

MICIP Process Collaboration Template for School Buildings



PART 2 - PLAN

School Name: Mohawk Elementary

Save this document in your school's [2023-2024 SIP-MICIP Process Collaboration Reports](#) folder.

MICIP is a collaborative process template has been adapted to align and fit School buildings. When using this document, you will engage in the MICIP district process sequence – including considerations and guiding questions.



“The work accomplished outside the MICIP platform is equal to if not more important than the work inside the MICIP platform.”

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.**

District: 95% of students will be at grade level as measured by Lexile. This will be achieved by the spring of 2026.

School: We have identified our goal of reaching 95% proficiency for all students in reading, through Tier 1 and Tier 2 instruction.

-  95% of our 3rd-5th grade students will have scores at or above the 55th percentile, as determined by NWEA by the spring of 2026.
-  95% of our students in K-2 will have scores at or above the 55th percentile, as determined by Fastbridge by the spring of 2026.

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).

District: Lexile scores, MTSS data, students who qualify for Tier 3 intervention, will all be analyzed annually. Progress monitoring tools will be utilized. We will use local assessments to monitor our students' growth in reading over time.

School:

Percentiles from both NWEA and FastBridge (depending on grade levels), Lexile scores, MTSS data, students who qualify for Tier 3 intervention, will all be analyzed at multiple points during the year in data team meetings. Progress monitoring tools will also be utilized. We will use local assessments to monitor our students' growth in reading over time.

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.**

District: Using appropriate strategies from the Science of Reading to address our students at all levels. Strategies/Best Practices from Top 10 Tools: Teach advanced phonemic awareness at the phoneme level in Tier 1, grades K-2; Tier 2 and Tier 3, grades 3-5

Skill-based small group instruction including phonics as well as decoding of irregular high frequency words followed with decodable text practice.

Continue word analysis instruction beyond 2nd grade to include syllable types, morphology and decoding practice with decodable text as needed.

Incorporate vocabulary, comprehension strategies, and writing instruction in content areas such as science and social studies. Individualize reading practice using Lexia Core 5 with built-in progress monitoring and reporting. Our teachers, administrators, support staff, and curricular leaders will be responsible for these strategies.

This process began in June 2019 and will continue as it is introduced at all levels. This process will end when our goal has been reached. Our target date of achievement is 2026.

This will be implemented in all buildings, district wide.

School:

Mohawk's plan is the same our district's plan.

Our teachers and para-educators will implement these strategies in both core instruction and in interventions. Administrators will monitor the strategies and practices. Our start and finish dates are the same as district.

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?

District:

Complete Top Ten Tools (TTT) training; monitor with TTT data

Finish FastBridge training; monitor with FB training data

Conduct Lexia Training; monitor with Lexia student data dips

Work with principals to monitor classroom practice recommendations distributed June 2021

Provide teacher training sessions to facilitate implementation of new instructional practices/pedagogy

Facilitate the implementation of collaborative teams where teachers analyze formative assessment data to determine effectiveness of priority standards within Tier 1 instruction

School:

Teachers will complete Top Ten Tools training. Completion of the tools will be monitored by administration.

Teachers will continue to implement Top Ten Tools practices along with other Science of Reading supported practices. This will be monitored by administrators.

Teachers, paras, and administrators will monitor Lexia depending on the specific users.

Administrators and teacher leaders will monitor the collaborative teams implementation.

This process began in June of 2019 and our target date is 2026.

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.)

Braided funding from General Fund, 31a, Early Literacy Grant, ESSER II/III, and Title I - IV grants.

We are using a combination of general funds and grant monies to support our programs, personnel, and services. Title I and Sec 31a grant funding help support our reading paraeducators and after school reading programs. Title II and Title IV help support our professional development efforts for teachers, paraeducators, and administrators to learn about the science of reading, foundational reading skills, and intervention programs. Title III and ESSER II/III will support our summer school program. Our Early Literacy grant funding will support after school programs, summer school, and our purchase of Lexia which will be a reading comprehension program that individualizes student support that will extend student learning beyond the school day.

School: Same as above

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?

District: This will be communicated to our staff through PD and district/building communication and presentations. There will be a (*steering committee*) that will communicate this to stakeholders within the school community. Our goals and steps we are taking will be communicated to the community and board of education through a public workshop. We will communicate information using Smores.

School: This will be communicated to our staff during collaborative teams, staff meetings, district/building provided PD, newsletters, and presentations. Our goals and steps will be communicated to the community as we continue to inform our parents of our reading practices and strategies so that they can be reinforced at home. We will communicate information using Smores, Parent Meetings, and presentation

