



Single Building District Improvement Plan

Faxon Academy
2021-2022

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

The MICIP tool was introduced during the 2020-2021 SY.

All goals were determined based on the current data and trend data from M-Step 2019; 2021, NWEA MAP for 2019-2020; 2020-2021, and Title I data. All Improvement Assurances are met.

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

With the addition of new staff during the 2020-2021 school year, Faxon was in the process of reestablishing its School Improvement Team (SIT). Due to the COVID-19 pandemic and the closing of all in-person schools in Michigan, the NEW SIT was unable to meet as planned during the second semester. Our new staff members bring data analysis competence, building level and central office administrative experience, decades of curriculum expertise, and instructional savvy to our SIP team. Under the guidance of the Superintendent/Interim Principal, CIA and Data Specialist in 2020-2021 data throughout the year guided the ECLP plans and goals throughout the year. All required reports and data that using NWEA MAP and M-Step were collected and analyzed. We currently have hired a new principal. The new principal is a new SIT member. Our new SIT will have a new look and will surely bring a new level of SIT experience.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Faxon's administration, staff, parents, and a community representative will comprise our SIT. The SIT will be led by an administrator and a staff member with SIP experience and expertise. The SIT will collect and analyze data, and create data reports for our school family (staff, students, parents, Board, and community). The new SIT will meet in early Fall 2021. The team will meet throughout the school year to ensure that our teaching and learning model, our assessment program, and Title I programs are supporting the mission and goals set by our authorizing partner and Board of Education. All stakeholders will be included on the SIT (staff, parents, and a community representative). Administration and a SIP team will comprise the Faxon SI team. Building leadership team will lead the team through research, data collecting, implementation of surveys. Focus will be on school improvement and will focus around the intended goals set forth in the plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

An updated SIP is the primary goal of the new SIT. The updated SIP will be initiated in 2021-2022 school year. The updated SIP will be distributed to all stakeholders. The School Improvement plan will be provided to all stakeholders (State, Authorizer, GPS, Administration, Staff and Parents) upon completion of the plan.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also consider the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

How was the comprehensive needs assessment process conducted?

Faxon's SIT conducted a Comprehensive Needs Assessment as a part of its annual school improvement process. Student NWEA/MAP, DRA, and M-STEP data was collected and analyzed. The analysis included an analysis of our subgroups (gender, economically disadvantaged (ED), ethnicity, and Students with Disabilities (SWD)). Our longitudinal enrollment data was also analyzed to look at enrollment trends. Also, staff demographics data was collected and analyzed. Lastly, Title I program data was collected and analyzed to determine the impact of our Title I program. Due to the COVID-19 pandemic and the unforeseen closing of all in-person Michigan schools, we were unable to conduct our annual surveys with fidelity in a strictly online manner. (See Faxon Academy CNA 2020-2021).

What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

For the new year, NWEA MAP achievement scores below the 5th percentile is a priority. Next, the team will review data for students below the 10th percentile. The MTSS Coordinator, Administration, and teachers will be involved in the process of identifying students. Identification will be collected in fall, winter and spring, and progress monitored throughout the year in 6-8 week increments. Data is kept in data charts and progress monitoring folders. Exit criteria is based on Instructional Support Team (IST) decision and data results above 5th-10th percentile and showing significant growth. Students identified as "automatically" eligible as determined by the Targeted Assistance Program Plan Rubric will also receive services. It is critical that the students meet or exceed 1.3 to 1.5 growth as measured by NWEA.

List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Grades K-8 NWEA/MAP scores below the 5th percentile - 10th percentile are the criteria for needs assessment. DRA scores, teacher- created benchmark assessments and observations in both ELA and Math are also considered for triangulation. These assessments are based on approved district wide assessments.

For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

K-2 students will be observed, and data of social and academic behaviors will be recorded. Teachers administer benchmark assessments for grade level performance in reading and math. In reading, K-2 students are given the Fountas & Pinnell Reading Benchmark Assessment, in addition students in grades K-2 are given the NWEA MAP assessment.

