



Continuous Improvement Plan for Richmond Community School District



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. Sample plans can also be found in the appendix of the Guide. The district will need to complete this document **for each new goal or for strategies and activities not previously part of an improvement plan.** The plan must include a description of programs to be funded through federal funds as part of the Consolidated Application. The district should disseminate to each building or program the goal(s), strategies and activities 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

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Assess Needs

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

Richmond Community Schools explored student achievement in English Language Arts.

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.

Richmond Community Schools analyzed NWEA data for Reading and Language Usage. The NWEA Maps is a student growth tool used three times a year (fall, winter, and spring) in grades K-10. We analyzed the NWEA 5-year trend data provided by the Macomb County School District in the subject of ELA. We analyzed the literacy subgroups within the NWEA assessment. There are two assessments within the NWEA that were taken by students and analyzed; the Language and the Reading portion. The NWEA Reading assesses the overall performance which uses the Michigan K-12 Standards as baselines and then breaks down into goal areas within Reading; *Vocabulary Acquisition and Usage*, *Informational Texts: Language Craft and Structure*, and *Key Ideas and Details*, and *Literacy Texts: Language, Craft and Structure*, and *Key Ideas and Details*.

College Board data were analyzed in the subject area of ELA. The SAT ERW (English-Reading-Writing) data was analyzed as well as the PSAT 8, and PSAT 9/10. The areas with the ERW which were considered was analyzing social studies texts and analyzing science texts as it pertains to the informational text analysis and standards.

ELA data from the MISD were analyzed that provided 5-year trend data and comparative data of all districts in Macomb County for MSTEP, the PSAT 8/9 and SAT ERW.

Student proficiency levels were analyzed based on standards-based grading system from report cards and progress reporting.

Classroom assessments were analyzed both formative and summative within the ELA department and content area in all grades K-12.

Informal observations by administration on student participation and academic behavioral factors was analyzed.

Home Language Surveys and the Language interview/screeners were analyzed for the identification of English Language students new to RCS or entering Kindergarten. WIDA Access 2.0 data was analyzed on the language acquisition skills of all identified EL (English Language) students.

IEP Goals were written, monitored and analyzed for students eligible for special education. MI-ACCESS scores were examined and used in order to create personal learning goals for students in self-contained classrooms. Transition assessments, ESTR-J and TAGG, are used for planning a student's post-secondary goals and program at the high school.

Richmond Community Schools analyzed attendance reports from PowerSchool at each building.

Discipline notes and referrals were analyzed at each building. Suspensions, expulsions, and documented communication with students on behavior were analyzed.

Free and reduce numbers and students were analyzed. Richmond Community Schools analyzed student social-emotional status surveys.

Parent-teacher conference data twice per year after fall and spring conferences.

Homeless liaison reports were analyzed four times a year on qualifying factors for identifying homeless students, aligning academic and non-academic supports, monitoring of academic progress, and social-emotional needs.

Parent and stakeholder perception survey was analyzed. Title IV stakeholder survey was conducted and analyzed.
Informal observations by administration on student engagement and participation was analyzed.
The systems that were evaluated on the impact of academic achievement in ELA were;
Multi-Tiered-Systems of Support that include Tier I, Tier II, and Tier III instruction

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

In Fall, Kindergarten had a mean RIT score of 140.6 and in the Spring it was 151.8. Kindergarteners were the strongest in the subcategory of *Language and Writing* and weakest in the subcategory of *Literature and Informational Texts*.

In Fall, Grade 1 students had a mean RIT score of 156.6 and in the Spring, it was 170.7. First Graders were the strongest in the subcategory of *Language and Writing* and weakest in the subcategory of *Foundational Skills*.

In Fall, Grade 2 students had a mean RIT score of 175.1 and in the Spring, it was 187.5. Second Graders were the strongest in the subcategory of *Vocabulary: Use and Functions* and weakest in the subcategory of *Foundational Skills*.

In Fall, Grade 3 students had a mean RIT score of 186.0 and in the Spring, it was 196.8. Third Graders were the strongest in the subcategory of *Vocabulary: Acquisition and Use* and weakest in the subcategory of *Informational Text: Key Ideas and Details*.

