Continuous Improvement Plan for Kenowa Hills Public Schools

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:

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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?

During the spring of 2021, district administrators, school improvement chairs, and other teacher leaders came together to engage in a structure process mirroring the stages of the Michigan Integrated Continuous Improvement Process (MICIP). The process resulted in the identification of K-12 Mathematics as an Area of Inquiry for school improvement planning purposes. A District Comprehensive Needs Assessment (CNA) was also conducted and supports the identification of K-12 Mathematics as an Area of Inquiry. All District and individual school building CNA Summaries and Reflection documents are available for review.

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.**

Whole Child data sets analyzed during the course of this committee work objects include:

- Student demographic data (source - Munetrix.com)
- M-STEP Spring 2019 test and prior year performance (source - MISchoolData.org and Munetrix.com)
- NWEA MAP Growth Mathematics Test - Fall 2020, Winter 2021, and Spring 2021 (source - Northwest Evaluation Association)
- PSAT and SAT Fall 2020 test and prior year performance (source - MISchoolData.org)
- High school graduation rates (source - MISchoolData.org)
- High school course failures (source - internal School Information System)
- Parent, student, and staff perception data (source - Spring 2021 School Improvement surveys)
- K-8 SEL programming surveys (source - True Success Social and Emotional Learning program (source - TrueSuccessTools.org))
- School Systems Review (SSR) for each building and district summary - (source - Munetrix.com)

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

Elementary Summary (Grades K-5): Starting in 3rd grade, our elementary mathematics scores (for cohorts of the students completing the M-STEP assessment) are significantly below the state average for the last 5 years. The 2020 decrease in Math NWEA MAP Fall scores was the most significant loss in the past 5 years. Overall, elementary mathematics scores are trending down across multiple years of M-STEP and NWEA assessments.

Secondary Summary (Grades 6-12): Based on SAT, PSAT, M-STEP, and NWEA assessment data, as well as course grade reports, secondary student mathematics performance at Kenowa Hills has been trending down. At the high school level, the number of math courses failed during the first semester of 2020-2021 was significantly higher than in previous semesters. High school SAT/PSAT

mathematics scores are also trending down. At the middle school level, the majority of students did not meet their targeted NWEA growth scores in math. According to the K-8 Learning Loss Document created by the KISD, Kenowa Hills Middle School students are performing below the county average, especially in math.

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**.

District initiatives undertaken to address mathematics performance include the district's commitment to personalized, competency-based learning. The district's self-labeled name for this systemic approach to learning is Personal Mastery. This system of education is an innovative, cutting-edge approach to personalizing learning that challenges systemic elements of traditional education by re-engineering instruction through a deep commitment to supporting all learners.

Additional initiatives include the adoption of new mathematics curriculums (K-5 implementation of Bridges curriculum began in 2020-21, while implementation of 6-12 Big Ideas in Mathematics curriculum began in 2019-20), KISD and KHPA mathematics coaching and sustained professional learning for K-8 teachers, after-school tutoring for identified students, district participation in MichME (Michigan Mathematics Educators) network and professional learning events.

All KHPS employees (hourly staff, paraprofessionals, mental health specialists, certified teachers, and administrators) are involved in the implementation of this systemic approach to learning with an expected outcome that every child learns, meets high standards, and is prepared to succeed in life beyond Kenowa Hills Public Schools.

The district utilizes Title IA, IC, Title II, Title IV, 31A, and General Fund resources to implement a variety of programs and measures aligned to the District vision and mission. Fidelity measures include the use of internal planning and measurement tools aligned with the five levels of the Marzano High Reliability Schools model, several protocols and standard operating procedures, as well as the 5D teacher evaluation system.

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.**

Based on a **desired state of 85% proficiency** for all students on M-STEP mathematics assessments, gaps for each grade level are identified below.

- 3rd Grade M-STEP mathematics gap (spring 2019 = 47.4%): 37.6% gap
- 4th Grade M-STEP mathematics gap (spring 2019 = 33.7%): 51.3% gap
- 5th Grade M-STEP mathematics gap (spring 2019 = 26.9%): 58.1% gap
- 6th Grade M-STEP mathematics gap (spring 2019 = 27.5%): 57.5% gap

- 7th Grade M-STEP mathematics gap (spring 2019 = 32.0%): 53.0% gap

Based on a **desired state of 85% proficiency** for all students being on PSAT/SAT math assessments, gaps for secondary students are summarized below.

