MICIP Portfolio Report

Beecher Community School District

Goals Included

Active
- Academic Goal
- Talent Management Goal
- While Child Goal

Buildings Included

Open-Active
- Beecher High School
- Beecher Higher Learning Academy
- Dailey Elementary

Plan Components Included

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MICIP Portfolio Report

Beecher Community School District

Academic Goal

Status: ACTIVE

Statement: Beecher students in grades 3-12 will demonstrate improved growth and proficiency in literacy and math by June 30, 2025, as measured by state assessments.

Created Date: 03/16/2023   *Target Completion Date:* 06/29/2025

Data Set Name: District Academic

Name	Data Source
BHS School Index	MiSchoolData
Dailey School Index	MiSchoolData
PSAT / SAT performance levels	MiDataHub
comprehensive needs assessment report	Eidex
MEAP and M-Step Proficiency over time	Eidex
M Step performance	Eidex
SAT over time	Eidex
iReady scores by subject	Eidex
iReady % behind	Eidex
iReady by grade	Eidex
NWEA MAP Performance Indicators	Eidex
NWEA MAP proficiency 2022	Eidex
NWEA MAP 2023 proficiency scores	Eidex
NWEA MAP 2023 Performance Indicator	Eidex
NWEA MAP baseline	Eidex
iReady baseline stretch scores	Eidex
2022 / 2023 initiative	Other

Name	Data Source
analysis	

Data Story Name: District Data 2023- Academic

Initial Data Analysis: Our scores show that we are not making progress as needed. Having the students learn virtually for a year and a half has created a large academic deficit in the students as shown in their scores. All students regardless of demographics are on average a year to three behind. The year and a half of virtual learning has also decreased our graduation rate tremendously. Our students are lacking academically when compared to their peers and to the state average. While they have made growth academically, it is not enough to be on a national average with their peers.

Initial Initiative Inventory and Analysis: Dailey academic initiatives include: Math (Engage NY, Great Minds, Enbarc, number talks, math recovery, math nights), ELA (Heggerty, Words their way, Reading Streets, reading interventionist, GISD supportive coaching, classroom libraries, EPIC, book club, LETRS), use of Zern, Prodigy learning, iReady, company to support during the day tutoring, after school tutoring, Sylvan Gaming, Summer packets, summer school, intercession, MEL reading bus, Para- professionals to support small group instruction, after school programs that include music and dance.

Dailey Analysis - fully implemented initiatives from above include: iReady, after school tutoring and Reading Streets. A few of the above are not applicable when reviewing the MTSS practice profile such as: GISD coaching (supporting teachers) MEL bus (annual scheduled bus that visits district), Summer packets (handed to all students). The rest of the initiatives are partially evident.

BHS academic initiatives include: Math (Big ideas, tutoring during the day, Outsourced company academic enrichment course, Exact Path, Elevate K-12, IXL), ELA (Outsourced Academic Enrichment, Exact Path, spelling bee, Springboard, Reading Apprenticeship), along with the use of SAT prep class, ACT work Keys, Instructional Learning Cycles, Data Conversations, pacing guides, scoring clinics

BHS Analysis For the high school, there are no fully implemented initiatives. All of the listed ones are either not yet started or partially evident. Just under 50% of the initiatives are not yet started.

Gap Analysis: Math Under 20% of students are meeting grade-level standards for mathematics instruction; Fewer than 30% of teachers district wide have been fully trained in the content area; 2/3 (66%) of teachers are fully implementing curriculum for their content area in k-3; Students are not being regularly and consistently assessed in mathematics; 66% of our building administrators are new to the administrative role; iReady Math has consistently been 8% points lower than reading prior to 22-23 school year. In the winter of 2023 math was higher than reading; High school number systems is the highest performance indicator at 18% on NWEA assessment.

ELA Under 20% of students are meeting grade-level standards for ELA instruction; Fewer than 30% of teachers have been fully trained in the content area; 66% teachers are fully

implementing curriculum for their content area district wide; Students are not being regularly and consistently assessed in ELA; 66% of our administrators are new to the administrative role; ⬜ teachers are implementing the reading curriculum, k-6; HS Highest ELA proficiency is vocabulary acquisition (40%) and use 18% increase in prof over informational text (22%) on NWEA; 16 % of elementary students are at mid or above grade-level on iReady; Under 25% HS students were at ELA benchmark on NWEA.

