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

Merritt Academy will be focusing on identifying learning loss and gaps in the four main content areas.

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.**

Merritt Academy reviewed a variety of data points both academic and non-academic:

-NWEA (reading and math) for K-8

- Dibels for K-5

-MStep for 3-8

-PSAT for 8-10

-SAT for 11

-Behavioral/office referrals for K-12

-Counselor referrals for K-12

-School Social Worker referrals for K-12

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

The data showed that all students have learning gaps in both reading and math. The patterns were semi-consistent that certain groups of students generally have gaps with their peers. However, the current data shows that the gaps are larger. In addition, it shows that groups of students that do not usually have gaps in grade level standards were now beginning to show gaps starting.

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?

The mission statement of Merritt Academy states that Merritt will instill academic excellence which is the foundation of our goal. The school knows the importance of students having a sound academic background in all content areas. All administration, core content, MTSS, and resource room teachers are involved in the implementation of this goal. Each person has their own personal role in order to make sure that students are successful and the gap decreases.

The expected outcome is two fold. First, the gap in students that have always performed at or above grade level but are now showing areas below grade level are remediated and these students are back at or above grade level. Second, for students that have usually scored below grade level and behind their peers that they continue to make progress and close the gap that their performance level reaches closer to those performing at grade level.

The school places a great deal of financial resources into the programs that focus on closing the gaps. There are three full-time MTSS teachers that work with the K-5 students that fall below grade level as well as two resource room teachers that need the most supprt. In addition, time is built into student schdules in grades 6-12 to provide that additional support required to close the gaps for these students. These funds are pulled from are variety of places including IDEA, Title 1, Title 2d, 31a, and the general budget.

Professional development that exists include EBLI training (a program used in reading) and PLC and data sharing meetings. Staff will also be particiapating in a professional development centered around Rise (this is a pd that helps teachers relate and work with students that have experienced trauma in some form).

Merritt Academy has high expectations that 100% of their students would be performing at grade level. The current reality is that at least 70% of the student would be able to meet their goal on NWEA in reading and math. Based on the data this year 56% of students met their math goal and 40% met their reading goal.

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?

One of the greatest strengths is the use of data to drive the instruction and development of the MTSS program to meet the needs of the students. Some of the learner needs that are unmet are being able to have the time to learn standards and skills to the level of mastery when they are behind.

Merritt Academy has a MTSS program in grades K-5 that allows for small group interventions for students below and at or above grade level. There is also a program in grades 6-8 that allows for students at or below grade level to receive extra support but it is not in a small group setting. Students above grade level receive an enrichment stem class. In grades 9-12 students below level will be receiving an extra support hour in math. Students above grade level are placed in advanced classes. Some of the major challenges not being addressed by the program are in grades 6-12 where small group support programs are not in place. These small groups allow for more targeted lessons on standards.

Students are broken into the correct placements based on NWEA data, teacher observations, and IEP data. This helps to ensure that students with the greatest needs are receving the appropriate services.   There are not duplicate programs being used. We continue to evaluate and modify the current program to make sure it is as effective as possible.

The majorty of our title 1 and 31a money is used to support this program by providing salaries for staffing. In addition, funding is used to provide resources and professional development as needed for staff.

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

Merritt used the Five Whys Resource tool to help analyze the root cause. The root cause that we discovered that is within our control is making sure we are doing what we need to do so that our teachers can focus on the students in school and their daily needs. Merritt is overhauling how it will offer virtual education to those families that select the virtual option. Classroom teachers will not be responsible for both face to face and virtual students. The virtual program will be outsourced to a company so all current staff can focus on addressing the needs of face to face students and MTSS programs can return to the plan of small group settings.

Merritt is overhauling how it will offer virtual education to those families that select that option. Classroom teachers will not be responsible for both face to face and virtual students. With this change classroom

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 the learning gaps are closed then students will be more successful with the current grade level content and expectation.

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.**

The learning gaps created during pandemic learning will be closed by 80%, by the end of the 2023-2024 school year.

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)?

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 growth targets will be used to measure growth along the way to our end goal. We will monitor that the percentage of students meeting their growth goals at the end of the 2021/22 (60%), 2022/23 (70%) school years will used for progress monitoring. At end end of the 2023/24 school year at least 80% of students should be meeting their NWEA growth targets.

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- Remediation for students below grade level and showing a great loss of learning

Strategy 2- Closing learning gaps with interactive resources and materials that are both print and digital and can be used in any learning environment

Strategy 3- Support students emotional needs so they do not impede their ability to learn by providing social/emotional support through peer interaction and professional support. People involved would be teachers, the school counselor and social worker and would take place throughout the year.

1. Who will be responsible for it?
2. When will it start? What is the due date?

Strategy 1- Remediation

Activity 1- MTSS remediation for below grade level students by MTSS teachers for K-8 and core teachers for 9-12 that will run all year long. EBLI is used in K-5 reading as a foundation for the remedation program.

Activity 2- Summer school focusing on remediation or credit recovery for K-12 from July 5-August 27 run by certified teachers

Strategy 2- Materials

Activity 1-Textbooks with digital learning platforms to allow for learning in any environment, along with technology to support students in different learning environments to continue to promote learning. All teachers will be responsible and it will be in place all school year.

Activity 2- Teachers will participate in two professional developments on utilizing the full components of the new textbook program for Social Studies

Activity 3- Use of various forms of technology that support quality learning both in school at home when necessary. Teachers would be responsible all year.

Strategy 3- Social/Emotional

Activity 1- Have daily social activity time such as TRIBE where students are learning to re-engage face to face with their peers and provide support to each other. Teachers would be responsible for overseeing and planning activites.

Activity 2- School counselor will go into the elementary classrooms at least once a quarter to do a character or social/emotional lesson that teaches about coping techniques

Activity 3- School counselor and social worker are on staff and available to work with and provide additional resources when needed to families dealing with mental or financial crisis situations.

Activity 4- Staff professional development on interacting, supporting, and building relationships with students that have experienced trauma (RISE)

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.)

Strategy 1- Remediation

Activity 1- Title 1- Salaries $131,400 and $30,000 in benefits; 31a salaries $94,892 and $19,350 in benefits

Activity 1- Title 2d- EBLI training for new MTSS teachers $4,000

Activity 2- Salaries and materials from COVID grant money- $31, 950; salraies from ESSER

Strategy 2- Materials

Activity 1- $96,000 be from ESSER II

Activity 2- $1,700 from Title 2D

Activity 3- $50,000 ESSER III

Strategy 3- Social/Emotional

Activity 1- General budget if materials are needed

Activity 2- None needed salary is indicated below

Activity 3- 31a- Salary $56,949.77 and $ 8,700 in benefits; rest of special education money

Activity 4- $ Title 2D staff stipends and cost of materials for presenting RISE to rest of staff

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

Our entire plan will be communicated to our Board of Directors at their July meeting and then entire school staff in a return to school meeting in August. Our goal, strategies, and activities, will be communicated with parents in a welcome back to school communication within the first month of school.

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); <u>MCL 380.1527</u> and <u>MCL 380.1526</u>
  - 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.
  o 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.
  o 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.
  o MICIP – Identify Activities

Revised – January 22, 2021