Continuous Improvement Plan for Click or tap here to enter text. District

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?

Allen Park High School will employ a Multi-Tiered System of Support to support the academic, social-emotional, and equity needs of our students in order to improve standardized test results when compared to the previous year. The MTSS Framework will encompass instructional and behavioral interventions to meet the needs of all of our learners.

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.**

SAT/PSAT data, attendance data, failure rates of the students, and office discipline referral rates to determine the appropriate intervention strategies and responses to those gaps/issues in the data to increase student engagement in the classroom setting.

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

-Attendance as of May 23, 2024- 94.44% attendance average. This is a 1.4% increase from the data from the last school year.

-Failure rates as of February 2024 (end of semester 1 of the 23/24 school year- 17% of the grades across all classes were either Ds or Es. This is a stable from last year. But, it is to be noted that in 22/23, the high school absorbed 35 students from the closed community school. In addition, no new students were transferred to the community school, meaning, we have maintained the failure rate while absorbing Tier 3 students.

For the 2023-24 school year, Allen Park High School Recorded 492 ODRs which represent both minor (Jag Responsibility Center) and major infraction referrals between September and May. There were a total of 120 suspensions resulting in 871 days out of school. This number represents behaviors such as persistent disobedience, excessive tardies, and skipping, and use of illegal substances were the majority of the referrals, but there were a higher-than average number of significant suspensions resulting from assault and drug distribution. The number of 4th hour referrals decreased after hiring a new hallway monitor.

ODRs by Grade Level 2023-2024

- 9th- 91
- 10th- 142
- 11th- 80
- 12th- 67

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? *In order to increase student achievement and reduce the failure rate, the goal is to keep students in class more by increasing attendance and reducing suspensions.*
2. What personnel are involved in the implementation? *School Administrators, teaching staff, JRC (Jaguar Responsibility Center) staff, counseling, social work staff, and Hall Monitor.*
3. What is the expected outcome? *Increasing student engagement and educational outcomes for all students.*
4. What evidence for outcomes are there thus far? *There is updated SAT/PSAT data, attendance data, ODR data, and have targeted students in need of mentors for Tier 2 of MTSS and PBIS. The next step is to follow through with the Tier 2 interventions across the board through the integration of support classes, mentors, and Success Team meetings, identifying possible students for Tier 2.*
5. What is the financial commitment and source of funding? *PBIS grant, district professional development funding, and Title Funds.*
6. What fidelity measures exist? *Data is pulled from our student Mi-Star system to measure attendance, grades, and behaviors. JRC data tracking student interactions before ODRs are written. Also, administration walk-throughs, and staff/ student perception surveys.*
7. What professional development exists, including coaches and performance feedback? State assessment (PSAT/SAT/MSTEP) *data analysis by building leaders and grade-level PLCs to target learning gaps for use in future school years. Grade-level PLCS working on grade-level expectations, and identifying and intervening with students who have 1 or more Es.*

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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.**

Failure rates are as follows:

Semester 1 2024

17% of the grades after semester one were Ds and Es, with 7% being Es.

By the end of Semester 1, Allen Park High School students maintained the level of Ds and Es from the 22/23 school year.

Mark																
A	A+	A-	B	B+	B-	C	C+	C-	D	D+	D-	E	F	I	P	Grand Total
1764	7	798	516	528	573	317	368	371	184	201	273	538	4	14	95	6551

Semester 2-

18.2% of the grades after semester two were Ds and Es, with 8.2% being Es.

By the end of the 2023/2024 School Year, Allen Park High School students increased the number of Es by 1.2%. For the 2024/2025 School Year, the focus will now turn towards identifying students who have 1 or 2 Es on their report card, and intervening specifically with them within grade-level PLCs through meetings and professional development session, where staff will be able to periodically discuss these particular students and focus on Tier 1 strategies in the classroom to help keep them engaged. Administration and support staff will identify students with more than 2 Es and focus their efforts at the Tier 2 and Tier 3 level to more heavily support these students.

The goal is to decrease that number of Es by 2% or by 10 Es.

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 of receiving prevention programs, services, and support? 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?

SAT scores decreased from an average of __953__ in the Spring of 2022 to a 948 in the Spring of 2023. Results for 2024 are still pending.

During the 2023/24 School Year, 5 students were identified as needing Tier 3 interventions. 50 students were identified as needing Tier 2 interventions with PBIS, discussion regarding adult mentors (10 students utilized), take a break, check-in-check-out, boys. girls group (18-20 students utilized) and referrals to Jag Study began. Future goals would be to continue to communicate these strategies to these students' teachers and start to track the data on these particular students as teachers are utilizing these strategies with a formalized process.

District programs that are designated to meet these needs are the PBIS and MTSS program, as well as, future professional development and strategies to engage ALL students more actively in their learning, thus improving their academic performance. This will be with more focus on classroom engagement strategies, grade-level PLC interventions, MTSS data collection and interventions.

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

What tool(s) did you use to analyze the root cause? What root cause did you discover that is within your control and that you will address in your challenge statement?

1. What supporting documentation do you have?

MISTAR data and PSAT/SAT data to identify and help support students who are struggling academically. We will continue to use MTSS supports and behavioral supports, and continued support with professional development, focusing on student engagement, attendance and tardy reduction.