Component 2: Services to Eligible Students

Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

K-8 students, at the MTSS Tier 3 level, are pulled out for math, ELA, or both based on student need. They were instructed by our Title I tutor with skills-based math resources and several reading resources. The delivery method was in small groups (3 students for reading and 7 students for math), for three days per week for 35 minutes per session. Each student's developmental needs were considered along with the aligned program recommendation. Students were pulled out of their non-core class for Title I support.

Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing school improvement planning process?

Title I personnel are included in planning relative to increasing student achievement when and where applicable based on law regarding use of Title funding. MTSS-Tier 3, Title I is included in the SBDIP to increase student academic achievement for struggling students.

Component 4: Instructional Strategies

Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four-core curriculum academic areas?

Strategies include: Small group and individual instruction, hands-on concrete materials, applying different modes of learning in the same lesson, repeated practice, orally talking through thought processes, graphic organizers and visuals, data-based decision making, screening, progress monitoring, and multi-level prevention system. Students received more time individually, or in small groups, focused on specific needs. Students received three days of support each week for 35 minutes per session. These pull-out sessions are taught by a highly qualified Title I Tutor in the Title I space either individually or in a small group setting. In 2021-2022 Leveled Literacy Intervention curricular resource will be utilized for Reading and Go Math interventions will be used for Math.

Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Research shows that "children from low-SES [socioeconomic status] households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, and Maczuga, 2009). Specifically, "children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties" (Aikens and Barbarin, 2008). To help level the playing field for SES students, Title I funds are allocated to schools through LEAs to help ensure that all children meet academic achievement standards. Increasingly a large portion of these Title I services are delivered as part of a robust MTSS program. The MTSS program addresses the academic developmental, skill-based need of students failing to achieve academically and most at risk of failing. Research shows that "implementing the four essential MTSS components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high- quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Furthermore, an evaluation of the findings of 16 studies of the effectiveness of MTSS programs found that "a tiered early intervention approach can improve the _____

academic performance of at-risk students." MTSS programs are effective when the essential components are met: -

Data-based decision making

- Screening

- Progress Monitoring

- Multi-level prevention system

Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The services are aligned to classroom achievement data and F&P scores for grades K-2 and targeted toward the skills the students need to improve. The services in K-8 are aligned to classroom data, F&P scores and NWEA/MAP student profiles, and M-STEP. The additional targeted time is allowing students to increase direct instruction time and begin to close the achievement gap. The students are progressed monitored throughout the year.

Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are presented core curriculum in whole group, small group and individually. A student-centered classroom is the model classroom. The Title I tutor works with the classroom teacher to ensure students will not miss key instructional times.

Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable.

The HQ Title I tutor works collaboratively with the classroom teacher to ensure students will not miss the key instructional times of the day. General Education teachers, and HQ Title I tutor meet bi-monthly to discuss progress of students on the case load. Title I is an integral part of closing the achievement gap for struggling students in the general education classrooms. Decisions are made using data cut scores and Instructional Support Team (IST) recommendations.

For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

It is the intent for the 2021-2022 to find the feeder schools (preschools, daycares, Head Start, GSRP) for Faxon Academy. During our retention/enrollment period we have found a potential feed preschool. In working with the director of the preschool we have the ability to grow together.

Component 6: Instruction by Highly Qualified Staff

All Title I, Part A instructional paraprofessionals meet the NCLB requirements for high qualified status. All teachers meet the requirements for highly qualified status. In the event a substitute or paraprofessional is hired they, too, meet the MDE requirements for substitute or paraprofessional status.

Component 7: High Quality and Ongoing Professional Development/Learning

What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All staff will be provided training around the Ed Plan and all components of the plan.

In addition, the following professional development needs to be considered: PLCs, NWEA:MAP, F&P Benchmark Assessment, LLI, Restorative Practices, SpEd, MTSS. Curricular Resources, MDE Common Core Standards, SEL

If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our HQ Title I tutor receives data driven decision-making PD, and Title I program mentoring. Parents are provided curriculum overview, Title I services, Title I budget and review of assessment training. Parents are also provided reading and mathematics strategies to help support their child/children. A professional development plan has been created.

