



25-26 Planning is coming!!

# MICIP District Improvement Plan

## System Improvement Strategy:

The system will build awareness around, make meaning of, and operationalize the following district anchors:

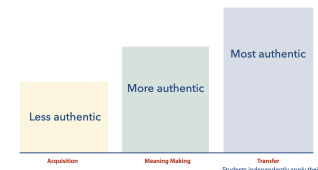
### Profile of a Lifelong Learner



### Enduring Instructional Focus



### Learning Framework



in order to provide each and every learner equitable experiences to explore and develop their passions and interests as they prepare for their future. This strategy will be made possible by a mindset and culture that provides space for us to grow, investigate, express, reflect and innovate.

## District Improvement Plan

This plan is a snapshot of the work occurring in Farmington Public Schools and is not representative of all the work.

Tier 1 Instruction	Key Action Steps
Craft authentic learning experiences around real world questions and problems for deeper learning	<ul style="list-style-type: none"> <li>Continue to utilize key partnerships to provide collaborative learning and design experiences for teachers.</li> <li>Integrate authentic learning into current curriculum and unit development work in ELA, Science, and Social Studies.</li> <li>Develop and utilize community partnerships as experts and audience members to increase the authenticity of the learning experience.</li> <li>Create career awareness and exploration connections in the core content areas.</li> </ul>
Utilize positioning strategies to support acquisition and meaning making.	<ul style="list-style-type: none"> <li>Design daily lessons that embed student-centered participation structures and cognitive prompts.</li> <li>Make use of individual, partnership, small group and full group structures in lesson design.</li> </ul>
Use a mindset of noticing and belonging as a means of connecting each and every learner to the learning community.	<ul style="list-style-type: none"> <li>Name and communicate Belonging and Noticing as a district wide focus.</li> <li>Engage staff in differentiated professional learning on topics aligned to this focus.</li> <li>Connect building equity plans to the concept of noticing and belonging.</li> <li>Recognize and share stories of belonging and noticing..</li> </ul>
Tier 2 & 3 Instruction	Key Action Steps
Continuously refine and consistently utilize a Multi-Tiered System of Supports	<ul style="list-style-type: none"> <li>Develop alignment between instructional and intervention models and approaches through resource selection and professional learning.</li> <li>Create time and staffing structures that provide space for students to access the supports they need.</li> <li>Place students in instructional settings that are least restrictive while meeting their individual needs to include but not limited to co-teaching and push in support models.</li> </ul>
Literacy	Key Action Steps
Provide explicit and systematic foundational skill instruction and intervention (K-5).	<ul style="list-style-type: none"> <li>Implement EL Skills Block in K-2 classrooms.</li> <li>Utilize EL Skills Block assessments in order to identify a students microphase and plan for independent and small group learning.</li> <li>Utilize Lexia (computer adaptive learning tool) to target student individual needs.</li> <li>Provide ongoing professional development and instructional coaching to build teacher self-efficacy and collective</li> </ul>

	practice.
Provide knowledge building core literacy instruction that integrates reading, writing, speaking, listening and language development (K-5).	<ul style="list-style-type: none"> <li>• Implement Wit and Wisdom in K-5 classrooms.</li> <li>• Utilize embedded assessments within Wit and Wisdom to plan for small group instruction and accountable independent reading.</li> <li>• Purchase Volume of Reading text sets to increase student access to diverse texts aligned to Wit and Wisdom units.</li> <li>• Utilize Lexia (computer adaptive learning tool) to target student individual needs.</li> <li>• Provide ongoing professional development and instructional coaching to build teacher self-efficacy and collective practice.</li> </ul>
Integrate student centered instructional approaches and unit design that integrates reading, writing, speaking, listening and language development into secondary English.	<ul style="list-style-type: none"> <li>• Provide diverse texts and text sets in support of books clubs and independent reading opportunities for students.</li> <li>• Utilize a variety of participation structures for students to make sense of text independently and in partnership with their peers.</li> <li>• Provide and integrate a supplementary language and writing resource (Patterns of Power) into grades 6-9.</li> <li>• Restructure and redesign high school course offerings to contextualize literacy instruction within key themes or topics.</li> <li>• Provide ongoing professional development to build teacher self-efficacy and collective practice.</li> </ul>
Design and provide access to literacy support.	<ul style="list-style-type: none"> <li>• Incorporate literacy goals in Individual Reading Instructional Plans for students with identified needs in grade K-3.</li> <li>• Utilize EL Skills Block (Grade K-3) and UFLI (Grades 3-5) to support foundational skill small group intervention and acceleration.</li> <li>• Utilize K-1 paras to provide literacy support at each elementary.</li> <li>• Provide extended learning experiences for targeted elementary students and buildings afterschool using UFLI.</li> <li>• Offer targeted summer learning experiences for students with Individualized Reading Instructional Plans (K-3) through Camp Read and Wonder.</li> <li>• Provide for literacy support within MS teaming model and High school FLEX time.</li> <li>• Provide Literacy and Math Support positions at each high school.</li> <li>• Provide all students access to Varsity Tutors for 24/7 on-demand tutoring in grades 6-12.</li> <li>• Offer secondary credit recovery summer programming.</li> </ul>
<b>Mathematics</b>	<b>Key Action Steps</b>
Utilize problem based approaches for a student centered mathematics classrooms	<ul style="list-style-type: none"> <li>• Embed open response as part of daily lesson plan design.</li> <li>• Integrate opportunities for students make sense of problems for which multiple solution strategies.</li> <li>• Integrate the use of games and other routines to support number sense development in grades K-8.</li> <li>• Utilize Dreambox (computer adaptive learning tool) to target student individual needs in grades K-8.</li> <li>• Preview new math resources for middle school and high school.</li> <li>• Provide ongoing professional development and instructional coaching to build teacher self-efficacy and collective practice.</li> </ul>
Design and provide access to math support	<ul style="list-style-type: none"> <li>• Continue Math Recovery professional learning for K-8 math teachers.</li> <li>• Share and build capacity around the use of Ready Set Math to support small group instruction in K-8 classrooms.</li> <li>• Provide for math support within MS teaming model and High school IST/FLEX time.</li> <li>• Provide all students access to Varsity Tutors for 24/7 on-demand tutoring in grades 6-12.</li> <li>• Offer secondary credit recovery summer programming.</li> </ul>