

MICIP Portfolio Report

Hamtramck Academy

Goals Included

Active

- Chronic Absenteeism
- Improve special population proficiency
- Increase ELA Proficiency
- Increase Math Proficiency

Buildings Included

Open-Active

- Hamtramck Academy

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

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Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Hamtramck Academy

Increase Math Proficiency

Status: ACTIVE

Statement: Increase math proficiency by 5% on the 25-26 state assessment.

Created Date: 02/24/2021

Target Completion Date: 09/11/2026

Strategies:

(1/1): Differentiated small group instruction

Owner: Monique Cash

Start Date: 03/07/2025

Due Date: 09/11/2026

Summary: Comstock Elementary uses differentiated, small group instruction at Tier I daily. With the use of McGraw Hill's Wonders curricular resources and Teaching Reading Sourcebook's explicit instructional routines, Comstock teachers plan for the practice after whole group instruction has taken place. During implementation of small group instruction, Kindergarten teachers first identified the skills that students needed support with. Teachers used the Acadience Reading Initial Grouping report as a baseline once students had been benchmark assessed. Students were placed into 4 groups. Open District Evidence to learn more!

Buildings: All Active Buildings

Total Budget: \$300,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hard scheduled small group instruction daily	Monique Cash	03/07/2025	09/11/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Chronic Absenteeism

Status: ACTIVE

Statement: Decrease chronic student absenteeism in grades K-8 by 10% as measured by attendance reports.

Created Date: 02/24/2021

Target Completion Date: 04/10/2026

Strategies:

(1/1): Dropout Prevent-Engage Students

Owner: Monique Cash

Start Date: 04/12/2021

Due Date: 04/10/2026

Summary: Students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school.⁸⁷ These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students' sense of belonging in school.⁸⁸

Buildings: All Active Buildings

Total Budget: \$461,300.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Parent Newsletter

Audience

- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Student drawing for perfect attendance	Monique Cash	04/13/2021	06/16/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Tiered parent meetings to address chronic absenteeism	Monique Cash	04/12/2021	06/16/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Direct Instructional Staff	Monique Cash	04/12/2021	06/16/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Social Emotional Staff	Monique Cash	04/12/2021	06/16/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Monique Cash	04/12/2021	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent/Family Engagement	Monique Cash	04/12/2021	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Direct Instructional Staff	Monique Cash	07/01/2022	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent/Family Engagement	Monique Cash	07/01/2022	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Monique Cash	07/01/2022	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Emotional Staff	Monique Cash	07/01/2022	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student drawing for perfect attendance	Monique Cash	07/01/2022	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered parent meetings to address chronic absenteeism	Monique Cash	07/01/2021	06/16/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monthly incentives	Monique Cash	04/12/2021	04/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Parent Learning Events	Monique Cash	04/12/2021	04/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family engagement events	Monique Cash	04/12/2021	04/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Emotional staff	Monique Cash	04/12/2021	04/10/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Increase ELA Proficiency

Status: ACTIVE

Statement: · Increase ELA proficiency on the state assessment by 5%.

Created Date: 03/09/2022

Target Completion Date: 09/11/2026

Strategies:

(1/1): Differentiated small group instruction

Owner: Monique Cash

Start Date: 03/07/2025

Due Date: 09/11/2026

Summary: Comstock Elementary uses differentiated, small group instruction at Tier I daily. With the use of McGraw Hill's Wonders curricular resources and Teaching Reading Sourcebook's explicit instructional routines, Comstock teachers plan for the practice after whole group instruction has taken place. During implementation of small group instruction, Kindergarten teachers first identified the skills that students needed support with. Teachers used the Acadience Reading Initial Grouping report as a baseline once students had been benchmark assessed. Students were placed into 4 groups. Open District Evidence to learn more!

Buildings: All Active Buildings

Total Budget: \$300,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hard scheduled small group instruction daily	Monique Cash	03/07/2025	09/11/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Improve special population proficiency

Status: ACTIVE

Statement: Our goal is to increase proficiency amongst our EL and homeless sub groups by 5 percent.

Created Date: 12/13/2024

Target Completion Date: 08/03/2026

Strategies:

(1/2): Sheltered Instruction Observation Protocol (SIOP) Model of Instruction

Owner: Korryn Wilkins

Start Date: 01/13/2025

Due Date: 08/03/2026

Summary: The SIOP Model (Sheltered Instruction Observation Protocol) is a research-based framework designed to make content comprehensible for English Language Learners (ELLs) while simultaneously developing their academic language proficiency. It integrates best practices for language development and content teaching through eight key components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Originally developed for ELLs, SIOP is beneficial for all students, particularly in classrooms with diverse learning needs. It helps bridge the gap between language development and content learning.

Buildings: All Active Buildings

Total Budget: \$250,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Differentiated Direct Instruction	Korryn Wilkins	01/13/2025	08/03/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(2/2): Check In and Check Out/Check and Connect Intervention

Owner: Monique Cash

Start Date: 05/13/2025

Due Date: 08/03/2026

Summary: Check & Connect is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations. Students enrolled in Check & Connect are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

Buildings: All Active Buildings

Total Budget: \$50,000.00

- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations
- Parent Newsletter

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Check-In and Check out/ Connect twice weekly	Monique Cash	05/13/2025	08/03/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				