Component 8: Strategies to Increase Parental Involvement

How are parents involved in the design of the Targeted Assistance program plan?

Our parents are invited to the Title I annual meeting and asked to provide feedback and engage in discussion about the program. Our parents are involved in providing perception data as well. Our parents assisted with the creation of the Parent Compact. Parents received and signed the parent compact. Informational newsletters are sent to identified parents. During the annual meeting, the principal answers and discusses, in an open format, the State's standards and assessments used in the Title I program. The Principal also provides the Title I tutor the strategies for the success of all children.

How are parents involved in the implementation of the Targeted Assistance program plan?

Parents of Title I students have representation on the School Improvement Team (SIT). We received perception data and take input at the annual meeting. Parents are provided a parent/teacher conference 2 times per year (Fall & Spring) with the Title I Tutor, in addition to the classroom teacher. Parents are provided a survey to evaluate the Title I Targeted Assistance program every year. They also are communicated with throughout the year through daily forms of communication to provide feedforward to our program.

Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

During the annual meeting, the principal answers content questions and discusses, in an open format, the State standards and assessments used as well as provides the Title I tutor strategies for the success of all students.

Describe how the parent involvement activities are evaluated.

Parents receive evaluation surveys following parent involvement activities.

Describe how the school-parent compact is developed.

The School-Parent-Student compact is updated each school year with input from parents, and Faxon staff. In the Spring 2020-2021 the Faxon PPU representatives reviewed and provided feedforward on the 2021-2022 Parent Compact.

How does the school provide individual student academic assessment results in a language parents can understand?

The school provides communication in the respective known languages of families and staff. The local ISD is the source of support for Faxon families. In the Spring 2020-2021 the Faxon PPU provided feedforward on the Title I Parental Involvement Policy for 2021-2022.

Describe how the parent compact is used at elementary-level parent teacher conferences.

The Parent Compact is received by each Faxon family to review, and sign as an acknowledgement of receipt of the responsibilities that are outlined in the compact.

Component 9: Coordination of Title I and Other Resources

Describe how the Federal, State, and local programs are coordinated and integrated to serve eligible children.

Title I is the only program in operation at the school.

Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I is the only program in operation at the school. There will be an intentional focus to continue the MTSS program in 2020-2021. We will seek input from our families (parents & students) in regard to the needs of additional programs.

Component 10: Ongoing Review of Student Progress

Describe how the progress of participating students is reviewed on an ongoing basis.

Progress monitoring is done every 6-8 weeks using math and reading assessments. Session notes are kept on session progress in data folders. Fall, Winter and Spring NWEA data is analyzed and used to target specific skills. The Title I tutor continually monitors progress through each session. Sessions are 35 minutes, three times a week. Students will exit based on IST decisions and NWEA/MAP data reaching above the 5th -10th percentile.

Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Program evaluation, Title I diagnostic, and perception data from students, staff, and families serves as feedback for improving programming to meet student needs. Progress monitoring is done every 6-8 weeks using math and reading assessments. Fall, Winter and Spring NWEA/MAP data is analyzed and used to target specific skills. Additionally, M-STEP data is analyzed to determine which State standards are most likely to NOT be met by students. Instruction is adjusted to ensure that these standards are incorporated into the support program. The Instructional Support Team comes together every 6-8 weeks to discuss progress and analyze data and the individual academic plans. The Title I tutor continually monitors progress through each session.

Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress

Faxon staff received professional development throughout 2020-2021 on the current data and how to read and extrapolate the data. Teachers meet within the Instructional Support Team to discuss the best plan for individual student success.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

We use the MDE Program Evaluation Tool (PET) to annually evaluate the MTSS program effectiveness.

Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

The School Improvement Team (SIT), administration and Title I staff review performance data relating to the impact of Title I programming. Program impact is captured using the Program Evaluation Tool (PET). Normed data is reviewed three times annually, student program data is reviewed monthly at the IST level. The Michigan Student Test of Educational Progress proficiency and growth data is used to determine if Title I students are closing the proficiency and growth achievement gap. The subgroups, gender, economically disadvantaged, ethnicity, and Students with Disabilities M-STEP data is used to provide a deeper data dig.

Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

In 2020-2021 NWEA MAP results were the primary measure to show student growth, hitting stretch goals, and monitoring student's observable growth. The NWEA/MAP is the primary data source because the M-STEP data was not available for the 2019-2020 school year due to the closing of all in-person Michigan schools due to the COVID-19 pandemic. Due to the 2020-2021 SY experience of a hybrid model the M-Step was taken 'IN PERSON' with more than half of our students who learned REMOTELY.

Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Administration, Title staff, general ed staff, and curriculum personnel meet to review program impact, systems, data, and procedures. Adjustments will be made to the plan in real time where possible. Annual adjustments are made in the spring/summer of each year as preparations are made for the upcoming year.



School Improvement Goals 2021-22

ELA

By June 10, 2022, Faxon Academy will increase its 3rd, 4th, 5th, 6th, and 7th grade M-STEP ELA proficiency rate by 10% as evidenced on the M-STEP Spring 2021 to the M-Step Spring 2022.

Faxon Academy MICIP Portfolio Report

Improve ELA M-Step

Status: ACTIVE

Summary: By June 10, 2022, Faxon Academy will increase its 3rd, 4th, 5th, 6th, and 7th grade M-STEP ELA proficiency rate by 10% as evidenced on the M-STEP Spring 2021 to the M-STEP Spring 2022.

Created Date: 06/21/2021

Target Completion Date: 06/30/2022

Strategies:

(1/5): Essential Instructional Practices Grades K-3

Owner: Rachel Turner

Start Date: 08/16/2021

Due Date: 06/30/2022

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children's language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings: All Buildings

Total Budget: \$5,000.00

- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Staff

Strategy Implementation Plan Activities



Activity	Owner	Start Date	Due Date	Status
Professional Development	Rachel Turner	08/16/2021	06/30/2022	ONTARGET
Coaching	Rachel Turner	08/16/2021	06/30/2022	ONTARGET

(2/5): Essential Instructional Practices Grades 4-5

Owner: Rachel Turner

Start Date: 08/16/2021

Due Date: 06/30/2022

Summary: "The purpose is to improve children's literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children's language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings: All Buildings

Total Budget: \$5,000.00

- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

- Method
- Other

- Audience
- Educators
 - Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Rachel Turner	08/16/2021	06/30/2022	ONTARGET
Coaching	Rachel Turner	08/16/2021	06/30/2022	ONTARGET

(3/5): Formative Assessment Process

Owner: Rachel Turner

Start Date: 08/16/2021

Due Date: 06/30/2022

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings: All Buildings

Total Budget: \$5,000.00

- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

- Method**
- Other

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Rachel Turner	08/16/2021	06/30/2022	ONTARGET
Coaching	Rachel Turner	08/16/2021	06/30/2022	ONTARGET

(4/5): Leveled Literacy Intervention

Owner: Rachel Turner

Start Date: 08/16/2021

Due Date: 06/30/2022



Summary: Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Buildings: All Buildings

Total Budget: \$5,000.00

- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

- | | |
|---------------|-----------------|
| Method | Audience |
| • Other | • Educators |
| | • Staff |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Rachel Turner	08/16/2021	06/30/2022	ONTARGET
Coaching	Rachel Turner	08/16/2021	06/30/2022	ONTARGET

(5/5): MTSS - Literacy (Reading)

Owner: Rachel Turner

Start Date: 08/16/2021

Due Date: 06/30/2022

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Buildings

Total Budget: \$5,000.00

- Other Federal Funds (Federal Funds)
 - Other Title Funds (Federal Funds)
 - Title II Part A (Federal Funds)
 - General Fund (Other)
 - Other State Funds (State Funds)
-



Communication:

- Method
- Other

- Audience
- Educators
 - Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	Rachel Turner	08/16/2021	06/30/2022	ONTARGET
Coaching	Rachel Turner	08/16/2021	06/30/2022	ONTARGET

Math

By June 10, 2022, Faxon Academy will increase its 3rd, 4th, 5th, 6th, and 7th grade M-STEP Mathematics proficiency rate from 10% as evidenced on the M-STEP Spring 2021 to the M-STEP Spring 2022.