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Create a Challenge Statement – In one sentence, what is the need or opportunity for growth you want to address? Consider writing an "If…, then…" statement.

If MTSS and behavioral supports improve student outcomes, then students' engagement will increase, leading to fewer D's and E's in classes and higher PSAT/SAT scores.

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.)

Allen Park Public Schools will employ a Multi-Tiered System of Support to support the academic and social-emotional well-being of our students in order to improve standardized test results when compared to the previous year. The MTSS Framework will encompass instructional and behavioral interventions to meet the needs of all of our learners.

Allen Park Public Schools will utilize a framework of culturally responsive pedagogy at all levels and in every subject area to ensure students are comfortable in their learning environment.

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?

   Culturally: A learning environment that strives to be accessible to all students to increase engagement and cultural competency in the classroom environment.
   A reduction of overall tardies, an increase in attendance.

2. Write the end target(s) and the related interim target(s). 6/30/24-6/30/25 -APHS will see a reduction in the number of E's by 2%.

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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**.

Cultural: Continued acknowledgment and attempt at reaching ALL students in the classroom. Implementation of changes in curriculum and building relationships with students to increase their achievement.

-Academic interventions:
-Continued work on the Engagement strategies in the classroom from Teach Like a Champion
ELA 10 Novels unit was completely revamped to allow for student choice and voice. 10th Grade ELA 10 has worked to include perspectives of women, people of color, and authors in the LGBTQ community to help portray the total American experience throughout the history of American Literature.

APHS staff will be responsible for these practices from September 2024-June 2025.

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?

Continued work on increasing student engagement through the use of Teach Like a Champion to make sure students are engaged in the learning process

Grade-level PLCs will identify struggling students and continue with a formalized process of Tier 2 MTSS interventions.(mentoring, Jag Study referrals, take a break, CICO)

Tier 1:

Jag Study is an intervention for the 2023/2024 School Year to give students access to a quiet place to do work with teaching staff and National Honor Society tutoring available at no cost. Students checked in over 1100 times, which represents a 100% increase in participation over last year.

Tier 2:

Academic support classes, Freshman Focus course for pre-identified tier 2 students coming from APMS, grade-level PLC data tracing and interventions, and academic coaching for ineligible athletes through Jag Study. Students were targeted and provided an academic intervention makeup day on two mornings of PSAT/SAT testing. Boys/ girls groups for targeted intervention.

Administration will meet with failing students during each progress marking to collect data, among other things, as part of the MTSS process..

Cultural: Continues to educate the staff, as well as expands committee work regarding engagement practices and evaluating changes in curriculum to be more inclusive to all learners. Across the school, more initiatives are being developed, such as Open Sci-Ed in the Science department, curricular changes in ELA classes, and after-school opportunities such as STAR and Prism club will help all students to feel engaged and invested in their learning. Working towards a restorative practice for students returning from suspensions related to racially charged incidents.

To monitor:

Academic: Will be monitored with PSAT/SAT. Mi-star will be used to monitor the student failure rate. Administrators will monitor teacher use of engagement strategies anecdotally through teacher walk-throughs.

Behavioral: MI-star will be used to monitor attendance, failure rates, and ODRs to analyze possible changes, improvements, etc. Because 4th-hour behaviors were most prevalent in the 22/23 school year but improved significantly, the focus will shift to reducing negative behaviors in the hallway due to tardies, which will also increase classroom engagement.

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.)

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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?

The School Improvement Plan will be shared with all stakeholders through Parent Square, eblast, social media engagement, and school website.

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);
    - 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
    - Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(b)(13), 1112(c)(7), and 4106(e)(1)(B)-(D);
    - MICIP – Select a Strategy/Strategies and Identify Strategy Details, Identify Activities
- Identification and Monitoring of High Need Students
    - Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), and 1306(a)(1)(B)(i)
    - MICIP – Discover Whole Child Data, Select a Strategy, Identify Strategy Details, Identify Activities
- Services to High Need Students
    - Sections 1112(b)(1)(C), 1112(b)(5)-(6), 1112(b)(11), 1306(a)(1)(C), 1423(1)-(2) and 3116(b)(1)-(2)
    - MICIP – Select a Strategy and Identify Strategy Details
- Coordination, Integration, and Transitions
    - 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)
    - MICIP – Identify Activities
- Instruction by Effective, Qualified, and Licensed Staff

- Sections 1112(b)(2), 1112(c)(6), 1112(e)(1), and 3116(c); **MCL 380.1231**
- MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities

- High Quality and Ongoing Professional Learning
  - Sections 2102(b)(2)(A)-(B), 2102(b)(2)(F), and 8101(42); MCL 380.1527 and MCL 380.1526
  - MICIP – Identify Strategy Details, Identify Activities
- Strategies to Increase Parental and Family Engagement
  - Sections 1112(b)(7), 1112(e), 1116(b)-(f), 1423(8) and 3116(b)(3)-(4)
  - MICIP – Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Additional Descriptions and Assurances
  - Sections 1112(b)(3), 1112(b)(4), 1112(b)(13), 1112(c)(2), 2102(b)(2)(E), 1423(7), and 4106(e)(1)(A)
  - MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Program Development, Review and Revision
  - 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)**
  - 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
  - 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

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