- PSAT8 mathematics gap (spring 2019 = 30.0%) = 55.0% gap
- PSAT9 mathematics gap (spring 2019 = 33.8%) = 51.2% gap
- PSAT10 mathematics gap (spring 2019 = 28.3%) = 56.7% gap
- SAT mathematics gap (spring 2019 = 36.1%) = 48.9% gap

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

All District programs, supports, and services are designed to meet the needs of our learners. These programs and supports are funded through a braiding of appropriate funds to maximize efficiency of service that is focused on meeting the needs of our learners, while minimizing duplication of programming that would lead to an inappropriate expenditure of the district's resources.

While all of our certified staff and paraprofessionals are highly qualified, an analysis of student achievement in K-12 mathematics shows a variety of differing challenges.

At our elementary and middle school grades (K-8), Fall MAP 2020 math scores decreased when compared to the three previous fall assessments. M-STEP cohort data for mathematics also show decreases in Math scores from Grade 3 to Grade 5. NWEA mathematics MAP assessments indicate significant gaps for students from the following subgroups: economically disadvantaged, special education, limited English-proficiency, and non-Caucasian students. At our high school grades, student proficiency is at or below 40%.

In general, the district has a worrying trend of stagnant or decreasing student achievement in mathematics.

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Based on SAT, PSAT, M-STEP, and NWEA assessment data, as well as course grade reports, secondary student mathematics performance at Kenowa Hills has been trending down. At the high school level, the number of math courses failed during the first semester of 2020-2021 was significantly higher than in previous semesters. High school SAT/PSAT mathematics scores are also

trending down. At the middle school level, the majority of students did not meet their targeted NWEA growth scores in math. According to the K-8 Learning Loss Document created by the KISD, Kenowa Hills Middle School students are performing below the county average, especially in math.

Mathematics assessment performance over the last five years for NWEA and M-STEP assessments (by KHPS Building) are summarized in the following 2 images.

NWEA MAP Mathematics Test Mean RIT scores by Grade Level compared to the National Norms

Pink did not meet norms	*MEAN RIT*	Grade	*MEAN RIT*	*MEAN RIT*	*MEAN RIT*	*MEAN RIT*	*MEAN RIT*	*MEAN RIT*	*MEAN RIT*	Grade	*MEAN RIT*
Alpine	**2015 National Norm**	**Math**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2020 National Norm**	**Math**	**2020-21**
	159.1	***K***	156	158.2	N/A	157.1	155.2	162.2	157.11	***K***	156.4
	180.8	***1***	179.8	183.9	185.8	179.7	177.3	180.7	176.4	***1***	177
	192.1	***2***	190	190.5	196.1	195.9	190.7	191.4	189.42	***2***	185.5
	203.4	***3***	196.5	198	201.5	203.5	199.9	199.3	201.08	***3***	192.6
	213.5	***4***	208.3	206.3	209.4	208.8	208.9	208.3	210.51	***4***	203.7
	221.4	***5***	215.6	218.3	213.1	210.8	209	213.4	218.75	***5***	204.6
Central	**2015 National Norm**	***Math***	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2020 National Norm**	***Math***	**2020-21**
	159.1	***K***	165.8	165.6	168.8	168.8	165.3	163	157.11	***K***	159.2
	180.8	***1***	186.7	190	188.4	194	189.9	183.8	176.4	***1***	178.4
	192.1	***2***	198.3	194.7	194.8	193.7	198.1	193.4	189.42	***2***	185.2
	203.4	***3***	210.7	209.4	208.6	207.7	206.4	208.6	201.08	***3***	202.7
	213.5	***4***	214.3	216.5	213.8	213.1	215.6	217.5	210.51	***4***	211
	221.4	***5***	220.5	223	221.2	220.6	217.1	219	218.75	***5***	215.7
Zinser	**2015 National Norm**	***Math***	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2020 National Norm**	***Math***	**2020-21**
	159.1	***K***	167.2	161.9	166.6	170.6	168.1	166.3	157.11	***K***	163
	180.8	***1***	186.3	192	187.3	185.4	183.3	189.9	176.4	***1***	178.6
	192.1	***2***	195.6	194	196.7	192.8	189.7	188.4	189.42	***2***	187.5
	203.4	***3***	205.9	205.6	207.6	211.4	204.4	202.1	201.08	***3***	205.3
	213.5	***4***	211.6	213.6	212.4	215.8	216.2	212.4	210.51	***4***	208.9
	221.4	***5***	219.2	217.3	217.7	220.2	219.3	221.3	218.75	***5***	214
Middle School	**2015 National Norm**	***Math***	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2020 National Norm**	***Math***	**2020-21**
	225.3	***6***	220.6	220.9	221.8	220.3	223.5	219.5	222.88	***6***	218.2
	228.6	***7***	225.4	226.5	226	223.9	223.8	225.3	226.73	***7***	221.9
	230.9	***8***	228.1	232.2	231.8	229.5	229.9	225.1	230.3	***8***	224.8