Continuous Improvement Plan for FAXON ACADEMY 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?

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.**

MSTEP (2019 & 2021), NWEA MAP (3X in 2020-2021), classroom assessments (Go Math)

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

Year	Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2019	Math	0.0%	0.0%	12.5%	0.0%	0.0%	PSAT/No M-STEP
2021		0.0%	0.0%	0.0%	0.0%	16.7	NA

Grade	Ethnicity	Subject	Proficient	Partially Proficient	Not Proficient	Total
3	Black or African American	Math			100.0%	100.0%
4	Black or African American	Math			100.0%	100.0%
5	Black or African American	Math			100.0%	100.0%
6	Black or African American	Math		20.0%	80.0%	100.0%
7	Black or African American	Math			100.0%	100.0%
4	Hispanic or Latino	Math			100.0%	100.0%
5	Hispanic or Latino	Math			100.0%	100.0%
4	Two or More Races	Math			100.0%	100.0%
5	Two or More Races	Math			100.0%	100.0%
7	Two or More Races	Math	100.0%			100.0%
3	White	Math		100.0%		100.0%
4	White	Math			100.0%	100.0%
5	White	Math			100.0%	100.0%
7	White	Math			100.0%	100.0%
3	All Students	Math		20.0%	80.0%	100.0%
4	All Students	Math			100.0%	100.0%
5	All Students	Math			100.0%	100.0%
6	All Students	Math		20.0%	80.0%	100.0%
7	All Students	Math	16.7%		83.3%	100.0%

Based on M-Step and NWEA MAP students are growing but are not achieving proficiency yet. All student data was collected and disaggregate data was analyzed in regard to race, gender and economically disadvantaged.

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?

All Staff are involved in the implementation with the expected outcome of all students growth and proficiency. Schoolwide all students K-8 have the same curricular resource and all teachers are implementing with continue to implement with fidelity. All staff have been trained with Go Math curricular materials and review of all Math common core standards.

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**.

When all instruction is supported with priority standards and the full implementation of the Go Math resource then all students K-8 will grow and meet proficiency. Individual students goals will be monitored based on the Fall NWEA Map initial assessment and progress monitored throughout the 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?

Growth for our team is that all staff have knowledge of Go Math Resource and the Atlas Common Core Standards. Adhering to the program delivery and resources will be of need. Interventions and support personnel will be available to support targeted needs. The challenge is the new staff members and students. All students that qualify as 'at risk' will be provided all necessary supports. There is no evidence of duplicated services, programs, or supports. There is a constant eye on meeting the needs of all students with the funding received.

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](#)

We analyzed our data in staff meetings at the end of the school year 2020-2021. We know that there are different students that represent the data from year to year. We look at each student individually and their individual needs. We have consistency of academic and social/emotional support, master schedule per the allotted time per subject, and teams of educators that commit their time and talent to our Faxon scholars.

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 scholars are provided the social/emotional support and the curricular resource is implemented with fidelity then all students will grow and meet proficiency.

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.**

By June 10, 2022, Faxon Academy will increase its 3rd, 4th, 5th, 6th, and 7th grade M-STEP Mathematics proficiency rate from 10% as evidenced on the M-STEP Spring 2021 to the M-STEP Spring 2022.

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).

NWEA Map Math growth during Fall, Winter, Spring and M-Step/PSAT proficiency in Spring 2022.

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.**

Understanding Priority Standards

Classroom Walk Through

Differentiated Instruction

Math Coach

Interactive Go Math Resources

Best Instructional Practices

Global & Mathematical Hands on activities: Zee the Cook

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?

Professional Development on Math standards and the Priority Standards and Differentiated Instruction
Consultant

~ Principal &

Weekly Math Classroom Walk Through ~ Principal

PD ~Differentiated Instruction ~ Principal & Teacher

Math Coach ~ Principal & Instructional Coach

PD ~Best Instructional Practices ~ Principal & Consultant

Interactive Go Math Resources ~ Principal

Partnership with Zee the Cook ~ Principal & Community Partner

September 2021-January 2022 with a review of progress

January 2022-June 2022 continual support of implementation and support

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.)