Analysis

The district has a lack of staffing to consistently implement our goals. There is a high turnover of qualified staff. Staff that were previously trained and knowledgeable in working with our students leave for higher paying positions in other districts. The high turnover impacts training availability and opportunities. Due to the small size of the district and number of staff, there is a large lack of staff able to take on roles. A small number of staff members have to take on multiple roles, limiting the ability to focus on just one area to grow.   For the size of our district, there are just too many initiatives. With so many initiatives, the district does not have enough certified staff to lead or support them.

District Data Story Summary: The district has a lack of staffing to consistently implement our goals. There is a high turnover of qualified staff. Staff that were previously trained and knowledgeable in working with our students leave for higher paying positions in other districts. The high turnover impacts training availability and opportunities. Due to the small size of the district and number of staff, there is a large lack of staff able to take on roles. A small number of staff members have to take on multiple roles, limiting the ability to focus on just one area to grow.   For the size of our district, there are just too many initiatives. With so many initiatives, the district does not have enough certified staff to lead or support them.

Analysis:

Root Cause

Summary of Root Cause Analysis:

The district has a mapped-out curriculum available to all staff members. There is a lack of special education systems focused on child studies, testing, and process for support. The tiered system of support is underdeveloped. With regard to funding, there are multiple funds for interventions, intercession, support of our students. Students that need the support are not using the interventions.

Supporting Documents

Document Name	Document Summary	Upload Date
Academic root cause	Fishbone related to academic root cause.	03/16/2023

Challenge Statement: If . . . we have high-quality instruction aligned to a rigorous and guaranteed and viable curriculum with evidence-based interventions with job-embedded professional learning and supports

Then . . . our teachers and guest teachers will know what and how to teach [prioritized, streamlined, and measurable]

So that . . . our academic performance will increase

Strategies:

(1/3): MTSS Framework (General)

Owner: Richard Klee

Start Date: 05/09/2023   *Due Date:* 06/30/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes.The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making

Buildings: All Active Buildings

Total Budget: $300,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title V Part B (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. The district will partner with an outside entity develop and implement a MTSS program based upon the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School				

Activity	Owner	Start Date	Due Date	Status
• Dailey Elementary				
2. The district will create, implement, and monitor a team-based leadership system based on the MTSS Practice Profile.	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
3. Based upon RAR assessment, the district will assess current practices for efficacy	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
5. The district will create, implement, and monitor a tiered delivery system based on the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
4. The district will create, implement, and monitor the selection and implementation of instruction and intervention supports based on the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
6. The district will create, implement, and monitor a comprehensive screening and assessment system based on the MTSS	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Practice Profile				
Activity Buildings: • Beecher High School • Dailey Elementary				
7. The district will create, implement, and monitor a system of continuous data-based decision making based on the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
9. The district will provide additional supported learning experiences through field trips and supplemental resources	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
11. The district will provide supplemental support through additional staff.	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
8. The district will provide academic interventionist support	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
10. The district will provide extended learning time through intercession, summer school, and after school programs	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Beecher High School • Dailey Elementary				

(2/3): Early Warning Intervention and Monitoring System (EWIMS)

Owner: High School Principal

Start Date: 05/09/2023   *Due Date:* 06/30/2025

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings
- Beecher High School
- Beecher Higher Learning Academy

Total Budget: $100,000.00
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. District staff will receive training on use of a EWIMS	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School				
2. District will Implement and monitor EWIMS	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School				

(3/3): 23g Tutoring

Owner: Diana Castle

Start Date: 02/07/2024   *Due Date:* 06/29/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Total Budget: $300,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- Other
- Presentations
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1 The district will provide supplemental support tutoring from an outside company for identified students. Tutoring can be during the day, after school, during intersession, and summer learning opportunities.	Diana Castle	02/07/2024	06/28/2025	ONTARGET
Activity Buildings: • Beecher High School • Beecher Higher Learning Academy				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 2% for MEAP and M-Step Proficiency over time		06/30/2024	ONTARGET
Increase by 2% for MEAP and M-Step Proficiency over time		06/30/2025	ONTARGET
Increase by 2% for MEAP and M-Step Proficiency over time		06/30/2025	ONTARGET
Increase by 2% for MEAP and M-Step Proficiency over time		06/30/2025	ONTARGET
Increase by 5% for iReady baseline stretch scores		06/30/2025	ONTARGET
Increase by 5% for iReady baseline stretch scores		06/30/2025	ONTARGET
Increase by 5% for NWEA MAP baseline		06/30/2025	ONTARGET
Increase by 5% for NWEA MAP baseline		06/30/2025	ONTARGET