M-STEP Historical Scores (Pink indicates below ISD Average)

Building	2016 Math	2017 Math	2018 Math	2019 Math	2019 ISD	2019 STATE	2018 MEAN Growth	2019 MEAN Growth
Alpine Grade 3	28	37.5	32	27	52	47		
Alpine Grade 4	27	21.2	23	24	48	42	39.2	47.2
Alpine Grade 5	15	5.7	10	21	41	35	30	49.1
Central Grade 3	56	59.6	58	66	52	47		
Central Grade 4	41	40	52	52	48	42	51.4	53.4
Central Grade 5	29	33	23	29	41	35	27.2	38.3
Zinser Grade 3	72	85.7	49	49	52	47		
Zinser Grade 4	61	61.9	54	26	48	42	33.8	35.4
Zinser Grade 5	24	41.7	42	31	41	35	27.2	28.5
MS Grade 6	25	32	38	28	40	35	60.8	56.7
MS Grade 7	20	23	27	32	41	36	46.1	46.8
MS Grade 8	26	19	22	30	45	41	48.9	42.4

Mathematics assessment performance over the last five years for PSAT and SAT mathematics assessments are summarized in the following image.

PSAT 8, PSAT 9, PSAT 10, SAT Historical Scores

Pink-Below State Average		*Green-Above State Average*		*Dark Gray-District Below State Average*	
College Board PSAT & SAT Testing					
MIDDLE SCHOOL					
PSAT 8	**MS 2016**	**MS 2017**	**MS 2018**	**MS 2019**	**2019 State**
Reading and Writing				397	416
Math				417	424
Total Mean Score				814	840
HIGH SCHOOL					
PSAT 9	***HS 2016***	***HS 2017***	***HS 2018***	***HS 2019***	***2019 District***	***2019 State***
Reading and Writing	442	442	437	452	450	444
Math	427	424	418	427	426	434
Total Mean Score	870	866	855	879	876	878
PSAT 10	***HS 2016***	***HS 2017***	***HS 2018***	***HS 2019***	***2019 District***	***2019 State***
Reading and Writing	449	462	467	457	454	461
Math	448	449	438	428	425	450
Total Mean Score	897	911	905	885	879	911
SAT Grade 11	***HS 2016***	***HS 2017***	***HS 2018***	***HS 2019***	***2019 District***	***2019 State***
Reading and Writing	506	485	512	496	490	495
Math	489	475	496	485	475	489
Total Mean Score	995	961	1009	982	965	984
PATHWAYS HIGH SCHOOL					
PSAT 9			***PW 2018*** *3 students*	***PW 2019*** *4 students*	***2019 District***	***2019 State***
Reading and Writing			N/A	N/A		
Math			N/A	N/A		
Total Mean Score			N/A	N/A		
PSAT 10			***PW 2018*** *12 students*	***PW 2019*** *11 students*	***2019 District***	***2019 State***
Reading and Writing			420	395	454	461
Math			391	366	425	450
Total Mean Score			811	761	879	911
SAT Grade 11			***PW 2018*** *25 students*	***PW 2019*** *24 students*	***2019 District***	***2019 State***
Reading and Writing			420	428	490	495
Math			392	383	475	489
Total Mean Score			812	811	965	984

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

District School Improvement committee members utilized a “Five Why+” structured protocol to complete a root-cause analysis. This effort surfaced the following observations related to student achievement in mathematics.