In Fall, Grade 4 students had a mean RIT score of 196.2 and in the Spring, it was 201.9. Fourth Graders were the strongest in the subcategory of *Vocabulary: Acquisition and Use* and weakest in the subcategory of *Informational Text: Key Ideas and Details*.

In Fall, Grade 5 students had a mean RIT score of 205.0 and in the Spring, it was 209.9. Fifth Graders were the strongest in the subcategory of *Informational Text: Language, Craft, and Structure* and weakest in the subcategory of *Informational Text: Key Ideas and Details*.

In Fall, Grade 6 students had a mean RIT score of 212.0 and in the Spring, it was 213.7. Sixth Graders were the strongest in the subcategory of *Informational Text: Language, Craft, and Structure* and weakest in the subcategory of *Literacy Text: Key Ideas and Details*.

In Fall, Grade 7 students had a mean RIT score of 213.2 and in the Spring it was 215.0. Seventh Graders were the strongest in the subcategory of *Vocabulary: Acquisition and Use* and weakest in the subcategory of *Literacy Text: Key Ideas and Details*.

In Fall, Grade 8 students had a mean RIT score of 214.5 and in the Spring, it was 215.8. Eighth Graders were the strongest in the subcategory of *Vocabulary: Acquisition and Use* and weakest in the subcategory of *Literacy Text: Key Ideas and Details*.

On the PSAT, Grade 9 students scored a mean score of 438. The ranges were between 120 and 720. 63% of students met the Evidence-Based Reading and Writing (ERW).

On the PSAT, Grade 10 students scored a mean score of 447. The ranges were between 160 and 760. 59% of students met the Evidence-Based Reading and Writing (ERW).

On the SAT, Grade 11 students scored a mean score of 476. The ranges were between 160 and 760. 61% of students met the Evidence-Based Reading and Writing (ERW).

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?

Richmond Community Schools provides a high-quality education that empowers students to be successful in a global community. In other words, Richmond Community Schools is committed to students graduating as fully functioning adults, ready to participate in a global economy and ready to take on the challenges that will confront them.

Our comprehensive course offerings are designed to meet the needs of every student. From advanced placement courses to targeted intervention classes to hands-on experiences and opportunities in our Career and Technical Education fields, Richmond Community Schools has what every student needs.

Richmond utilizes funding from state, local, and federal programs to fund interventions at the K-3 level where students can get the personalized, skill-based, intervention to meet their needs for improvement. Leveled Literacy Intervention (LLI) is research-based program that is used during those intervention courses to increase reading skills. iRips are used to measure its fidelity and measure the student's success with the program. LLI also utilizes testing and assessments within the program to monitor student growth and graduation from the intervention.

At the middle school level, Adolescent Critical Reading Intervention (ACRI) is a research-based program used as a Tier II and Tier III intervention to improve reading skills with students falling behind. Highly trained staff is the personnel implementing the ACRI to help our highest needs students. Push-in services are also being used to help at risk students who are also showing signs of needing academic assistance.

Credit Recovery sessions utilizing Richmond staff during two six-week period over the winter and spring semester is used to help struggling students makeup credits in English and other subjects. Credit Recovery summer school programming utilizing Edgenuity is another layer of opportunity for high school students to make up lost credit to keep students on track for graduation.

All buildings utilize Classroom Instruction that Works (CITW) as their Tier I framework in all subjects. Ongoing professional development several times a year is focused on improving CITW gives educators a clear, consistent approach to instruction, providing recommendations and tools for developing stronger lesson plans, effective delivery, and a common vocabulary for teaching and sharing of best practices across schools and the district. The PD also consist of trainings on the specific nine strategies most effectively within a three-part instructional planning guide designed to: create the environment for learning; help students develop understanding; and help students extend and apply knowledge.

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.**

On average, Grade Kindergarten students made 11 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 13.8 points. 44% of students met their growth projection.

On average, Grade 1 students made 14 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 14.5 points. 56% of students met their growth projection.

