MICIP Portfolio Report

Jackson Preparatory & Early College

Goals Included

Active
- CTE College Readiness
- ELA
- Learning Loss & On-Pace Student Achievement
- MATH

Buildings Included

Open-Active
- Jackson Preparatory & Early College

Plan Components Included

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MICIP Portfolio Report

Jackson Preparatory & Early College

CTE College Readiness

Status: ACTIVE

Statement: To increase college readiness for students entering a CTE program by improving overall SAT scores by 10% by 2025.

Created Date: 06/09/2022 *Target Completion Date:* 06/30/2025

Data Set Name: Academic College Readiness of CTE Students

Name	Data Source
CTE vs GEN ED SAT Scores	Acadience

Data Story Name: Academic College Readiness of CTE Students

Initial Data Analysis: There is a 155-point difference between students who participate in a CTE program and students who are full "gen ed" students. Why don't higher-performing students take advantage of the career center and why do lower performers do so? How could we increase the college readiness of students who end up in a CTE program

Initial Initiative Inventory and Analysis: We don't have any specific initiatives in this area, currently, but are working on creating a more fully fleshed-out CTE program that starts engaging students all the way down in 6th grade.

Gap Analysis: Current reality: by the time students reach the career center, those who opt to join are underperforming and not meeting college readiness standards.
Desired state: students who find meaning in CTE are engaged long before 11th grade and are led to greater academic outcomes in relation to college readiness.

District Data Story Summary: Issues that exist are: 1) students aren't identified for an interest in CTE until 10th grade, 2) students who engage in CTE activities seemingly aren't as engaged academically, and 3) there is no differentiation in curriculum prior to 11th grade to meet the needs of CTE students.

Analysis:

Root Cause

Five Whys

- Why: JPEC students in CTE have not been historically engaged in traditional academics.
- Why: JPEC students have not had the opportunity to explore and engage in their areas of interest.
- Why: JPEC has not offered CTE opportunites before the 11th grade year.
- Why: JPEC has lacked funding and community partnerships to develop CTE programming opportunities for students.
- Why: JPEC has historically been focused on traditional, college-bound opportunities for students.

Challenge Statement: The district needs to create opportunities for CTE engagement earlier on, identify students who are engaged by CTE experiences, and increase student buy-in and learning for that group.

Strategies:

(1/1): Classroom Makers

Owner: Debra Gibson

Start Date: 06/26/2023   *Due Date:* 06/30/2025

Summary: "From the national stage to local Michigan classrooms, students can experience the integration of the maker ethos that reinforces engagement, student empowerment, curiosity, encourages a willingness to learn, and to create in a low-pressure environment. Teachers who have embraced the maker mindset are seeing improved student outcomes.

Classroom Makers offers workshops to help educators understand the pedagogical uses for "maker" resources in the classroom, how maker activities support Michigan content standards, and how to begin implementing the core ideas with students. Classroom Makers helps with program expenses by offering maker focused tools, resources, and opportunities available through local REMC centers."

Buildings: All Active Buildings

Total Budget: $100.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
CTE Course work	Debra Gibson	06/26/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 3% for CTE vs GEN ED SAT Scores		06/30/2023	OVERDUE
Increase by 3% for CTE vs GEN ED SAT Scores		06/28/2024	ONTARGET
Increase by 4% for CTE vs GEN ED SAT Scores		06/29/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Classroom Makers Activities

Activity	Owner	Start Date	Due Date	Status
CTE Course work	Debra Gibson	06/26/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Classroom Makers

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 10% for CTE vs GEN ED SAT Scores	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

ELA

Status: ACTIVE

Statement: By June 30, 2025, the ELA achievement as measured by MSTEP and PSAT will increase by 10% (60% to reach the state target).

Created Date: 06/02/2023   *Target Completion Date:* 06/30/2025

Data Set Name: ELA

Name	Data Source
District State Achievement Trends	Munetrix
JPEC School Systems Review Summary	Google Survey Form

Data Story Name: ELA

Initial Data Analysis: The ELA achievement data tells us that our ELA scores are on the rise, but not quite at the state success rate.