1. Student achievement in math was negatively impacted by a lack of instruction while school was closed from March 2020-June 2020 (out of our control).
2. Instructional time has been focused on ELA with intervention and focus groups.
3. The previous K-5 mathematics curriculum (prior to Bridges) did not match the rigor of the M-STEP.
4. Two new curriculums over the past two years, lead to lessons that are not as refined as they can be in future years.
5. The math curriculum is extensive and teachers “covered” things to get through so many standards. Not a clear focus on what is essential to teach and what can be “covered” and because of spiraling of curriculum the standard mastery needs to be defined
6. Work to identify and stay true to the Essential Standards identified to ensure a Guaranteed and viable curriculum needs to be committed to on a consistent basis.
7. Past instruction has not emphasized mastery of Number Theory and Operations and Algebraic Thinking standards.
8. Program fidelity has suffered due to an inconsistent use of an aligned curriculum vs. pulling standards out of the program.
9. The district has a small number of elementary teachers (2) certified in Math instruction that contributes to low/inconsistent teacher confidence in mathematics instructional techniques.

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 (1) implement a strategic professional development plan that focuses on incorporating best practices in mathematics instruction and (2) utilize our math resources and targeted intervention strategies with a high degree of fidelity, then we will see our M-STEP and PSAT/SAT scores in mathematics increase.

Plan

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

The percentage of all Kenowa Hills Public School students deemed as proficient on M-STEP, PSAT 8, PSAT 9, PSAT 10 and SAT Mathematics assessments will increase by 15% (as compared to the Spring 2019 assessment) by 06/01/2022.

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)?

3-7th Grade Mathematics

Interim Target A: By Feb. 1, 2022, 100% of students in grades 3-7 will meet their individual growth target as measured by the 2021 Winter NWEA assessments.	Interim Target B: By Jun. 1, 2022, 100% of all students in grades 3-7 will meet their individual growth target as measured by the 2022 Spring NWEA assessments.	End Target: By June 1, 2022, the percent of all 3-7 students deemed as proficient will increase 15% on the 2022 M-STEP mathematics assessments. **3rd Grade Target = 62.4%** **4th Grade Target = 48.7%** **5th Grade Target = 41.9%** **6th Grade Target = 42.5%** **7th Grade Target = 47.0%**

8th Grade Mathematics

Interim Target A: By Feb. 1, 2022, 100% of students in 8th grade will meet their individual growth target as measured by the 2021 Winter NWEA assessment.	Interim Target B: By Jun. 1, 2022, 100% of all students in 8th grade will meet their individual growth target as measured by the 2022 Spring NWEA assessment.	End Target: By June 1, 2022, the percent of all 8th grade students deemed as proficient will increase 15% on the 2022 M-STEP mathematics assessment. **8th Grade Target = 45.0%**

9-12th Grade Mathematics

Interim Target: By Jan. 15, 2022, the percent of mathematics course failures for the first semester of the 2021-22 school year will be 40% less than the first semester of the 2020-21 school year.	End Target A: By June 1, 2022, the percent of all 9th grade students deemed as proficient will increase 15% on the 2022 PSAT9 mathematics assessment. **9th Grade Target = 48.8%**

	End Target B: By June 1, 2022, the percent of all 10th grade students deemed as proficient will increase 15% on the 2022 PSAT10 mathematics assessment. **10th Grade Target = 43.8%** End Target : By June 1, 2022, the percent of all 11th grade students deemed as proficient will increase 15% on the 2022 SAT mathematics assessment. **11th Grade Target = 51.1%**

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

Two primary strategies will be utilized for the 2021-22 school year to make progress in this Area of Inquiry and it's related goals.

