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

Reading

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.**

NWEA, Acadience, SAT, PSAT, IXL Diagnostics, SEL Data Sources, Attendance, Behavior Referrals

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

Belding Area Schools students continue to lag behind National Reading averages across grade levels. Despite Covid, there was above average growth in some grade levels, but the majority did not hit average growth benchmarks for the 2020-2021 school year. Although we have made growth in recent years with our reading proficiency and growth, 2020-21 set us back some so we have work to do.

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**.

1. What is the connection to the district mission?
2. What personnel are involved in the implementation?
3. What is the expected outcome?
4. What evidence for outcomes are there thus far?
5. What is the financial commitment and source of funding?
6. What fidelity measures exist?
7. What professional development exists, including coaches and performance feedback?

We have reading interventionists at our elementary schools who work with Tier II and Tier III students. We have implemented Read 180 at our middle school. We use Accelerated Reader K-8 and IXL Reading 6-8. Our middle school has built a sustained independent reading time in their schedule each day for 25 minutes. We have several para educators who pull small groups of Tier II students. They use several strategies with the kids including Wonders intervention and Read Well. We've held Family Engagement Nights focused on literacy at our K-5 buildings. We purchased the Wonders Reading Series. Our HS offers remedial

English and also credit recovery classes. We offer summer school K-12. We have used Read Naturally for grades 3-5. We use RAZ Kids for our K-2 students.

We expect that our students will make growth in reading and be at or above the National average (NWEA/SAT). Our data before this Covid year was showing GREAT growth K-12. However this past year has set us back.

We have used Title Funds, At Risk funds, and now Covid funds to address our reading deficits.

We use NWEA, Accadiance, PSAT, IXL Diagnostics and SAT scores to measure fidelity of our programs.

We have a Literacy Coach at our elementary schools who has provided PD for staff. We are also providing PD through the HIL project.

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.**

Our current reality is that we are approximately 10% below the National average in reading proficiency. We would like to be at or above the National average. This year we missed our growth target on average by about 3 pts. In prior years we far exceeded the growth average. We would like to be at least 5% above the growth average projection.

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?

We have found that our systems in place are working when we have a "normal" school year. For the three prior years to Covid we were far exceeding growth expectations and had hit benchmark proficiency levels in many grade levels. During Covid a great

deal of in person instruction and intervention was missed and this led to lower reading scores. All of the programs and interventions listed in our Inventory Analysis of this report are designated to meet students needs for hitting growth targets.

Our Acadience and NWEA and IXL Diagnostic scores determine which services and supports students receive. Those students who score lower get more intervention.

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

We used NWEA, Acadience, PSAT, IXL Diagnsotic, SAT and in house data to analyze our root cause for lower reading scores. The root cause is that Covid Learning Loss is REAL and we need to get back to implementing our planned interventions on a daily basis as they were working prior to Covid. If you look at our NWEA scores you can obviously see this reality.

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 implement all of our current reading programs and interventions with fidelity, then our students will grow at or above expectations and our reading gap will continue to close.

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.**

Our K-7 students will raise our student proficiency average on the NWEA Reading Assessment by 5%, and students will meet growth expectations in each grade level.

Our 8-12 students will raise their PSAT and SAT scores by 20 points in the EWR section.

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).

We will administer NWEA in September, January and in May in grade K-7. Students who are receiving intervention in K-5 will be benchmark tested with Acadience every 6 weeks. Our 6-8 students will be diagnostically measured using the IXL Reading Diagnostic weekly. Our 9-12 students will be benchmark assessed with in house English assessments at each end of a quarter. Our mid year goal is to raise our proficiency score by 5% and to have met on average our winter growth expectations.

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**.

Ellis and Woodview Elementary: When students are identified who are not at an advanced or proficient level on the NWEA-MAP test and Acadience assessments, they are eligible for our RtI strategies in tier 2 or tier 3 support. Our Child Study Team and Instructional coach serves as a support to help identify students and instructional goals relevant to each individual student who is not proficient. Teachers seek their support for tier 1 and tier 2 strategies relevant to students' deficit areas. Progress monitoring and benchmark assessment data ensure students are making and maintaining progress and are given appropriate support in a timely manner.

Teachers utilize paraprofessionals in the classroom under their direction to deliver tier 2 intervention support where the standards are not being met. Depending on student need, paraprofessionals may support the student within the classroom environment, or pull the student(s) for individual support. Teachers provide the materials and lesson plans to the paraprofessional supporting the student(s) to ensure the most effective individualized instruction is delivered. Teachers utilize a tier 3 referral form to refer students for additional support in a timely manner. Upon referral, the Criterion Test of Basic Skills and Fountas and Pinnell reading assessment are administered to add additional data to determine eligibility and the instructional needs of the student. If the relevant data supports a need for more intense tier 3 instruction, students are scheduled with tier 3 interventionist in academic need-based groups of 1-3 pupils. Instruction is based on research-based methods and delivered by highly qualified teachers.

Belding Middle School: Administration and Teachers will implement the Reading Intervention strategies. Administrators will monitor the implementation in classrooms and meet with Leadership teams to discuss and review data. The program will start on August 17, 2021 and be reviewed annually in May, 2022.

