the other federal or state funds for which the district is completing a Consolidated Application.

Contacts:

Submission of the Consolidated Application: Your Regional Representative
Completing the Continuous Improvement Plan: Ben Boerkoel (boerkoelb@michigan.gov)
MICIP Platform: Terry Nugent (nugentt@michigan.gov)

Assess Needs

Identify the Area of Inquiry - What area(s) will you explore?

Learning Loss due to Remote Instruction during COVID19 and strategies to recover learning losses.

Discover Whole Child Data - What data objects did you analyze, including academic, non-academic, and systems? **List the title of each data object and its source.**

Student Survey - Google Forms

NWEA Reading and Math Data Comparison K-8- Fall 2020 versus Fall 2021

Fountas and Pinnell Data

Student Grades - Percentage of Incompletes

Student who attended school in-person versus those on remote only instruction

Initial Data Analysis Summary - What did the data tell you? What patterns and trends did you see across data objects? **Summarize your thinking.**

Only 40% of our student body attended school in-person. The junior high school (6-8) in-person students experienced hybrid instruction two days per week, while the K-5 in-person students attended every day.
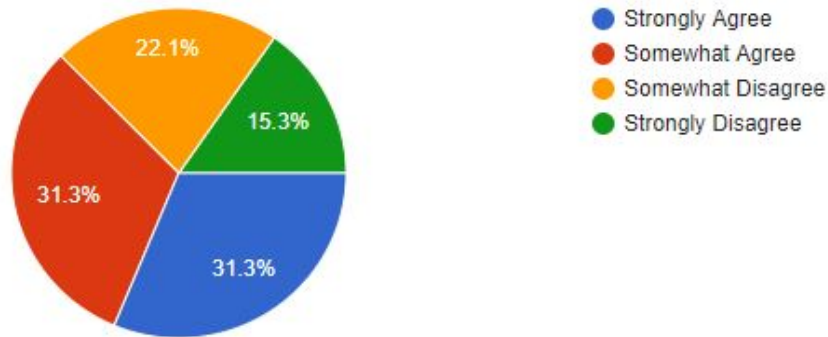
Many students who met their NWEA growth target in the spring of 2019 did not in the spring of 2020. Overall 67% of Caniff Liberty Academy students who met their growth target in 2019 did not in 2020.

NWEA Assessment	Net Learning Loss (% of cohorts that met target in 2019, but not 2020)
Math	20% of K-8 students who met their target in 2019 did not in 2020
Reading	47% of K-8 students who met their target in 2019 did not in 2020

In the students survey conducted in June 2021, 90% of the students indicated that they prefer at-school instruction and 62% are worried that they will fall behind due to the remote instruction and COVID 19 Pandemic.

I am worried I will fall behind in school because of the COVID-19 pandemic.

163 responses

Legend:
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

Pie chart values: 22.1%, 15.3%, 31.3%, 31.3%

Initial Initiative Inventory Analysis - What have you already done to address the data? How well did that work? Consider the following questions and **summarize your thinking**.

We offered learning pods during the 2020-2021 school year for ESL and special education students to address the ever increasing gap between the special populations and their general education peers and we provided after school tutoring for general education students. We also provided students with online programs (Rosetta Stone, Khan Academy, Imagine Learning, RAZ Kids, Spelling City, EPIC Reading, etc.) for them to use outside of school hours so that they could advance at their own pace. Copious professional development occurred on each of these programs and platforms including Zoom Academy, Google Classroom, Padlet, Pear Deck, and ClassKick.

Our Reading Specialists, Math Coaches, ESL Coaches, Reading Coaches and ESL teachers are key personnel to address learning loss, however, all teachers are charged with catching students up with lost learning due to remote instruction and COVID 19. Our goals for the 2021-2022 school year is to have 75% of our students attending school in person and based on survey results 90% of students prefer in school instruction.

Our teachers met in PLCs to identify what standards were covered this year and which were not due to the COVID19 Pandemic. Then in subsequent PLCs, grade level teachers met with the next level teachers to inform them of which standards were covered this year and which were not. Data analysis and performance data is analyzed regularly in teacher PLC's and by administration. In addition to PLCs, administrators conduct Data Meetings with teachers to review progress.

Create a Gap Statement - How far are you from where you want to be? Identify the gap between your current reality and your desired state and **write the gap statement summary here.**

Ideally during the school-year, we want to see at least 85% of the students meeting their growth targets but we had 75% on average meeting their targets this year. In addition, anecdotal data from teachers showed that students who worked via remote platforms did not participate as effectively in classroom activities as the in-person students did therefore we deduce that they have larger skill gaps than those who attended in person.