Impact Notes

Date	Note	Author
12/28/2023	For the elementary: New program has been put in place for ELA - CKLA. Teachers are getting comfortable with the curriculum, being trained and supported. Teachers are putting in place small group targeted instruction. Now need to look at math. Exit ticket are in use in the classrooms. For the high school: Data Conversations are taking place with students to heighten their awareness and ownership of their learning progress in both ELA and Math. Honors Assembly is recognizing NWEA proficiency levels and years of growth. Awards were given for last spring's PSAT/SAT results. Family Reports on results are sent out. The district has brought in online certified teachers to instruct students but we have not been able to hire a certified teacher. Each of these rooms has a supportive coach in the classroom.	Diana Castle

Adjust Notes:

No Data Available

Activity Status:

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
1. The district will partner with an outside entity develop and implement a MTSS program based upon the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
2. The district will create, implement, and monitor a team-based leadership system based on the MTSS Practice Profile.	Diana Castle	05/09/2023	06/30/2025	ONTARGET
3. Based upon RAR assessment, the district will assess current practices for efficacy	Diana Castle	05/09/2023	06/30/2025	ONTARGET
5. The district will create, implement, and monitor a	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
tiered delivery system based on the MTSS Practice Profile				
4. The district will create, implement, and monitor the selection and implementation of instruction and intervention supports based on the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
6. The district will create, implement, and monitor a comprehensive screening and assessment system based on the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
7. The district will create, implement, and monitor a system of continuous data-based decision making based on the MTSS Practice Profile	Diana Castle	05/09/2023	06/30/2025	ONTARGET
9. The district will provide additional supported learning experiences through field trips and supplemental resources	Diana Castle	05/09/2023	06/30/2025	ONTARGET
11. The district will provide supplemental support through additional staff.	Diana Castle	05/09/2023	06/30/2025	ONTARGET
8. The district will provide academic interventionist support	Diana Castle	05/09/2023	06/30/2025	ONTARGET
10. The district will provide extended learning time through intercession, summer school, and after school programs	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Early Warning Intervention and Monitoring System (EWIMS) Activities

Activity	Owner	Start Date	Due Date	Status
1. District staff will receive training on use of a EWIMS	Diana Castle	05/09/2023	06/30/2025	ONTARGET
2. District will Implement and monitor EWIMS	Diana Castle	05/09/2023	06/30/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
1 The district will provide supplemental support tutoring from an outside company for identified students. Tutoring can be during the day, after school, during intersession, and summer learning opportunities.	Diana Castle	02/07/2024	06/28/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Early Warning Intervention and Monitoring System (EWIMS)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
12/28/2023	The first two trainings have occurred. Sumpter to follow up with the consultant for the next steps. The EWIMS coach has participated in beginning planning meetings and all staff training with the high school.	Diana Castle

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
12/28/2023	The district has received a grant to cover the funding for EWIMS implementation. This funding runs through the school year.	Diana Castle

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
12/28/2023	Monthly meetings are taking place in each building to begin MTSS review, implementation, and structure setting.	Diana Castle

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
12/28/2023	Consultants are in the district working with our staff and administration to support academics and growth.	Diana Castle

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
12/28/2023	The district has received a Regional Assistance Grant that is provides funding to have consultants on campus working with our staff. These funds will continue through the next three years.	Diana Castle

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for MEAP and M-Step Proficiency over time	06/30/2025	ONTARGET
Increase by 3% for MEAP and M-Step Proficiency over	06/30/2025	ONTARGET

Measure	Due Date	Status
time		
Increase by 3% for MEAP and M-Step Proficiency over time	06/30/2025	ONTARGET
Increase by 10% for iReady baseline stretch scores	06/30/2025	ONTARGET
Increase by 10% for iReady baseline stretch scores	06/30/2025	ONTARGET
Increase by 10% for NWEA MAP baseline	06/30/2025	ONTARGET
Increase by 10% for NWEA MAP baseline	06/30/2025	ONTARGET
Increase by 3% for MEAP and M-Step Proficiency over time	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

While Child Goal

Status: ACTIVE

Statement: Beecher students in grades K-12 will demonstrate a decrease in absenteeism and behavioral disruptions by November 30, 2025, as measured in our SIS.