On average, Grade 2 students made 12 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 12.7 points. 56% of students met their growth projection.

On average, Grade 3 students made 11 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 10.3 points. 50% of students met their growth projection. Grade 3 was the only grade on average to meet their grade-level norms projected growth.

On average, Grade 4 students made 7 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 8.2 points. 45% of students met their growth projection.

On average, Grade 5 students made 6 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 6.5 points. 46% of students met their growth projection.

On average, Grade 6 students made 1 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 5.0 points. 35% of students met their growth projection.

On average, Grade 7 students made 2 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 4.2 points. 38% of students met their growth projection.

On average, Grade 8 students made 2 points of observed growth on the Reading portion of the NWEA from Fall 2020 to Spring 2021. The average projected growth goal was 3.6 points. 47% of students met their growth projection.

On the PSAT, Grade 9 students scored a mean score of 438. The ranges were between 120 and 720. 63% of students met the Evidence-Based Reading and Writing (ERW). 37% of students did not meet the benchmark.

On the PSAT, Grade 10 students scored a mean score of 447. The ranges were between 160 and 760. 59% of students met the Evidence-Based Reading and Writing (ERW). 41% of students did not meet the benchmark.

On the SAT, Grade 11 students scored a mean score of 476. The ranges were between 160 and 760. 61% of students met the Evidence-Based Reading and Writing (ERW). 39% of students did not meet the benchmark.

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?

One of the strengths that is found is the amount of layered support for struggling readers there are at all levels. At Lee ES, there are specific interventions being provided to students in K-3 by Title I staff. At Richmond Middle School, there are interventions being provided to students in 4th thru 6th grade by Title I staff. A specific Informational text class for students in Grade 6. There is a specific course for struggling 7th and 8th grade students. There is a Sustained Silent Reading program (SSR) for all students spanning 4th-8th grade. At Richmond High School, there is a Literacy for Life course available to struggling students. There is additional support with a SAT prep class at the High School that addresses ERW portion of the SAT. An after school credit recovery class was also available during the 20-21 school year for two six-week sessions that addresses students needing to recover courses in the English Language Arts department. These district programs are in place to support the individual needs of students struggling in Reading. Students that are the most at risk are receiving reading interventions or courses to support their achievement. A new program has been added to support English Language students whose WIDA scores fall between a 0 and 3.9. This program is specifically designed to address language barriers for students who are placed as entering, emerging, or developing in their English proficiency according to the WIDA exam. The duplication of services may occur for EL and the most at-risk students. Tiered intervention for reading skills, and an additional layer of language acquisition, pull-out and/or push-in services. There is a braiding of funding from multiple sources. Federal funding Title funds, State grant funding Section 31a- At Risk grant, State grant funding Section 35a Early Literacy grant, State grant Section 23b Summer School), State grant funding 41a Bilingual Education

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](#)

Lee Elementary used the Five Whys Resource to analyze root cause. Attendance has been a bigger issue this year, due to Covid. While we normally have a handful of students with attendance issues, virtual learning made attendance more challenging for some families and

students. Foundational skills data was found to be a weakness in the K-2 spectrum. Analyzing the scope and sequence and Tier I block instructional framework for Phonics and Phonemic Awareness. Preparing students for the scope and sequence shift that begins in Grade 4, Grade 3 students should be allocating 60% of time to Reading Literacy and 40% of time to Reading Informational texts. Instructional time analysis has been conducted and the ELA instructional time block and components will be revisited and restructured to maximize student achievement. Richmond Middle School used the Five Whys resource to analyze a root cause in ELA specific to the economically disadvantaged students performing below non-economically disadvantaged students on the Reading NWEA test. Our root cause analysis determined that our students are lacking informational text comprehension skills. NWEA data and classroom summative assessments support this conclusion. By analyzing informational texts in cross curricular departments such as in social studies and science will need to be analyzed for the following school year for consistent practice and focus on performance targets around literacy goals. Making the scope and sequence shift that begins by Grade 4 to 50% of time Reading Literature and 50% of time to Reading Informational will be revisited during the 21-22 school year. Making the scope and sequence shift that by Grade 8 45% of time is Reading Literacy and 55% of time is Reading Informational will be revisited during the 21-22 school year. In Writing, by Grade 4 30% of time should be allocated to Persuasion, 35% to Explanation, and 35% to Convey Experiences. By Grade 8, 35% of time should be allocated to Persuasion, 35% to Explanation, and 30% to Convey Experiences. Richmond High School used the 5 Whys template to analyze causes. Attendance/participation seems to be our biggest problem as seen through data in Power school. Analyzing attendance data and engagement data will be a priority for the following school and analysis to the current MTSS framework and adding a component for engagement and attendance. In ELA, making the scope and sequence shift that by Grade 12 30% of time is Reading Literature and 70% of time is Reading Informational will be revisited during the 21-22 school year. In Writing, by Grade 12 40% of time should be allocated to Persuasion, 40% to Explanation, and 20% to Convey Experiences.