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

Ellis/Woodview: Classroom teachers, Instructional coach, interventionist and paraprofessionals are responsible for the RtI strategy. This will begin at the start of the year and end at the finish of the year.

Belding Middle School: 1. Read 180 – Reading Intervention. 2. IXL Reading Diagnostic Assessment – ELA teachers. 3. Silent Sustained Reading Time with Accelerated Reader goals – ELA teachers and all staff.
These will start August 17, 2021 and conclude in May 2022.

High School - Credit Recovery is offered for students who have failed a math course and need re-teaching to be able to successfully pass the course proficiently. This is offered in an after school setting.

High School - Alternative Education is offered to students that are not on track to graduate with their 4 year cohort and have not been successful in the traditional classroom setting.

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.)

Ellis/Woodview: When students are identified who are not at an advanced or proficient level on the NWEA-MAP test and Acadience assessments, they are eligible for our RtI strategies in tier 2 or tier 3 support. Our Child Study Team and Instructional coach serves as a support to help identify students and instructional goals relevant to each individual student who is not proficient. Teachers seek their support for tier 1 and tier 2 strategies relevant to students' deficit areas. Progress monitoring and benchmark assessment data ensure students are making and maintaining progress and are given appropriate support in a timely manner. Teachers utilize paraprofessionals in the classroom under their direction to deliver tier 2 intervention support where the standards are not being met. Depending on student need, paraprofessionals may support the student within the classroom environment, or pull the student(s) for individual support. Teachers provide the materials and lesson plans to the paraprofessional supporting the student(s) to ensure the most effective individualized instruction is delivered. Teachers utilize a tier 3 referral form to refer students for additional support in a timely manner. Upon referral, the Criterion Test of Basic Skills and Fountas and Pinnell reading assessment are administered to add additional data to determine eligibility and the instructional needs of the student. If the relevant data supports a need for more intense tier 3 instruction, students are scheduled with tier 3 interventionist in academic need-based groups of 1-3 pupils. Instruction is based on research-basedmethods and delivered by highly qualified teachers.

Total cost of Paras: $381,251 (31a), Total Cost of Reading Teacher Interventionists: $328,472 (Title I), One Covid Reading Interventionist: $76,400 (Covid Grant Funding)

Belding Middle School: IXL – $30,000 over three years paid with Covid Funds. AR – $49,000 over 3 years (for K-8 AR) paid with Covid Funds. SSR – No cost annually.

Belding High School: Alternative Education Teacher: $64,321 (31a), High School Credit Recovery Staff Costs: $12,150

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?

Belding Middle School and Belding High School: The plan will be communicated by adminstrators and teachers via newsletters and announcements. All parts of the reading plan will be communicated.

Woodview and Ellis: : The plan will be communicated by adminstrators and teachers via newsletters and announcements. All parts of the reading plan will be communicated. The School Improvement Team will also meet frequently to discuss progress made towards the goal.

Belding High School: The plan will be communicated by adminstrators and teachers via newsletters and announcements. All parts of the reading plan will be communicated.

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);

- o MICIP – Select a Strategy/Strategies and Identify Strategy Details, Identify Activities
- Identification and Monitoring of High Need Students
  - o Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), and 1306(a)(1)(B)(i)
  - o MICIP – Discover Whole Child Data, Select a Strategy, Identify Strategy Details, Identify Activities
- Services to High Need Students
  - o Sections 1112(b)(1)(C), 1112(b)(5)-(6), 1112(b)(11), 1306(a)(1)(C), 1423(1)-(2) and 3116(b)(1)-(2)
  - o MICIP – Select a Strategy and Identify Strategy Details
- Coordination, Integration, and Transitions
  - o 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)
  - o MICIP – Identify Activities
- Instruction by Effective, Qualified, and Licensed Staff
  - o Sections 1112(b)(2), 1112(c)(6), 1112(e)(1), and 3116(c); **MCL 380.1231**
  - o MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- High Quality and Ongoing Professional Learning
  - o Sections 2102(b)(2)(A)-(B), 2102(b)(2)(F), and 8101(42); MCL 380.1527 and MCL 380.1526
  - o MICIP – Identify Strategy Details, Identify Activities
- Strategies to Increase Parental and Family Engagement
  - o Sections 1112(b)(7), 1112(e), 1116(b)-(f), 1423(8) and 3116(b)(3)-(4)
  - o MICIP – Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Additional Descriptions and Assurances
  - o Sections 1112(b)(3), 1112(b)(4), 1112(b)(13), 1112(c)(2), 2102(b)(2)(E), 1423(7), and 4106(e)(1)(A)
  - o MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Program Development, Review and Revision
  - o 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)**
  - o 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
  - o MICIP – Setting the Stage
- Goals based on student academic objectives for all students; curriculum alignment corresponding to those goals; strategies to accomplish the goals
  - o MICIP – Define a Measurable Goal, Select Strategy/Strategies and Identify Strategy Details, Identify Activities
- Evaluation processes
  - o 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

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