Process data indicates that JPEC needs to focus on developing our professional practices and teacher development.

Initial Initiative Inventory and Analysis: JPEC has implemented evidense-based, highly rated curriculum in grades 6-10.
JPEC is culturally responsive with good communication systems and solid instructional practices.

Gap Analysis: Provide continued consistency and on-going curriculum development in ELA.

District Data Story Summary: JPEC is encrouching on the state target for achievement. We need to have continued focus on high quality instruction and academic rigor with support.

Analysis:

Root Cause
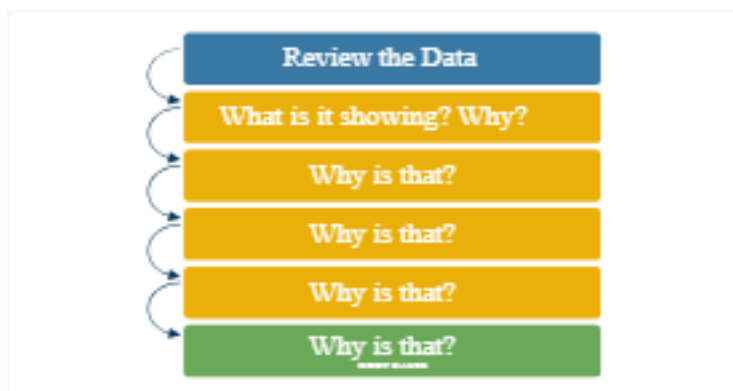
Five Whys
- Why: The district ELA achievement results are not yet at the state target of 60%
- Why: JPEC has a recently hired a new English teacher and purchased ELA curriculum that is in it's first year of implementation.

- Why: JPEC has experienced inconsistency in instruction due to high turnover within the English Dept, which also utilized teacher developed curriculum.
- Why: JPEC has struggled with limited funds able to be allocated to English curriculum in previous years.
- Why: JPEC is a young school, just finishing our ninth year.

Challenge Statement: If the district continues to implement the new curriculum with fidelity and accountability, then ELA achievement results will improve.

Strategies:

(1/5): Guaranteed and Viable Curriculum

Owner: Debra Gibson

Start Date: 06/02/2023   *Due Date:* 06/30/2025

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: $100.00
- General Fund (Other)

Communication:

Method
- Other

Audience
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
At the beginning of the school year, staff will review the ELA curriculum and assure scope and sequence are followed	Debra Gibson	08/16/2023	08/22/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Collective Responsibility

Owner: Debra Gibson

Start Date: 06/02/2023   *Due Date:* 06/30/2025

Summary: A culture of collective responsibility that is collegial, collaborative, and professional that promotes student learning, professional learning, and system-level learning through the intentional development of norms, values, and beliefs.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Other

Audience
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
ELA staff will be given 3 half days of departmental work time to collaborate on curriculum development, instructional practices and scope and sequence.	Debra Gibson	08/16/2023	01/04/2024	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Data-Based, Decision Making

Owner: Debra Gibson

Start Date: 06/02/2023   *Due Date:* 06/30/2025

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
ELA staff will meet twice per year following NWEA testing to analyze data and make instructional adjustments based on results	Debra Gibson	10/17/2023	02/20/2024	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

(4/5): MTSS - PBIS (Behavior)

Owner: Debra Gibson

Start Date: 06/02/2023   *Due Date:* 06/30/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Restorative practices training for staff will continue in order to learn ways to minimize loss of learning time	Debra Gibson	08/16/2023	10/17/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(5/5): Family Engagement Tied to Learning

Owner: Debra Gibson

Start Date: 06/02/2023   *Due Date:* 06/30/2025

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Total Budget: $1.00
- Title I Part A (Federal Funds)

Communication:

Method
- Email Campaign
- Presentations
- District Website Update
- Social Media

Audience
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will host an annual Title 1 parent meeting to share information and gather feedback regarding the Title 1 program	Debra Gibson	09/12/2023	09/13/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 3% for District State Achievement Trends		06/30/2023	OVERDUE
Increase by 3% for District		06/30/2024	ONTARGET

Measure	Owner	Due Date	Status
State Achievement Trends			
Increase by 4% for District State Achievement Trends		06/29/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
At the beginning of the school year, staff will review the ELA curriculum and assure scope and sequence are followed	Debra Gibson	08/16/2023	08/22/2023	COMPLETE

Collective Responsibility Activities

Activity	Owner	Start Date	Due Date	Status
ELA staff will be given 3 half days of departmental work time to collaborate on curriculum development, instructional practices and scope and sequence.	Debra Gibson	08/16/2023	01/04/2024	OVERDUE

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
ELA staff will meet twice per year following NWEA testing to analyze data and make instructional adjustments based on results	Debra Gibson	10/17/2023	02/20/2024	OVERDUE

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Restorative practices training for staff will continue in order to learn ways to minimize loss of learning time	Debra Gibson	08/16/2023	10/17/2023	COMPLETE

Family Engagement Tied to Learning Activities

Activity	Owner	Start Date	Due Date	Status
Staff will host an annual Title 1 parent meeting to share information and gather feedback regarding the Title 1 program	Debra Gibson	09/12/2023	09/13/2023	COMPLETE

Monitoring Notes

Monitoring Notes: Collective Responsibility

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Data-Based, Decision Making

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Family Engagement Tied to Learning

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:
No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

Monitoring Notes: Guaranteed and Viable Curriculum

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:
No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:
No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:
No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:
No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 10% for District State Achievement Trends	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses
Fidelity - How well did we engage in our plan as intended?
No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available

MATH

Status: ACTIVE

Statement: By June 30, 2025, the Math achievement as measured by MSTEP and PSAT will increase by 16% (47.5% to reach the state target)

Created Date: 06/06/2023   *Target Completion Date:* 06/30/2025

Data Set Name: MATH

Name	Data Source
District State Achievement Trends	Munetrix
JPEC School Systems Review Summary	Google Survey Form

Data Story Name: MATH

Initial Data Analysis: JPEC is significantly below the state target of 47.5% proficient.

Process Data indicates that JPEC needs to focus on developing our professional practices and teacher development.

Initial Initiative Inventory and Analysis: We are seeking evidence-based math curricula for grades 6-10 and provide quality professional development on that curriculum.

JPEC is culturally responsive with good communication practices and solid instructional practices.

Gap Analysis: Implement quality curriculum, have high teaching standards, and monitor progress and adjust accordingly.

District Data Story Summary: We are currently around 15% below the state target for math proficiency. By implementing quality, vetted instructional materials and high levels of teaching practice, we are seeking to improve math outcomes for every student.

Analysis:

Root Cause
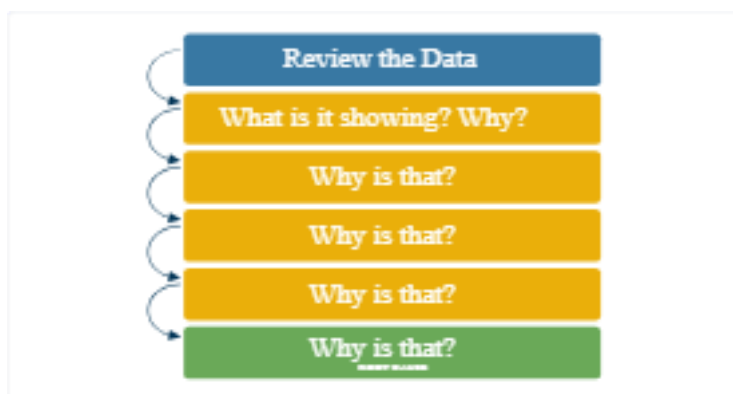
Five Whys

- Why: The district Math achievement results are not yet at the state target of 47.5%

- Why: Staff are evaluating the need to purchase new math curriculum
- Why: The district determined through process data and achievement data that the current Math curriculum is not meeting the students needs.
- Why: The current Early College Math curriculum lacks rigor, accountability and evidence-based strategies.
- Why: The district has relied almost solely on Khan Academy in order to allow students to progress at their own pace.