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.

Academic: If Multi-Tiered Systems of Support for Instruction in ELA are adjusted to a more data-driven approach, student achievement will increase.

Non-Academic: If student attendance and engagement increase for in-person and virtual learners, student achievement will increase.

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.**

70% of K-12th grade students will demonstrate proficiency in English Language Arts by 06/30/2022 as measured by state assessments and local growth data.

70% of K-8 students in the bottom 20% of their class receiving Tier II and/or Tier III instruction will improve proficiency in English Language Arts by 06/30/2022 as measured by Aims Webs progress monitoring tool.

90% of K-12th grade students will have a monthly average of present or “excused” absences by 06/30/2022 as measured by Powerschool.

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).

February 2022 interim target: 50% of students K-12 will be at or above the grade level norm on the Reading NWEA test or demonstrate proficiency in evidence-based reading literacy in English Language Arts as measured by NWEA/State-required and/or local assessments.

February 2022 Interim target: 40% of K-8 students in the bottom 20% of their class receiving Tier II and/or Tier III instruction will improve proficiency in English Language Arts by 06/30/2022 as measured by Aims Web progress monitoring tool.

February 2022 Interim target: 90% of K-12th grade students will have a monthly average of present or “excused” absences by 06/30/2022 as measured by Powerschool.

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.**

Tier I Instructional Strategies

Tier I Classroom Instruction that Works (CITW) beginning September, 2021, ending June, 2022. All teachers will engage in this strategy.

Tier I Balanced Literacy beginning September 2021, ending June 2022. All teaching staff will engage in this strategy.

Tier I Standards-based framework for all students K-12 beginning September 2021, ending June 2022. All teaching staff will engage in this strategy.

Tier I Evidence-based reading and writing framework for 9-12 grade students beginning September 2021, ending June 2022. All High School teaching staff is responsible.

Tier I Acceleration learning framework for K-12 grade students beginning September 2021, ending June 2022. All teaching staff is responsible.

Tier I Literacy Summer School Programs and offerings for multiple grades beginning June 2021, ending June 2022. All teaching staff is responsible.

Tier I academic support differentiating content and scaffolding for students with special needs beginning June 2021, ending June 2022. All teaching staff with administration support is responsible.

Tier II Instructional Strategies

Tier II Targeted Intervention beginning September, 2021, ending June, 2022. Title I teacher(s) and paraprofessionals will engage in this strategy.

Tier II Guided Reading and Small Group Instruction for K-8 students. All teaching staff, Title I teacher(s) and paraprofessionals will engage in this strategy will engage in this strategy.

Tier II Explicit Instruction of remedial and/or reparatory literacy content/classes for 6-12th grade students.

Tier II academic support with Teacher Consultants and/or Paraprofessionals for students with special needs beginning June 2021, ending June 2022. General Education teacher, Teacher Consultant, Paraprofessional with administration will engage in this strategy.

Tier III Instructional Strategies

Tier II and Tier III Research-based literacy intervention programs for K-8 students beginning September, 2021, ending June 2022. Intervention teacher(s) will engage in this strategy.

Tier II and Tier III targeted language acquisition skills and vocabulary-building interventions for identified EL students K-12 beginning September 2021, ending June 2022. All teaching staff with identified students will engage in this strategy.