Created Date: 03/17/2023   *Target Completion Date:* 06/30/2025

Data Set Name: District Data - Whole Child

Name	Data Source
Title Parent Survey	Google Survey Form
Staff Perception Survey	Google Survey Form
District Demographics	Eidex
District Demographics over time	Eidex
Enrollment counts	Eidex
Graduation rates	Eidex
Behavior incidents	Eidex
Average atteadance	Eidex
Attendance by grade	Acadience
Chronic Absenteeism	DIBELS
Attendance and behavior system	Other

Data Story Name: District Data 2023- Whole Child

Initial Data Analysis: Our data shows that our parents are supportive of the district and what we have to offer their students. Staff feel they have an understanding of what they are teaching and how they are presenting to students and have asked for additional support in working with students in managing disruptive students. Student absences are high with numbers at and over 50% missing more than 10% of the school year. Covid protocols for attendance impacted students' attendance and ability to learn in person. Behavior disruptions continue to be high in both buildings. Building walkthrough data reports show over 70% of teaching staff (long term substitutes and certified teachers) are using whole group instruction to educate students. As a district we are not meeting all the social emotional needs of our students.

Initial Initiative Inventory and Analysis: District whole child initiatives include Capturing Kids Hearts (CKH), PBIS, District and school social worker support in all buildings, University of Michigan- Ann Arbor Regional Health Alliance Health System, Parent Facilitators, Behavior Interventionists, Coordinator of Culture, check in and check out systems, Genesee Health System Trauma Support, district nurse, common classroom expectations, restorative

conversations, referrals to outside agencies, parent meetings, and social emotional student groups.
District whole child analysis from the MTSS component worksheet: all of these items are in place in one fashion or another but not fully utilized.

Dailey whole child initiatives include: 21st Century after school programs, African Drum and Dance, Drama Club, Sphinx Violin, and Leader In Me, basketball programs, and holiday support (Holiday stockings, Thanksgiving turkeys, shop with a cop).
Dailey whole child analysis MTSS component worksheet: all of these items are in place in one fashion or another but not fully utilized.

Beecher High School whole child inititatives include: Esports club, band, focus room, athletic programs, Culture Plan Facilitator, academic counselor, Grief and Loss Group, attendance mediation through our Intermediate School District, clothing closet, food pantry, behavior contracts and peer mediators.
Beecher High School analysis MTSS component worksheet: The athletic programs, grief and loss groups, and attendance mediation are fully in progress. The staffing components have staff in place but do not have fully aligned procedures and process. The remaining initiatives are developing works in progress.

Gap Analysis: Reduce chronic absenteeism by 10% points has been the intended target.
Data is based on 21 - 22 School year
68.7 % of the students were chronic absent - BHS
80.4% of the students were chronic absent - Dailey
Chronic is defined as missing 10% of the school year days enrolled as long as enrolled 10 days
Tier 1 - SRSS (Student Risk Screening Scale) - Screener is sometimes used
Trails - Fall 2023 Implementation (not implemented currently)
Clarifation is needed regarding what gets sent to CEPI- how is an absence defined? When is it sent in to make sure definition is understood and clear. Similar actions need to be considered for the graduation rate. Make sure you line up with the same way the state is looking at the data.
Tier 1 and 2 PBIS System not being implemented with fidelity.

There are multiple supportive opportunities for our students, including School Social Worker, District Social Worker and outside agencies. Capturing Kids Hearts and PBIS are primary programs used to support the needs of our students. Staff are in place to support student's emotional needs with practices and protocols not always in alignment, including how Capturing Kids Hearts and PBIS is used within each building. Identification of students with needs comes from staff recommendation. The child find process has not been fully developed or implemented.