Write a Data Story Summary - What do you know regarding this area of inquiry? Consider these questions and **summarize your thinking**:

1. What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently?

2. What district programs, supports and services are designated to meet student, classroom, leadership, and support priority growth target needs?

3. Are there any major challenges not being addressed by a service, program, or activity?

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

5. Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so?

6. Is there a braiding of funding across various programs and efforts?

During the COVID19 Pandemic teacher competency in online instruction and use of multimedia platforms has increased significantly, however, some teachers struggle with the technology. Students have also become more comfortable with online learning and as independent learners.

The Superintendent meets with building administrators to make sure that they have the skills and competencies to address the challenges and lead with direction. Categorical monies are used to fund Reading Specialists, Math Coaches, ESL Coaches, Reading Coaches and ESL teachers to support students in push-in, pull-out, and small group work. Instructional materials and supports, both online and material, are selected to address specific areas of growth and need. Teachers use data from NWEA, Fountas and Pinnell, MSTEP, and the PSAT 8 to identify individual strengths and weaknesses for each student. Each student has a growth plan and growth target based on NWEA scores. Bilingual paraprofessionals work with small groups of students and push-in and pull-out of classrooms. The special education teacher, social worker, and Speech Pathologist work with students based on IEPs as well as teacher and administrator referrals.

While not all challenges are met at the same level of success, no challenge is ignored. Our largest challenge remains to be our ESL population, which makes up over 60% of our school. This past year remote instruction overtook the ESL challenge, as many students disengaged from learning either due to truancy, apathy, or both. There are multiple strategies and activities to address each challenge, but nonredundant in duplicity. Inasmuch as some of the strategies and activities are more successful than others, each service provides multiple opportunities and means to address the area of need. Funds are identified and prioritized to address the needs from greatest to least.

Analyze Root Cause - Why are things the way they are? Answer these questions:

1. What tool(s) did you use to analyze root cause?

2. What root cause did you discover that is within your control and that you will address in your challenge statement?

3. What supporting documentation do you have?

Five Whys Resource - NIRN

Fishbone Template

Student attendance, participation rates, and grades we monitored and documented through the period when the school offered remote instruction due to COVID19. In addition, staff provided qualitative data and administration and support staff met with parents and students to collect information for needs analysis. What we discovered is that students were not engaging adequately in remote instruction due to the lack of structure the in-person schooling provides. Additionally, the skills teachers have acquired over time with in-person instruction (proximity, movement, hands-on activities, etc.) were lost talents in remote instruction. For all of these reasons. Learning loss is our greatest concern from this past year. This is supported by our NWEA data, student grades, and the student perception survey. We recognize the overwhelming need to address the learning loss during remote and hybrid instruction during the COVID19 Pandemic.

Create a Challenge Statement – In one sentence, what is the need or opportunity for growth you want to address? Consider writing an "If…, then…" statement.

If we want to address the learning loss of each student, then we must assess the loss of each student and individualize, and target needed growth.

Plan

Define a Measurable Goal – What will you achieve? What is your SMART (Specific, Measurable, Attainable, Relevant, Time bound) goal?

1. What is the name of the goal?

2. What is the due date for completion of this goal? (This date will also be your end target date.)

(See Process Guide for guidance.) **Write the SMART goal.**

We will assess the learning loss for each student and target the needed growth with individualized support and instruction. Our goal is to address this critical task by the end of the 2021-2022 school year.

Goals: 90% of the students will recover learning losses that they experienced in reading and math skills by the end of 2022-2023 year using a diagnostic and prescriptive approach using data from NWEA, Fountas and Pinnell and local math assessments.

Define End and Interim Target Measures – How will you know if you achieved your goal? What is/are your end target(s) aligned to one of your data objects? By when will you accomplish this (see goal statement above)?

Each student will have a learning recovery plan in place to ensure that his/her skill gaps are recovered using one reading goal and one math goal per marking period using local assessments such as running records, Fountas and Pinnell and teacher created math unit assessments. Annually, NWEA and Fountas & Pinnell data will be used to monitor students progress in reading and math. By year 1, 50% of the learning losses will be recovered and by year 2 80% of the learning losses will be recovered by 90% of the students at the Academy.

1. What targets will you measure along the way to ensure that you meet your end target(s)? On which dates?

2. Write the end target(s) and the related interim target(s).

NWEA and Fountas and Pinell will be used to measure growth during the 2021-2022 school year. NWEA will be taken by students in September 2021, January 22, and May 2022. Fountas and Pinnell will be administered in November 2021 and May 2022. Our goals are to use the data to get students at grade-level measures.