Tier II and Tier II Progress Monitoring of identified K-8 students for data analysis and addressing needs beginning September, 2021, ending June 2022. Title I teacher(s) and paraprofessionals will engage in this strategy.

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?

Activities for CITW beginning September 2021, ending June 2022. All teachers, with administration support, will engage in these activities.

1. Setting Objectives: Learning target will be displayed in the classroom and discussed during daily lessons. Objectives will be linked to standards and written in student friendly terms.
2. Providing Feedback: Students will provide feedback at the end of lessons to be used to help guide instruction. Possible

methods could include: exit tickets, online interactive sites, or quick writes. NWEA/M-STEP goal sheets will be filled out by students. Student/teacher conferences will be conducted and feedback given on progress toward goals. Students and teachers will be tracking standards progress regularly. All students in the same courses will take common assessments regardless of the instruction. ELA teachers will provide Reading Counts progress feedback through the use of reading logs and parent notes.

3. Reinforcing effort and providing recognition: As a part of Standards-Based grading teachers will be reporting out on student learning qualities.
4. Cooperative Learning: Teachers will use cooperative learning groups when appropriate. Students will have clear expectations of their role as a member of a cooperative group.
5. Cues, Questions and Advance Organizers: Teachers will use questioning techniques such as cold calls and provide wait time to enhance student engagement. Teachers will establish classroom discussion norms and utilize discussion scaffolding techniques. Teachers will instruct students on the appropriate use of graphic organizers as a learning tool.
6. Nonlinguistic Representation: Teachers will provide students with opportunities to use graphic representations such as mind maps, charts and graphs, and pictures to demonstrate learning.
7. Summarizing and Note Taking: All students will read and summarize a content related selection. Teachers will use a variety of note taking strategies with their students. Possible strategies include: teacher created notes, variety of styles, or different formats.
8. Assigning Homework and Providing Practice: Teachers will vary the amount of homework/practice based on student's progress towards mastery, state the purpose of homework/practice, and provide corrective feedback on the homework/practice. Homework/practice will be directly linked to standards and will represent the student learning path towards mastery.
9. Identifying Similarities and Differences: Students will create metaphors, analogies, and graphic representations to demonstrate knowledge of content.
10. CITW Professional Development: All staff will receive additional professional development opportunities to further their knowledge and implementation of the CITW strategy of summarizing and note taking, including technology training.

Activities for Tier II/Tier III Reading Apprentice beginning September, 2021, ending June, 2022. All teachers, with administration support, will engage in these activities.

1. Sustained Silent Reading (SSR): Students will read self-selected materials for at least 20 minutes daily in all subjects on a rotating schedule. ELA staff will utilize the Reading Counts program to assess students on their independent reading progress.
2. Content Area Writing: All teachers will require students to write a minimum of one essay per marking period that follows the rubrics and guidelines organized by the ELA department. Essays will require demonstration of unit material comprehension. Teachers will clarify vocabulary and content with students as needed. The use of graphic organizers will also be employed in this writing activity.

Activities for Tier II/ Tier III Adolescent Critical Reading Initiative beginning September, 2021, ending June, 2022. The ACRI teacher, with administration support, will engage in these activities.

1. ACRI Class: Selected struggling readers in grades 6-8 will take part in ACRI curriculum daily for one semester
2. QRI Assessment: ACRI staff will pretest and post-test potential and enrolled ACRI students using the QRI assessment each semester.

Teachers will be granted necessary release time to complete testing. Sub coverage will be reimbursed by the MISD.

Activities for Tier II/ Tier III LLI Leveled Literacy Intervention beginning September 2021, ending June 2022. Title I teacher and paraprofessionals with administration support will engage in this strategy.

1. Targeted Intervention using LLI for struggling students in Grades K-3.
2. Progress monitoring AIMS Web with fluency passages at current grade level and intervention level to adjust instruction and monitor rate of growth.
3. Core Phonics survey to identify intervention topic for phonics development and reading fluency.