Challenge Statement: If the district adopts an evidence-based, rigorous Math curriculum with improved structure and accountability, then Math results will improve.

Strategies:

(1/5): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Debra Gibson

Start Date: 06/06/2023   *Due Date:* 06/30/2025

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Total Budget: $100.00
- Title I Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)

Communication:

Method
- Other
- School Board Meeting
- Social Media

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math department head will work with JPEC Academic Team to identify, evaluate and purchase new curriculum to have in place by January 2024	Debra Gibson	06/06/2023	01/01/2024	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Collective Responsibility

Owner: Debra Gibson

Start Date: 06/06/2023   *Due Date:* 06/30/2025

Summary: A culture of collective responsibility that is collegial, collaborative, and professional that promotes student learning, professional learning, and system-level learning through the intentional development of norms, values, and beliefs.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math faculty will be provided with three half days of departmental work time to collaborate on curriculum development, instructional practices and scope and sequence.	Debra Gibson	08/18/2023	01/04/2024	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Data-Based, Decision Making

Owner: Debra Gibson

Start Date: 10/17/2023   *Due Date:* 02/20/2024

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math faculty will meet twice per year following NWEA/PSAT testing to analyze data and make instructional adjustments based on results	Debra Gibson	10/17/2023	02/20/2024	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				

(4/5): MTSS - PBIS (Behavior)

Owner: Debra Gibson

Start Date: 06/07/2023   *Due Date:* 06/30/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Restorative practices training for staff will continue in order to learn ways to minimize loss of learning time.	Debra Gibson	06/07/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): Family Engagement Tied to Learning

Owner: Debra Gibson

Start Date: 06/06/2023   *Due Date:* 06/30/2025

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Total Budget: $1.00
- Title I Part A (Federal Funds)

Communication:

Method
- Email Campaign
- Presentations
- District Website Update
- Social Media

Audience
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will host an annual Title 1 parent meeting to share information and gather feedback regarding the Title 1 program	Debra Gibson	06/06/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for District State Achievement Trends		06/30/2023	OVERDUE
Increase by 5% for District		06/29/2024	ONTARGET

Measure	Owner	Due Date	Status
State Achievement Trends			
Increase by 6% for District State Achievement Trends		06/29/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Competency: Curriculum - Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Math department head will work with JPEC Academic Team to identify, evaluate and purchase new curriculum to have in place by January 2024	Debra Gibson	06/06/2023	01/01/2024	OVERDUE

Collective Responsibility Activities

Activity	Owner	Start Date	Due Date	Status
Math faculty will be provided with three half days of departmental work time to collaborate on curriculum development, instructional practices and scope and sequence.	Debra Gibson	08/18/2023	01/04/2024	OVERDUE

Data-Based, Decision Making Activities

Activity	Owner	Start Date	Due Date	Status
Math faculty will meet twice per year following NWEA/ PSAT testing to analyze data and make instructional adjustments based on results	Debra Gibson	10/17/2023	02/20/2024	OVERDUE

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Restorative practices training for staff will continue in order to learn ways to minimize loss of learning time.	Debra Gibson	06/07/2023	06/30/2025	ONTARGET

Family Engagement Tied to Learning Activities

Activity	Owner	Start Date	Due Date	Status
Staff will host an annual Title 1 parent meeting to share information and gather feedback regarding the Title 1 program	Debra Gibson	06/06/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Collective Responsibility

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Competency: Curriculum - Guaranteed and Viable Curriculum

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Data-Based, Decision Making

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Family Engagement Tied to Learning

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 16% for District State Achievement Trends	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available

Learning Loss & On-Pace Student Achievement

Status: ACTIVE

Statement: Our goal is to provide more opportunities for students to work with instructors to stay on-pace with grade level expectations.

