

MICIP District Continuous Improvement Plan

Identify the Area of Inquiry	Family Engagement
Discover Whole Child Data	Family Engagement School Assessment Parent Engagement Survey Attendance Data – IEP Meetings Team Meetings Parent-Teacher Conferences Daily School Attendance (building level) Open House attendance
Initial Data Analysis Summary	Initial data indicates that the district has a strong system in place for regular two-way communication with families on individual classroom information as well as school-wide information indicating a high-impact in this area. The district has moderate impact with an annual back-to-school open house. Low impact family engagement activities are also present including school newsletters, student performances, parent-teacher conferences, and family visits to school by appointments.
Initial Initiative Inventory Analysis	The district’s mission included language about ‘bringing staff, students, families, and communities together as one.’ All staff have reviewed the initial school-assessment data. The district team is identifying what moderate to high level impact pieces can be put into place. At the school open house held at the beginning of the school year, parents were provided with information regarding their individual teacher/classroom, as well as overall school policies. The parents were given a tour of the school and introduced to the superintendent, principal, board members, and other staff who were in attendance. The district provided snack dinner including grilled hotdogs, chips, and drinks for all family members who attended. Student work was on display in the classrooms and hallways. Games were set up in the gym and in the playground area.
Create a Gap Statement	The district has 1 out of 11 high impact strategies in place, 1 out of 11 moderate impact strategies and 6 out of 11 low impact strategies.
Create a Data Story Summary	<p>While there are currently few moderate and high impact strategies in place in the district, there are a variety of low impact strategies in place. This is a starting point for family engagement.</p> <p>This specific area, family engagement, has not been previously assessed and there are several strategies across the “high” and “moderate” levels of family engagement that could be identified and implemented. All learners in the district can benefit from additional engagement strategies to impact the overall wellbeing of learners.</p>
Analyze Root Cause	Using the Five Why’s Resource

	<p>Data story explanation: Based on the family engagement assessment, Pied Piper School provides 1 out of 11 high impact family engagement strategies; 1 out of 11 moderate impact family engagement strategies; and 6 out of 11 low impact family engagement strategies.</p> <ul style="list-style-type: none"> ● First Why: Pied Piper School has not previously been assessed on family engagement strategies. ● Second Why: The implementation of family engagement strategies are not currently a specified requirement of Pied Piper personnel. ● Third Why: The concept of family engagement is currently not a required approach for implementation in the school setting. ● Fourth Why: Personnel were not aware of family engagement as a concept to be implemented. ● Fifth Why: Personnel have not engaged in professional development related to family engagement. ● Root Cause: The district has not previously assessed the area of family engagement as a school nor have specific family engagement strategies been implemented through this lens. Looking at family engagement as part of the whole child model has not previously been explored by the district and is an area of new learning for staff.
<p>Create a Challenge Statement</p>	<p>The challenge is that the public education system is not structured to engage families as equitable partners in the education of their students. Public education is structured to deliver instruction to students. Teachers are equipped to be conveyors of that instruction. They are not equipped to engage families as those equitable partners. The challenge for the district will be to provide family engagement professional development opportunities to staff. The challenge for the school will be to identify and implement two high impact family engagement strategies and two moderate impact family engagement strategies.</p>
<p>Define a Measurable (SMART) Goal</p>	<p>The district will provide family engagement professional development to all staff in the district over the next school year to add two additional high and moderate impact strategies by June 30, 2024.</p>
<p>Create End and Interim Target Measures</p>	<ul style="list-style-type: none"> ● By June 30, 2024, increase the number of high impact family engagement strategies from 1 to 5 as measured by Family Engagement Assessment tool (to be conducted at the end of each school year). ● By June 30, 2024, increase the number of moderate impact family engagement strategies from 1 to 4 as measured by Family Engagement Assessment tool (to be conducted at the end of each school year). ● Starting on May 31, 2022, every semester we will monitor the progress of the implementation of additional high impact family engagement strategies from 1 to 3 as measured by the Family Engagement Assessment tool (to be conducted at the end of each school year). ● Starting on May 31, 2022, every semester we will monitor the progress of the implementation of additional moderate impact family engagement strategies from 1 to 2 as measured by the Family Engagement Assessment tool (to be conducted at the end of each school year). ● By January 31, 2022 conduct a pre survey to understand current family perspective. ● By May 31, 2022 conduct a post survey to understand impact. ● By May 31, 2022 hold a parent focus group. ● Starting on January 31, 2022 teachers will make weekly entries into an online reflective journal regarding PD and activity experiences.

<p>Review the initial Initiative Inventory</p>	<p>Initiatives that exist:</p> <ul style="list-style-type: none"> ● IEP goal work for each student ● The transition program ● Seasonal all-school events ● A mandate that exists with the goal that 75% of students will make progress on their IEP goals. ● Annual IEP meetings (which functions as a parent-teacher conference and quarterly progress reports that are sent home).
<p>Select Strategy (-ies) to support the Goal. Use the Hexagon tool to assess each strategy. Identify the Schools who will implement the plan</p>	<p>Family Engagement Tied to Learning: Family engagement efforts are purposeful, intentional, and clearly identify learner outcomes (MSB).</p> <ul style="list-style-type: none"> ● Capacity - 5 ● Evidence - 5 ● Fit - 5 ● Need - 5 ● Usability - 5 ● Supports - 5 <p>Pied Piper School</p>
<p>Identify Activities, including for Implementing, Monitoring and Adjusting</p>	<p>Bullet list of activities in chronological order</p> <ul style="list-style-type: none"> ○ PD Days: 2 half days ○ Leadership Meetings: Meet 2x a month ○ Classroom Meetings: Meet weekly ○ 1 High Impact per class for a total 6 high impact activities by May 31, 2022 <ul style="list-style-type: none"> ■ Teachers are currently making those determinations ○ 1 Moderate Impact per class for a total of 6 moderate impact activities by May 31, 2022 <ul style="list-style-type: none"> ■ Teachers are currently making those determinations
<p>Select Strategy Funding Options</p>	<p>The plan will be communicated to all school stakeholder groups – staff, students, parents, community (school board?)</p> <ul style="list-style-type: none"> ● Cost to ISD <ul style="list-style-type: none"> ○ Costs of Implementation Activities <ul style="list-style-type: none"> ■ Total Cost for multiple items - \$15,000 ■ Funding source - <ul style="list-style-type: none"> ● IDEA Part B ● Title IV Part A. Student Support and Academic Enrichment ● General Fund
<p>Plan for Strategy Communication</p>	<p>How</p> <ul style="list-style-type: none"> ● School Board Meeting <ul style="list-style-type: none"> ○ June Board Meeting

- Parent Newsletter
 - Winter newsletter (by February 28, 2022)
 - Spring newsletter (by May 31, 2022)
- Social Media
 - Weekly updates (initiated by January 31, 2022)

To Whom

- Educators
- Staff
- School Board
- Parents

Add the Goal to the MICIP Portfolio once all the Strategies and Activities have been defined.