Title I ~ 2500.00

Title II ~ 10,000.00

Esser Funds ~ 5000.00

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?

Authorizer, Board of Education, and families, and general public.

Through newsletters, website, and PPU meetings

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

Science

100% of all students will demonstrate a proficiency increase of 20% higher than previous year in Science by 06/15/2022 as measured by district and state assessments.

Social Studies

100% of all students will demonstrate a proficiency increase of 20% higher than previous year in Social Studies by 06/15/2022 as measured by district and state assessments.



Continuous Improvement Plan for FAXON ACADEMY 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?

Science & Social Studies

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.**

MSTEP (2019 & 2021) classroom assessments

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

<div> <div>▼</div> <div>fx</div> <div>Social Studies</div> </div>					
A	B	C	D	E	F
Subject	Grade	Not Proficient	Partially Proficient	Proficient	Total
Social Studies	5	70.0%	30.0%	0.0%	100.0%
Social Studies	8	60.0%	40.0%	0.0%	100.0%
All Students					

A	B	C	D	E	F	G
Grade	Econ Disadv	Subject	Proficient	Partially Proficient	Not Proficient	Total
5	No	Social Studies		50.0%	50.0%	100.0%
8	No	Social Studies		33.3%	66.7%	100.0%
5	Yes	Social Studies		25.0%	75.0%	100.0%
8	Yes	Social Studies		50.0%	50.0%	100.0%
5	All Students	Social Studies		30.0%	70.0%	100.0%
8	All Students	Social Studies		40.0%	60.0%	100.0%

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?

All Staff are involved in the implementation with the expected outcome of all students growth and proficiency. Schoolwide all students K-8 are being taught through resources that support the ATLAS units for Science & Social Studies.

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.**

When all instruction is supported with priority standards and the full implementation of the ATLAA then all students K-8 will grow and meet proficiency. Individual students goals will be monitored based on classroom assessments throughout the 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?

Growth for our team is that all staff have knowledge of Atlas Units with the Common Core Standards. Adhering to the program delivery and resources will be of need. The challenge is the new staff members and students. There is no evidence of duplicated services, programs, or supports. There is a constant eye on meeting the needs of all students with the funding received.

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](#)

We analyzed our data in staff meetings at the end of the school year 2020-2021. We know that there are different students that represent the data from year to year. We look at each student individually and their individual needs. We have consistency of academic and social/emotional support, master schedule per the allotted time per subject, and teams of educators that commit their time and talent to our Faxon scholars.

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 scholars are provided the social/emotional support and the curricular resource is implemented with fidelity then all students will grow and meet proficiency.

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.**

[Science](#)

100% of all students will demonstrate a proficiency increase of 20% higher than previous year in Science by 06/15/2022 as measured by district and state assessments.

Social Studies

100% of all students will demonstrate a proficiency increase of 20% higher than previous year in Social Studies by 06/15/2022 as measured by district and state assessments.

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).

Classroom assessments (formative & summative) monthly

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.**

Enhanced support with additional Science Instruction

Community Partnerships (Global Scholars; Society of Plastic Engineers)

Knowledge of NGSS

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?

Enhanced support with additional Science Instruction ~ Principal

Community Partnerships (Global Scholars; Society of Plastic Engineers) ~ Principal

Knowledge of NGSS ~ Principal & Staff

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.)

Title IV 10,000

Title II NGSS

Title IV 1000 (Engineering)

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?

Authorize, Board of Education, and families, and general public.

Through newsletters, website, and PPU meetings

Spanish

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that evidences the student's bilingual ability. in World Languages by 06/15/2022 as measured by Authentic assessment to include presentations, observations, role playing, etc.

Culture

100% of all students will demonstrate a behavior that will be in alignment with a safe and healthy school environment through Social Emotional Learning by 06/15/2022 as measured by student perception data and the number of discipline referrals.