

# MICIP Portfolio Report

## Jackson Preparatory & Early College

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### Goals Included

#### Active

- CTE College Readiness
  - ELA
  - MATH
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### Buildings Included

#### Open-Active

- Jackson Preparatory & Early College
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### Plan Components Included

Goal Summary  
Strategy  
Summary

# MICIP Portfolio Report

## Jackson Preparatory & Early College

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### 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

## 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."

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## 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

## 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.

**(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.

**(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.

**(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.



## (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). "

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## 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

**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.

*(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.

**(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.

**(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.

## (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). "