District Data Story Summary: There are multiple supportive opportunities for our students, including School Social Worker, District Social Worker and outside agencies. Capturing Kids Hearts and PBIS are primary programs used to support the needs of our students. Staff are in place to support student's emotional needs with practices and protocols not

always in alignment, including how Capturing Kids Hearts and PBIS is used within each building. Identification of students with needs comes from staff recommendation. The child find process has not been fully developed or implemented.

Analysis:

Root Cause

Summary of Root Cause Analysis:

The district teachers have a lack of content knowledge and do not follow the same processes related to absences. Staff do have relationships with students yet many students feel a lack of rapport with teachers. Additional training and curriculum support is needed. The curriculum and instruction are not engaging or consistently implemented. There is a lack of engaging activities and many lessons are taught as whole group instruction. The PBIS and Capturing Kids Heart programs are inconsistently implemented between staff and buildings.

Supporting Documents

Document Name	Document Summary	Upload Date
Root cause - 5 whys and fishbone for whole child	Shows the district's discussion related to the while child root causes.	03/17/2023

Challenge Statement: If . . . we effectively implement a student support system that addresses academic and non-academic needs
Then . . . we are equitably meeting the needs of each child
So that . . . student achievement, attendance, and social positive interactions increases

Strategies:

(1/2): Student Support Network

Owner: Diana Castle

Start Date: 05/09/2023   *Due Date:* 06/28/2025

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings

- Beecher High School
- Dailey Elementary

Total Budget: $1,000,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title V Part B (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
7. District will provide social worker support to students as identified	Richard Klee	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6. The district will hire an attendance intervention specialist or reallocate existing human resources to fulfill the roles and responsibilities of this position	Richard Klee	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5. The district will evaluate the student support system	Diana Castle	05/09/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
as outlined in the practices and progress indicators				
Activity Buildings: All Buildings in Implementation Plan				
4. The district will implement a student support system	Diana Castle	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3. The district will create a student support system	Diana Castle	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2. The district will analyze and review their student support system using the practices and progress indicators from MI Systems of Support	Diana Castle	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
1. The district will update and implement attendance procedure	Diana Castle	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Owner: Diana Castle

Start Date: 05/09/2023   *Due Date:* 06/28/2025

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.
"

Buildings

- Beecher High School
- Dailey Elementary

Total Budget: $600,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
4. The district will provide ongoing training around whole child framework curriculum and resources	Diana Castle	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
1. Based upon RAR assessment, the district will analyze and review the current programs that support the whole child	Diana Castle	05/09/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
framework along with current resources for efficacy				
Activity Buildings: All Buildings in Implementation Plan				
2. Evaluate and select a whole child framework curriculum and resources to meet student needs	Diana Castle	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3. The district will implement and monitor a whole child framework curriculum and resources, utilizing implementation guide from the curriculum selected to meet student needs	Richard Klee	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5. The district will provide parent involvement support	High School Principal	05/09/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for Behavior incidents		06/29/2024	ONTARGET
Decrease by 5% for Behavior incidents		06/29/2024	ONTARGET
Decrease by 5% for Average attedance		06/29/2024	ONTARGET
Decrease by 5% for Average attedance		06/29/2024	ONTARGET
Revise, develop, or adopt an attendance and behavioral system for Attendance and behavior system		06/29/2025	ONTARGET

Measure	Owner	Due Date	Status
Revise, develop, or adopt an attendance and behavioral system for Attendance and behavior system		06/29/2025	ONTARGET

Impact Notes

Date	Note	Author
12/28/2023	Elementary notes: Incentives for attendance, academics & behavior are being put in place. The 3 are aligned together. The Behavior Interventionist is working to ensure teachers take the first step with parents for establishing a partnership. Initial calls are going home, explaining how parents/guardians can support the teacher and classroom. Restorative conversations and get students back in classrooms/minimize sending home. High School notes: Monthly attendance letters are going out. Attendance mediation meetings are taking place. PBIS team is working on Behavior and Attendance. Student and schoolwide attention to attendance is taking place. Awards for attendance are included in the Honors Assembly. PBIS team works on Attendance and Behavior. Behavior Interventionist is in place for this school year. Honor's assembly are scheduled be recognize students . Protocols are the assemblies that are being mapped out to ensure they are consistently taking place. People will be assigned to the various responsibilities.	Diana Castle

Adjust Notes:

No Data Available

Activity Status:

Student Support Network Activities

Activity	Owner	Start Date	Due Date	Status
7. District will provide social worker support to students as identified	Richard Klee	05/09/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
6. The district will hire an attendance intervention specialist or reallocate existing human resources to fulfill the roles and responsibilities of this position	Richard Klee	05/09/2023	06/29/2025	ONTARGET
5. The district will evaluate the student support system as outlined in the practices and progress indicators	Diana Castle	05/09/2023	06/29/2025	ONTARGET
4. The district will implement a student support system	Diana Castle	05/09/2023	06/29/2025	ONTARGET
3. The district will create a student support system	Diana Castle	05/09/2023	06/29/2025	ONTARGET
2. The district will analyze and review their student support system using the practices and progress indicators from MI Systems of Support	Diana Castle	05/09/2023	06/29/2025	ONTARGET
1. The district will update and implement attendance procedure	Diana Castle	05/09/2023	06/29/2025	ONTARGET

Whole School, Whole Community, Whole Child Framework (WSCC) Activities

Activity	Owner	Start Date	Due Date	Status
4. The district will provide ongoing training around whole child framework curriculum and resources	Diana Castle	05/09/2023	06/29/2025	ONTARGET
1. Based upon RAR assessment, the district will analyze and review the current programs that support the whole child framework along with current resources for efficacy	Diana Castle	05/09/2023	06/29/2025	ONTARGET
2. Evaluate and select a	Diana Castle	05/09/2023	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
whole child framework curriculum and resources to meet student needs				
3. The district will implement and monitor a whole child framework curriculum and resources, utilizing implementation guide from the curriculum selected to meet student needs	Richard Klee	05/09/2023	06/29/2025	ONTARGET
5. The district will provide parent involvement support	High School Principal	05/09/2023	06/29/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Student Support Network

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
12/28/2023	There is a focus on school-wide PBIS incentive systems for both buildings. The high school kick-off is scheduled for January. Staff have completed a survey on incentive systems.	Diana Castle

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
12/28/2023	The district has social workers in each building (elementary and high school) with an additional one for more in-depth targeted support. An intern social worker has been brought into the high school to support their endeavors as well.	Diana Castle
12/28/2023	Funds have been allocated to support the initiatives. These funds are grant-funded and approved through our applications.	Diana Castle

Monitoring Notes: Whole School, Whole Community, Whole Child Framework (WSCC)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
12/28/2023	The district is using TRAILS as a supportive curriculum for each student. Training was provided at the start of the school year with beginning implementation in the first semester of 2023.	Diana Castle

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Implement and monitor the attendance and behavioral system for Attendance and behavior system	06/29/2025	ONTARGET
Implement and monitor the attendance and behavioral system for Attendance and behavior system	06/29/2025	ONTARGET
Decrease by 10% for Behavior incidents	06/29/2025	ONTARGET
Decrease by 10% for Behavior incidents	06/29/2025	ONTARGET
Decrease by 10% for Average atteadance	06/29/2025	ONTARGET
Decrease by 10% for Average atteadance	06/29/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Talent Management Goal

Status: ACTIVE

Statement: Beecher students will receive high-quality instruction through the recruitment and retention of highly qualified and certified staff by November 30, 2025, as measured by the REP report.

Created Date: 03/17/2023   *Target Completion Date:* 06/30/2025

Data Set Name: District Data 2023 - Talent Management

Name	Data Source
Evaluation data 21.22	District Determined
list of whole child initiatives	District Determined
Staffing ratios	Eidex
Blueprint survey results	Google Survey Form
Blueprint system report	District Determined
Blueprint diagnostic	District Determined
RAR REP data set 2023.05.05	Acadience

Data Story Name: District Data 2023 - Talent Management

Initial Data Analysis: The district has had a high turnover of certified staff over the past year. Many have left for higher paying jobs, leaving the buildings with non-certified teachers to teach. When interviews are scheduled, an average of 10% of the scheduled applicants actually show up for the interview. During the 2022 - 2023 school year, we have 40% open positions that have not been filled, including certified paraprofessionals and certified teachers. Professional development revolves around building staff capacity to build instructional leaders. The leaders are frequently covering uncovered classrooms as there is a lack of substitute teachers. The district has a very small group of individuals who take on multiple roles, including working on committees, supporting staff, and leading the district where larger districts will have multiple staff participating in a small number of items.