Select a Strategy/Strategies and Identify Strategy Details – What will you do to address the goal? Answer the following questions:

1. What is the identified strategy(ies)?

2. Who will be responsible for the strategy?

3. When will it start? When will it end?

4. Which schools/programs will implement it?

Use the Hexagon tool to assess each strategy; **summarize the results**.

Strategy 1: Individualized learning plans using the MTSS framework. We will utilize the MTSS framework to design individualized learning plans for each student who has experienced learning losses as indicated by NWEA and Fountas and Pinnell data. Tier 1 will be classroom focused instruction by the grade-level teacher. Tier 2 will be targeted interventions and Tier 3 is intensive small group remediation by Reading Specialists, Math Coaches, ESL Coaches, Reading Coaches and ESL teachers. It will start in September 2021 and go through the end of the school year (June 2022). The interventions will continue in the following schoolyear. Some of the programs utilized will be Imagine Learning, ILit, Rosetta Stone, Map Skills, Khan Academy, and our after-school support program. Our paraprofessionals will also work with their respective groups.

Strategy 2: After-school tutoring. Students who are more than one year below in reading and math grade-level will be required to join the after-school program. Students will work in small groups with a certified teacher to recover learning losses in reading and math. The program will be offered at the school for four days per week for 1.5 each day.

Identify Activities - What will you do to implement and monitor the strategy(ies)? (See the MICIP Process Guide for considerations.) **Answer the following questions for each activity**:

    1. Who will be responsible for it?

    Interventionists, Coaches, and teachers will be responsible for both strategies, and it will be monitored by the principal.

    2. When will it start? What is the due date?

The Superintendent, Principal, Instructional Coach, and Interventionists have oversight on all instructional programs and activities. The plan will be shared by administration, with necessary training, and implementation will occur at the teacher level. All activities and programs will start in September 2021 and go through the end of the school year (June 2022). Quarterly progress monitoring will be in place to ensure that strategies are working effectively.

Activity 1--Professional Learning Sessions--led by Instructional Coach and administrators (August 1 day and monthly PLCS around the topics of MTSS, assessment tools, Guided Reading and Guided Math, Daily 5, Reading Records, Imagine Learning and ILIT.

Activity 2--Student data analysis conducted by teaching teams September, November, February, April and June (2021-2022)

Activity 3--Coaching--facilitated by Instructional Coach and Master Teachers using Marzano Iobserve Classroom Observation tools.

Activity 4--Student Learning Plans created by teacher teams that identify each student's learning needs along with supports and interventions to monitor growth.

Activity 5--Establish a 38-week After-School program starting the first week of September 2021 and ending by the third week of June 2022.

Activity 5--Monitoring and Adjusting--facilitated by principal and leadership teams to ensure learning plans are implemented with fidelity.

Activity 6--Evaluation--formal mid-year and end of the year evaluations of the student learning plans will help determine the efficacy of the strategies. This will be led by the leadership team in January and June 2022

Select Strategy Funding Options – How will you pay for the strategy/activities? Answer the following questions:

    1. What is the total cost over the life of the strategy?

2. What are the sources of funds, including federal, state, and local?

(Exact amounts for each funding source are identified in NexSys.)

Proposed Budget

Imagine Learning K-8 $39,000 ESSER

Savvas ILit Program K--5 $28,000 ESSER

Instructional Coach $60,000 ESSER

Paraprofessionals (6) Title I funds

Reading Coaches (2) Title Funds

Reading Specialist (1) ESSER Funds

Math Coach (1) ESSER Funds

ESL Coaches (4) Title II, Title III, Section 41, 31A

Resource Room Teacher IDEA $62, 284

Instructional and Behavior Coaches (1) 31 A At-Risk $69, 285

After-School Program--Total Cost is $156,000 (using after-school grant amounts)

* Teacher Salaries $30/hour for 8 hours each week for 38 weeks approximately 10K per teacher. Student: Teacher Ratio is 10 to 1. Approximately 120 students will be required to attend. $120,000 for teacher salaries in after-school program for 2021-2022 schoolyear.

* Books and Materials $50/student--$6,000 total cost for Focus on Comprehension and Math review books; subscriptions for newsela.

* Transportation for additional routes--$30,000 for the year.

Click or tap here to enter text.