Activities for Title I targeted assistance beginning September 2021, ending June, 2022. Title I teacher and paraprofessionals with administration support will engage in this strategy.

1. Supplemental Push in Instruction/Academic Support: Academic Paraprofessionals under the direct supervision of a certified core teacher will offer supplemental direct instruction and academic support to targeted students.
2. Family Engagement Nights to provide information and activities to support students at the home.
3. Progress Monitoring: Time for teachers to test, monitor, conduct data meetings, collaborate.
4. AIMS Web: Use Aims Web for progress monitoring of targeted Title I students.

Activities to increase Tier I Informational text achievement beginning September 2021, ending June 2022. Teachers grades 4-12 with administration support will participate in this strategy.

1. Professional development on strategies from “Reading Nonfiction Notice and Note Stances, Signposts, and Strategies” This will examine new emphasis on close reading text analysis, text-dependent questions, text complexity, contrasts and contradictions, extreme or absolute language, numbers and statistics, quoted words, and word gaps.
2. Social Studies professional development on new program implementation and focus on performance standards portion of the new Michigan Social Studies standards.
3. Standards Instructional times will be reviewed. Annual scope and sequence and ELA blocks will be examined for alignment.

Activities to increase Tier I Reading Literature achievement beginning September 2021, ending June 2022. Teachers grades K-12 with administration support will participate in this strategy.

1. Daily schedules instructional times and yearly ELA scope and sequences will be analyzed for alignment to Common Core.
2. Professional development on balanced literacy instruction including comprehension, phonics, phonemic awareness, fluency, vocabulary, and writing.
3. Formal, informal walkthroughs on the usage and achievement rate of ELA programs and materials being used.
4. Professional development on the updates to GELN literacy essentials.
5. Professional development on MDE Acceleration model.
6. Standards Instructional times will be reviewed. Annual scope and sequence and ELA blocks will be examined for alignment

Activities to increase Tier I/ Tier II/ Tier III Reading is increased Summer School Learning opportunities in English Language Arts

1. STEM Literacy course addition to summer offerings for students in Grades 2nd through 4th. Integration of literacy and science for students in engaging challenges.
2. Middle School Literacy course addition to summer offerings for students in Grades 5th through 8th. The course focuses on building skills in Reading Informational texts using high-engagement texts and projects.
3. Credit Recovery course addition for after school sessions and summer offerings free to students for students in Grades 9-12th who need to recover a lost credit in ELA under the supervision of a Richmond supervisor.

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: Classroom Instruction That Works is a fixed cost per teacher if training is needed through the Macomb ISD. There are no identified staff that would need this training for the 21-22 school year. Course cost funded through Title II.

Strategy: Balanced Literacy consultants from the MISD is no cost to Macomb County Districts. Professional learning days on balanced literacy framework. Substitute release time for identified staff to participate in professional learning is funded through Title II.

Strategy: Standards Based Framework: Substitute release time for identified staff to participate in professional learning is funded through Title II.

Strategy: Evidence-based Reading and Writing Framework is the reoccurring cost of an instructor for the course per year.

Strategy: Acceleration learning framework free professional development through Michigan Department of Education.

Strategy: Language Acquisition program for identified EL students K-12th grade fixed cost per ELA license and is fully funded by Section 41a Bilingual grant.

Strategy: Guided Reading and Small Group Instruction for K-8 students: Two Title I teachers, four Title I paraprofessionals, progress monitoring system fixed cost per pupil license, and materials cost fully funded through Title I.

Strategy: Explicit Instruction of remedial and/or reparatory literacy content/classes for 6-12th ACRI, SAT Course for instructors funded through 31a.

Strategy: Progress Monitoring of identified K-8 students fixed cost per license per student is fully funded through Title I.

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 plan will be read and presented at the June 28th, 2021 Board of Education meeting. The meeting will be televised and broadcasted through Richmond TV. The entire ELA MiCIP plan will be communicated. The plan will be revisited to the District Improvement team at the beginning of the 21-22 school year. The plan will be sent to all Building Administrators and included in their Back to School review for new and returning instructional staff. The plan will be communicated to our families and stakeholders by being published on our website.

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