Initial Initiative Inventory and Analysis: i)   Initiatives the district has in place include: written procedures for data review, communications, talent management (hiring and evaluation), attendance management, and MTSS student identification and support. Other initiatives recognized include: building performance walkthroughs, onboarding intentions, maintaining staff, building and district leadership networks, purchasing allocations, collective responsibilities.

Talent Management Initiative review through the MTSS Component review: While we have written procedures for many items, they are not fully implemented or actively in place. Training and maintaining staff if not yet started. Purchasing allocations are known and share with leadership groups to allow for building level decision making. The building network teams are strong in one building, weak in another. The district team consistently meets with dedicated members.

Gap Analysis: The Talent Management System (hiring, placement, onboarding, retaining) is not currently meeting the needs of our district..
Data: hiring/exiting dates, years of service, % of long-term subs, allocation of staffing based on student needs, what % of each component is complete.
Curriculum (instructional system) is not complete. I.e., curriculum review process, implementation of curriculum and monitoring of implementation with fidelity, what is taught, instruction

Staff Burn out is high with high staff leaving. The same few individuals are always doing the work. With so large of a turn over, the need for multiple layers of professional development is limited by time and staff participation. A specific onboarding process for any new staff member does not exist. Teachers have a lack in content and instructional knowledge as many are brand new or long-term substitutes.

District Data Story Summary: Staff Burn out is high with high staff leaving. The same few individuals are always doing the work. With so large of a turn over, the need for multiple layers of professional development is limited by time and staff participation. A specific onboarding process for any new staff member does not exist. Teachers have a lack in content and instructional knowledge as many are brand new or long-term substitutes.

Analysis:

Root Cause

Summary of Root Cause Analysis:
District leaders and staff have a high turnover rate. Many are not staying because they can make more money in other districts doing the same job. This leads to numerous long-term substitutes teaching our students that are not certified as teachers. For staff that remain with the district, the onboarding system does not provide adequate support for staff. Inconsistent and incoherent systems are barriers for leaders and staff, ultimately leading to unsuccessful scores, burnout, and an increased need for social emotional support.

Supporting Documents

Document Name	Document Summary	Upload Date
Talent management root cause	Screenshots of district discussion related to the root cause for talent management based upon the 5 whys and fishbone.	03/17/2023

Challenge Statement: If . . . we strengthen our recruitment, compensation, and targeted system of support to Beecher staff

Then . . . more certified and highly qualified staff will be attracted, hired, and retained

So that . . . students receive quality instruction in a positive environment

Strategies:

(1/3): Social Emotional Learning (SEL) CASEL

Owner: Richard Klee

Start Date: 05/09/2023   *Due Date:* 06/30/2025

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Total Budget: $300,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- MI School Data
- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. The district will review current implemented support systems and efficacy of them	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
2. Create a district-wide adult support system based upon data	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
3. Implement a district-wide adult support system	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				

Activity Buildings: All Buildings in Implementation Plan

Owner: Richard Klee

Start Date: 05/09/2023   *Due Date:* 06/30/2025

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings: All Active Buildings

Total Budget: $800,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1. The district will assess and create a district-wide talent management system based upon data	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
2. Implement a district wide talent management system	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				
3. Based upon RAR assessment, the district will create and implement an incentive system	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: • Beecher High School • Dailey Elementary				

(3/3): Collective Responsibility

Owner: Diana Castle

Start Date: 05/09/2023   *Due Date:* 06/30/2025

Summary: A culture of collective responsibility that is collegial, collaborative, and professional that promotes student learning, professional learning, and system-level learning through the intentional development of norms, values, and beliefs.