Plan for Strategy Communication – Answer the following questions:

   1. To whom will you communicate your plan? Which parts of it?

   2. How will you communicate it?

The learning recovery plan will be shared with all stakeholders, including parents, teachers, and students. Communication will be

via mailings, Class Dojo, Instagram, Facebook, and personalized phone calls. School website will have pertinent information for the school community to access.

Requirements for programs requesting federal funds and where they can be met in the MICIP process.

- Comprehensive Needs Assessment
  - Sections 1112(b)(1), 1112(b)(4), 2102(b)(2)(C), 2102(b)(2)(D), 4106(d), and 4106(e)(2);
  - MICIP – Initial Data Analysis Summary, Initial Initiative Inventory Analysis, Create a Gap Statement, Create a Data Story Summary
- High Quality Instruction and Supports for All Students
  - Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(b)(13), 1112(c)(7), and 4106(e)(1)(B)-(D);
  - MICIP – Select a Strategy/Strategies and Identify Strategy Details, Identify Activities

- Identification and Monitoring of High Need Students
  - Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), and 1306(a)(1)(B)(i)
  - MICIP – Discover Whole Child Data, Select a Strategy, Identify Strategy Details, Identify Activities
- Services to High Need Students
  - Sections 1112(b)(1)(C), 1112(b)(5)-(6), 1112(b)(11), 1306(a)(1)(C), 1423(1)-(2) and 3116(b)(1)-(2)
  - MICIP – Select a Strategy and Identify Strategy Details
- Coordination, Integration, and Transitions
  - Section 1112(a)(1)(B), 1112(b)(8), 1112(b)(10), 1112(b)(12), 1112(c)(4)-(5), 1306(a)(1)(A), 1306(a)(1)(F)-(G), 1423(3)-(6), 1423(9)-(13) and 3116(b)(4)(D)
  - MICIP – Identify Activities
- Instruction by Effective, Qualified, and Licensed Staff

- Sections 1112(b)(2), 1112(c)(6), 1112(e)(1), and 3116(c); **MCL 380.1231**
- MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities

- High Quality and Ongoing Professional Learning
  - Sections 2102(b)(2)(A)-(B), 2102(b)(2)(F), and 8101(42); MCL 380.1527 and MCL 380.1526
  - MICIP – Identify Strategy Details, Identify Activities

- Strategies to Increase Parental and Family Engagement
  - Sections 1112(b)(7), 1112(e), 1116(b)-(f), 1423(8) and 3116(b)(3)-(4)
  - MICIP – Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities

- Additional Descriptions and Assurances
  - Sections 1112(b)(3), 1112(b)(4), 1112(b)(13), 1112(c)(2), 2102(b)(2)(E), 1423(7), and 4106(e)(1)(A)
  - MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities

- Program Development, Review and Revision
  - Sections 1112(a)(1)(A), 1112(a)(5), 1306(a)(1)(B)(ii), 1306(a)(1)(D), 1306(a)(2)(B), 2102(b)(2)(D), 3116(b)(4)(C), and 8538; **MCL 380.1277 (2)(c) and (1)**
  - MICIP - Monitor and Adjust Plans

Requirements for the State of Michigan Revised School Code Act 451 of 1976, Section 380.1277, and where they can be met in the MICIP Process

- Mission statement
  - MICIP – Setting the Stage

- Goals based on student academic objectives for all students; curriculum alignment corresponding to those goals; strategies to accomplish the goals
  - MICIP – Define a Measurable Goal, Select Strategy/Strategies and Identify Strategy Details, Identify Activities

- Evaluation processes
    - MICIP - Monitor and Adjust Plans, Evaluate Goals
- Staff development
    - MICIP – Identify Activities
- Development and utilization of community resources and volunteers; the role of adult and community education, libraries and community colleges in the learning community
    - MICIP – Identify Activities, Fund the Strategy
- Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies.
    - MICIP – Define End and Target Measures, Identify Activities
- Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.
    - MICIP – Identify Activities
- Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.
    - MICIP – Identify Activities
- A requirement that each school operated by the school district provide to pupils a variety of age-appropriate career informational resources in grades K to 12 and an opportunity to do each of the following: During grade levels that the board of the school district considers appropriate, complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences. During grades K to 12, discuss career interests, options, and preparations with a school counselor or as considered appropriate by the board of the school district, another knowledgeable adult.
    - MICIP – Identify Activities
- Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields. Programs or instruction that ensure every pupil in grade 12

knows how to develop and use a resume, letter of reference, school record, and talent portfolio. ○ MICIP – Identify Activities

Revised – January 22, 2021