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:

Submission of the Consolidated Application: Your Regional Representative
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?

Mathematics

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.**

The following data were analyzed to determine student needs: demographic (including gender); past academic performance data; attendance data; socio-economic information (free and/or reduced lunch eligibility); conduct; and observations.

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

The majority of our students have not experience academic success in the area of mathematic s in general, and they have particular challenges with algebra.

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**.

1. What is the connection to the district mission?
2. What personnel are involved in the implementation?
3. What is the expected outcome?
4. What evidence for outcomes are there thus far?
5. What is the financial commitment and source of funding?
6. What fidelity measures exist?
7. What professional development exists, including coaches and performance feedback?

The district *The vision of the Sigma Academy for Leadership and Early College is to provide world-class and authentic education to students in and around Highland Park, Michigan that will culminate in their graduating from high school and with an Associates Degree which allows them to accept a high-skill/high-demand career pathway, become viable members of society, informed and engaged citizens, and ethical leaders for their local, regional, state, national, and global communities.*

The mission of the Sigma Academy for Leadership and Early College is to ensure that students in and around Highland Park, Michigan gain a world-class education base on the pathways of Bigger and Better Business, Social Action, and devotion to scholarship. The ultimate goal for Sigma Academy for Leadership and Early College students to graduate with an endorsed high school diploma and an industry recognized credential and/or Associates Degree. At the very least, one hundred percent of Sigma Academy for Leadership and Early College Students will graduate from high school and attain post-secondary credit and an Industry Recognized Credential which will lead to entrepreneurship and/or viable employment, engaged citizenship and a commitment to life-long learning.

Furthermore, the Sigma Academy for Leadership and Early College mission includes a commitment to providing an educational opportunity that is both equal and equitable. This addendum to the mission, stated more explicitly, is to improve the quality of life for the traditionally underserved students in the Highland Park and Detroit Metropolitan area, by providing world-class educational programming that ensures authentic college and career readiness in the globally competitive marketplace. This mission is predicated upon the belief that world-class educational quality attracts talented and high-performing students from not only the city of Highland Park but also the City of Detroit and surrounding suburbs. World-class quality exists where there is inclusion, opportunity to earn, rigor, and relevant programs coupled with instructional excellence.

The Board and founding team developed the vision and mission of the academy, and these developers were informed by research on best practices in instruction, educational and career readiness alignment, adverse childhood experiences, cultural competency, resource allocation and organizational management, restorative justice, curriculum development.

The original faculty worked with the founding team to develop the mission vison and original plan.

The expected outcome is that we keep all students on track for graduation, and that we have our first graduation class in 2023.

The current evidence that we are on track for meeting our expected outcomes is that students are on track to graduate on time.

The financial commitments are based on state and federal funds. Unfortunately, we do not have philanthropic support, although we are seeking it through an ongoing fundraising campaign.

Our professional development is aligned with the the mission, vision, and goals of the academy.

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.**

SALEMC is two years away from meeting its initial goals, especially as it pertains to high school graduation. As it relates to the growth expectations, students are expected to grow at least one and a half year per academic year.

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

1. What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently?
2. What district programs, supports and services are designated to meet student, classroom, leadership, and support priority growth target needs?
3. Are there any major challenges not being addressed by a service, program, or activity?
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
5. Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so?
6. Is there a braiding of funding across various programs and efforts?

SALEMC's strengths include the ability to change quickly in accordance with revelations exposed by data analysis due to our size and status as a new organization. Our learner and organizational needs are not being met as a result of under funding, delayed funding, and facility preparedness. The district programs that support student growth include the enrollment into college programs, enrollment of high school students into OpEd Academy courses with certified teachers despite the dearth of certified teachers on both the state and national level, and involvement in First Robotics.

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

1. What tool(s) did you use to analyze root cause?
2. What root cause did you discover that is within your control and that you will address in your challenge statement?
3. What supporting documentation do you have?

Five Whys Resource - NIRN

Fishbone Template

The SALEMC Team used the Fishbone diagram as the tool for determining root causes. We determined that the primary root causes of our challenges are our novelty as an organization, and our lack of resources. More specifically, our access to a viable facility and funding to support the vast needs of our student body and community.

Click or tap here to enter text.

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.**

We have three S.M.A.R. T. Goals as an organization:

SALEMC SMART Goals				
Specific	Measurable	Achievable	Realistic	Timely
High School students will remain on target to graduate on time from high school.	YES	YES	YES	YES
High School students will enroll into their post-secondary programs of study in	YES	YES	YES	YES

accordance with their grade levels.				
All students will achieve at least one and a half years of growth within one year of instruction.	YES	YES	YES	YES

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).

Our summative target is at the conclusion of the academic year. Yet, we will monitor growth toward the cumulative outcomes on a monthly basis.

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**.

The identified strategies are outlined in the Academic Plan for Excellence (see attached).

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?

The faculty and leadership are responsible for the plan's achievement, and the start is immediately (effective September 2021). The due date is annually assessed, but continuous and ongoing.

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.)

The total costs arevariable based upon student enrollment, but generally match the revenue generated by student enrollment. The sources of revenue are state and federal funds.

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?

Our plan will be communicated to our families, community, authorizer, and the Michigan Department of Education.

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);

- o 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
  - o Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(b)(13), 1112(c)(7), and 4106(e)(1)(B)-(D);
  - o MICIP – Select a Strategy/Strategies and Identify Strategy Details, Identify Activities
- Identification and Monitoring of High Need Students
  - o Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), and 1306(a)(1)(B)(i)
  - o MICIP – Discover Whole Child Data, Select a Strategy, Identify Strategy Details, Identify Activities
- Services to High Need Students
  - o Sections 1112(b)(1)(C), 1112(b)(5)-(6), 1112(b)(11), 1306(a)(1)(C), 1423(1)-(2) and 3116(b)(1)-(2)
  - o MICIP – Select a Strategy and Identify Strategy Details
- Coordination, Integration, and Transitions
  - o 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)
  - o MICIP – Identify Activities
- Instruction by Effective, Qualified, and Licensed Staff
  - o Sections 1112(b)(2), 1112(c)(6), 1112(e)(1), and 3116(c); **MCL 380.1231**
  - o MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- High Quality and Ongoing Professional Learning
  - o Sections 2102(b)(2)(A)-(B), 2102(b)(2)(F), and 8101(42); <u>MCL 380.1527</u> and <u>MCL 380.1526</u>
  - o MICIP – Identify Strategy Details, Identify Activities
- Strategies to Increase Parental and Family Engagement
  - o Sections 1112(b)(7), 1112(e), 1116(b)-(f), 1423(8) and 3116(b)(3)-(4)
  - o MICIP – Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Additional Descriptions and Assurances
  - o Sections 1112(b)(3), 1112(b)(4), 1112(b)(13), 1112(c)(2), 2102(b)(2)(E), 1423(7), and 4106(e)(1)(A)
  - o MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Program Development, Review and Revision
  - o 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)**
  - o 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
  - o 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

Revised – January 22, 2021