Created Date: 10/30/2023   *Target Completion Date:* 07/31/2024

Data Set Name: Addressing Learning Loss

Name	Data Source
Student Assessment: Student Growth	MI School Data
Student Assessment: Student Growth	MI School Data

Data Story Name: Addressing Learning Loss

Initial Data Analysis: In both reading and math, students at Jackson Preparatory & Early College are showing below-average levels of student growth on state assessments. This reflects the learning losses students likely experienced during the COVID-19 pandemic and reflects a higher likelihood of students falling behind grade level expectations and potentially becoming delayed in on-time graduation requirements.

Initial Initiative Inventory and Analysis: Currently, the district has put into place goals related to reading, numeracy, and college readiness, and is actively supporting and monitoring those goals with the support of Title dollars. Resources include full time paraprofessionals, high quality curriculums, and year-long professional development plans related to high-quality data and reflection.

Gap Analysis: Currently, students are at risk of falling behind grade level expectations and credit requirements. This would put them off-track for on-time graduation.

District Data Story Summary: The strengths of the district are the competency-based education and the already-initiated efforts to increase Math and ELA student outcomes. Students are still struggling to grow at a normative rate and could benefit from additional opportunities to work with instructors to stay on pace with grade level norms.

Analysis:

Root Cause

Five Whys

- Why: Students show less growth than expected in both ELA and Math.
- Why: Students are struggling to stay on pace with grade-level academic expectations.
- Why: Students lost learning during the COVID 19 pandemic.
- Why: Students had large periods where they had to be remote or not hold classes during the COVID-19 pandemic.

Challenge Statement: The district needs to implement a strategy that allows students who are not moving at a grade-level pace more time with their instructors to meet grade-level expectations.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Jonathon Marowelli

Start Date: 10/30/2023   *Due Date:* 07/31/2024

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: $60,000.00
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update
- Parent Newsletter

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The Extended Learning Time initiative is a Summer School Program designed to assist students in achieving grade-level proficiency. The program focuses on the completion of unfinished coursework and the provision of alternative assessments that allow students to demonstrate their proficiency. To ensure the program's success, the district will appoint a dedicated supervisor who will serve as the program expert. This supervisor will oversee the implementation of the program, supported by qualified district instructors, administrative staff, and the necessary classroom spaces. The effectiveness of the program will be systematically evaluated, with results being transparently shared on the district's website. Additionally, logistical needs of continued city-transportation, classroom spaces, and consumable classroom learning resources will be managed to facilitate smooth operation and maximize educational outcomes.	Jonathon Marowelli	10/30/2023	07/31/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program expert (Jonathon Marowelli) oversight of program and program	Jonathon Marowelli	10/30/2023	07/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
efficacy reporting on district transparency website				

Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Implement a summer school program focusing on students who were close to achieving proficiency (2.0-2.9 on grading scale) in grade-level courses, pair them with highly-qualified teachers, and support them in reaching proficiency.	Jonathon Marowelli	07/30/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
The Extended Learning Time initiative is a Summer School Program designed to assist students in achieving grade-level proficiency. The program focuses on the completion of unfinished coursework and the provision of alternative assessments that allow students to demonstrate their proficiency. To ensure the program's success, the district will appoint a dedicated supervisor who will serve as the program expert. This supervisor will oversee the implementation of the program, supported by qualified district instructors, administrative staff, and the necessary classroom spaces. The effectiveness of the program will be systematically evaluated, with results being transparently shared on the district's website. Additionally, logistical needs of continued city-transportation, classroom spaces, and consumable classroom learning resources will be managed to facilitate smooth operation and maximize educational outcomes.	Jonathon Marowelli	10/30/2023	07/31/2024	ONTARGET
Program expert (Jonathon Marowelli) oversight of program and program efficacy reporting on district	Jonathon Marowelli	10/30/2023	07/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
transparency website				

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
The desired change is that 90% of students will stay on-pace with grade level academic and credit expectations for Student Assessment: Student Growth	07/31/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available