Buildings: All Active Buildings

Total Budget: $400,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
- School Board Meeting - Presentations - District Website Update - Social Media	- Community-at-Large - Educators - School Board - Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
2. The district will assess and create a plan for collective responsibility that include restorative practice at the adult level	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: - Beecher High School - Dailey Elementary				
1. The distinct will implement a plan for collective responsibility that include restorative practices at the adult level	Diana Castle	05/09/2023	06/30/2025	ONTARGET
Activity Buildings: - Beecher High School - Dailey Elementary				

Monitoring and Adjusting:

    Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
DA and BHS - Develop and adopt a Talent Management System (Recruitment, Hiring, Strategic Placement, Capacity Building, and Evaluation)	Richard Klee	06/30/2024	ONTARGET

Impact Notes

Date	Note	Author
12/28/2023	For the elementary - Of 20 teachers, 12 are certified and 8 are non-certified. Staff receiving retention bonuses. Have retained the subs who were covering classrooms as we fill classrooms with certified teachers. They will be trained in small groups and help. For the high school - We have a consultant who serves as the HR consultant to help the district work on HOW and WHERE positions are posted. Posting are reviewed and "cleaned up". There are ZERO certified teachers for the middle school. Goal for next fall is 100% certified for M.S. Considering moving an Elementary teacher into an M.S. science position for next fall. A Parent Facilitator is being interviewed. A retention bonus of $10,000 per staff member is in place ($3000, $3000, $4000) through 21h funding with the potential to continue for 2 years. In addition, the district is offering a health reimbursement account through the new contract ($4000/family; $2000/single) which is outstanding. The district is trying to move away from 3rd party contracts for permanent positions such as Special Education, and to hire directly. The high school partners with U of M Flint to bring in student observers and student teachers. School Social Worker candidate is present who is working on their field experience for final certification. The district is participating in the Talent Together program, which supports & encourages non-certified staff to get teaching certification.	Diana Castle

Adjust Notes:

No Data Available

Activity Status:

Social Emotional Learning (SEL) CASEL Activities

Activity	Owner	Start Date	Due Date	Status
1. The district will review current implemented support systems and efficacy of them	Diana Castle	05/09/2023	06/30/2025	ONTARGET
2. Create a district-wide adult support system based upon data	Diana Castle	05/09/2023	06/30/2025	ONTARGET
3. Implement a district-wide adult support system	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Talent Management Activities

Activity	Owner	Start Date	Due Date	Status
1. The district will assess and create a district-wide talent management system based upon data	Diana Castle	05/09/2023	06/30/2025	ONTARGET
2. Implement a district wide talent management system	Diana Castle	05/09/2023	06/30/2025	ONTARGET
3. Based upon RAR assessment, the district will create and implement an incentive system	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Collective Responsibility Activities

Activity	Owner	Start Date	Due Date	Status
2. The district will assess and create a plan for collective responsibility that include restorative practice at the adult level	Diana Castle	05/09/2023	06/30/2025	ONTARGET
1. The distinct will implement a plan for collective responsibility that include restorative practices at the adult level	Diana Castle	05/09/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Collective Responsibility

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
12/21/2023	Practice and use of the Collaborative Learning Cycle has occurred to ensure Professional Learning Time follows the expectations established.	Diana Castle

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Social Emotional Learning (SEL) CASEL

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
12/21/2023	CASEL survey was completed in fall of 2023.	Diana Castle

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
12/21/2023	Multiple reach outs were made to all staff to participate in the staff CASEL survey. Results were reviewed in the winter district network team meetings for planning forward. Incentives are scheduled to ensure we are meeting the SEL needs of staff.	Diana Castle

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
12/28/2023	Point staff from each building are working with this goal, following up monthly, and ensuring information is collected from all staff.	Diana Castle

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Monitoring Notes: Talent Management

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
12/21/2023	Through RAG funding the district has brought on an HR consultant to work with our talent management and meeting the needs of the district. There is a decrease in open positions within the district.	Diana Castle

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
12/21/2023	All district-hired staff are receiving retention bonuses. These are provided after each count day and at the end of the school year. This retention bonus is provided to not only the HQ staff, but to paraprofessionals, clerical, support staff, and long-term substitutes.	Diana Castle

Evidence Data Set for 'All district-hi...'

Date	Data Name	Provider
12/28/2023	21h award letter - for retention bonus	Grant_Award_Notification_Version_2 (1).pdf

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
12/21/2023	Retention bonuses are being funded from ESSER funds and 21h funding. The 21h funding has been approved for the next two fiscal years outside of the 23.24 school year. The district has brought on an HR consultant to support our hiring, training, and staffing needs.	Diana Castle

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Implement and Monitor a Talent Management System (Recruitment, Hiring, Strategic Placement, Capacity Building, and Evaluation) for Blueprint system report	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?
No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available