Strategies	Person(s) Responsible	Start → End Dates	Applicable Schools
Strategy 1: Continued refinement and implementation of a guaranteed and viable curriculum for K-12 mathematics (Marzano High Reliability Schools level 3).	All K-5 and 6-12 mathematics instructional staff and administrative staff	Aug. 24, 1 2021 → June 5, 2022	Alpine Elementary Central Elementary Zinser Elementary KH Middle School KH High School KH Pathways High School
Strategy 2: Implement research and data-based interventions within a Multi-Tiered System of Supports (MTSS) to support targeted student learning needs in K-12 mathematics (Marzano High Reliability Schools level 4).	All K-5 and 6-12 mathematics instructional staff and administrative staff	Aug. 24, 1 2021 → June 5, 2022	Alpine Elementary Central Elementary Zinser Elementary KH Middle School KH High School KH Pathways High School

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**:

Activities to support Strategy 1 - Continued refinement and implementation of a guaranteed and viable curriculum for K-12 mathematics, include the following:

Identified Activities	Person(s) Responsible	Start → Due Date
K-5 Math Curriculum Implementation (Year 2) - Kenowa Hills Public Schools has been working on district math programming and materials. In the 2019-20 school year, the K-5 mathematics study team reached consensus on the choice of the Bridges Mathematics Program for implementation and professional learning during the 2020-21 school year. This implementation and professional learning will continue as a focus area as we return to (an anticipated) a full year of face-to-face instruction each day of the week.	Curriculum Department, Elementary Building Administrators, Instructional Coaches, Grade Level Chairs, and identified teacher leaders	Aug. 24, 2021 → June 5, 2022
K-5 Mathematics Instructional Coaching - Elementary teaching staff will be supported by a dedicated district mathematics instructional coach to support the 2nd year of implementing our new math program called Bridges Mathematics. Instructional Coaching will focus on mathematics program implementation for the 2021-22 school year. Teacher leaders and Instructional Coaches will also have additional coaching opportunities with our Kent Intermediate School District Mathematics consultant.	Curriculum Department, Elementary Building Administrators, Instructional Coaches, and teaching staff	Aug. 24, 2021 → June 5, 2022
K-12 Essential Standards - In 2018-19, teams of teachers representing PreK-12 classes went through a protocol with our competency-based education coach to determine essential standards for the core subject areas. Substitutes replace teachers so they are able to meet in K-12 curriculum teams to determine and align essential standards. This work continued In 2020-21, but was stalled due to logistical challenges associated with COVID-19. All	Curriculum Department, Building Administrators, Instructional Coaches, Grade Level/Content Area Department Chairs, and identified teacher leaders	Aug. 24, 2021 → June 5, 2022

remaining essential standards will be defined by June 2022 to support the development of grade and course-level competencies.		
K-12 Performance Assessments - KHPS started a Performance-Based Assessment Team of K-12 teacher leaders in 2018-19 to build capacity in creating and administering performance assessments during a professional learning series with Jonathan Vander Els, a performance assessment expert. This work continued with additional teacher cohorts in the 2019-20 and 2020-21 school year. Performance Assessments developed by teachers will be shared and refind for broader use Grade Level and Department PLCs during the 2021-22 school year.	Curriculum Department, Building Administrators, Instructional Coaches, Grade Level/Content Area Department Chairs, and identified teacher leaders	Aug. 24, 2021 → June 5, 2022
Professional Learning Communities (PLC's) - KHPS will continue to provide regular PLC time through a student dismissal process. PLC's are organized by grade level at the elementary level and department at the secondary level. Each PLC focuses on curriculum standards, instructional strategies, assessments, and resulting student achievement data.	Curriculum Department, Building Administrators, Instructional Coaches, and Grade Level/Content Area Department Chairs	Aug. 24, 2021 → June 5, 2022

Activities to support Strategy 2 - Implement research and data-based interventions within a Multi-Tiered System of Supports (MTSS) to support targeted student learning needs in K-12 mathematics, include the following:

Identified Activities	Person(s) Responsible	Start → Due Date
K-5 Mathematics Instructional Coaching. - The elementary mathematics coach will collaborate with our K-5 staff to ensure instruction and assessment is focused on meeting the needs of all students during Tier I instruction.	Curriculum Department, Building Administrators, and Instructional Coaches	Aug. 24, 2021 → June 5, 2022
6-12 Instructional Coaching - Instructional Coaches will organize and implement small group and individual professional learning	Curriculum Department, Building Administrators, and Instructional	Aug. 24, 2021 → June 5, 2022

experiences designed to support secondary mathematics teachers in their work to meet the needs of all students during Tier I instruction.	Coaches	
Tier II Mathematics Intervention Specialists - KHPS has adopted the Response to Intervention (RtI) framework as our MTTS model. The goal is to provide timely, guaranteed, research-based, and systematic interventions to all struggling students. These efforts focus on Tier II supplemental services and supports provided by Academic Intervention Specialists. KHPS Tier II Intervention Specialists provide supplemental, direct instruction to struggling learners based on observed and measured needs in mathematics.	Mathematics Interventionists, Principals, Curriculum Department, Elementary Specialist Teachers	Aug. 24, 2021 → June 5, 2022
Migrant Student Supplementary Support - The intent of this activity is to provide support and supplemental resources necessary to support remediation and/or acceleration of our migrant students in mathematics.	Title I, Part C staff and Program Coordinator	Aug. 24, 2021 → June 5, 2022
English Learner Supplemental Support - The intent of this activity is to provide targeted, research based, supplemental support and services to our EL students to support remediation and/or acceleration of our English Learner students in mathematics.	English Learner Staff and Title III Coordinator	Aug. 24, 2021 → June 5, 2022
McKinney-Vento Supports and Services - Our district supports students qualifying for McKinney Vento Services. McKinney Vento student needs include school of origin transportation, clothing, food, school fees, school and personal supplies, counseling if needed, Title I services if needed, and tutoring and/or summer school if needed so students have everything they need to be successful in school.	District and Building McKinney-Vento coordinators/liaisons	Aug. 24, 2021 → June 5, 2022
High School At-Risk Counselor - The high school at-risk counselor will work with the population of students identified via the needs	High School At-Risk Counselor and High School Principal	Aug. 24, 2021 → June 5, 2022

assessment who require supplemental social and emotional support. This counselor will not be involved in the traditional counseling duties (such as scheduling, college preparations, testing support). Instead, this employee will exclusively provide support above and beyond the supports that are already being provided by the general fund counselors. At-risk students serviced will include students qualifying for McKinney Vento services.		
Pathways High School - This alternative high school offers students needing additional academic support and flexible learning schedules and opportunity to engage in a program that combine career-technical education, rigorous academic coursework, and experiences that show students the relevance of education to their future, while teaching them the academic and employability skills they need to be successful in both college and career.	Pathways High School Principal and staff	Aug. 24, 2021 → June 5, 2022
STEM Academy Design and Learning Lab - In fall of 2016, KHPS implemented a STEM Academy class for 7th and 9th graders. The program has grown each year with refinements to the curriculum and learning environment. Academy offerings operate in a 3,324 sq.ft. space under the same roof as an advanced manufacturing company. This unique learning environment provides a dynamic opportunity for students to learn mathematics and engineering principles with a project-based curriculum.	STEM Academy teaching staff and secondary administrators	Aug. 24, 2021 → June 5, 2022

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

Activities supporting the two primary strategies focused on this Area of Inquiry and it's related goals have the following associated costs.

Identified Strategy	Total Cost for Strategy	Sources of Funds

Strategy 1 - Continued exploration, refinement, and implementation of a guaranteed and viable curriculum for K-12 mathematics.		General Fund, ESSER II, ESSER III, Title II?
Strategy 2 - Implement research and data-based interventions within a Multi-Tiered System of Supports (MTSS) to support targeted student learning needs in K-12 mathematics.		Title I Part A, Title III (EL supports), Title I Part C (Migrant Supports), 31a, ESSER II, ESSER III, Title IV, Title IX (MV Supports)

Plan for Strategy Communication – Answer the following questions:

All parts of this plan will be communicated with the following stakeholders: Kenowa Hills Public Schools Board of Education, Administrators, the District School Improvement Team, building School Improvement Teams, K-12 certified teachers responsible for math instruction, Instructional Coaches, and paraprofessionals. The details of this plan will be communicated in appropriate committee meetings and working structures (grade and departmental PLCs, etc.).

Highlights of this plan will be shared with students, parents, and community members via the District website and school newsletters as well as during academic progress presentations at meetings open to the general public.

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

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