

# MICIP Portfolio Report

## Jackson Preparatory & Early College

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### Goals Included

#### Active

- CTE College Readiness
  - ELA
  - Learning Loss & On-Pace Student Achievement
  - MATH
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### Buildings Included

#### Open-Active

- Jackson Preparatory & Early College
- 

### Plan Components Included

#### Goal Summary

#### Data

Data Set

Data Story

#### Analysis

Root Cause

Challenge Statement

#### Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

#### Monitoring & Adjusting

Activity Status

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Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

#### Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

# 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.

*Resource Allocation Review:*

*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 opportunities 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	OVERDUE
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 evidence-based, highly rated curriculum in grades 6-10.

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

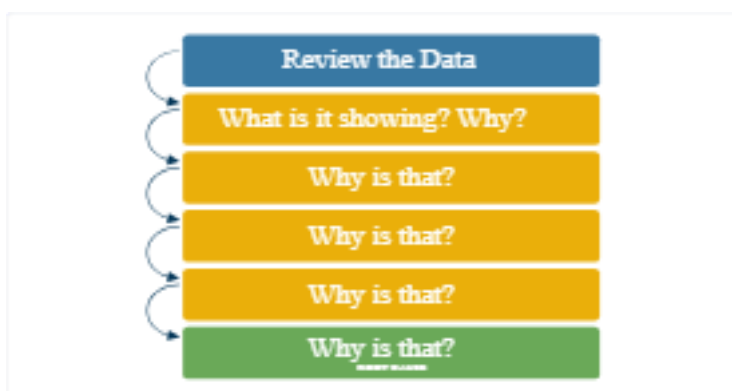
**Resource Allocation Review:**

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

**District Data Story Summary:** JPEC is encroaching 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
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



**(2/5): Collective Responsibility/Shared Accountability**

**Owner:** Debra Gibson

**Start Date:** 06/02/2023

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

**Summary:** Collective responsibility in schools refers to the shared accountability of all staff, students, and stakeholders in ensuring the success and well-being of the school community. It emphasizes that every individual, from teachers and administrators to students and parents, plays a crucial role in creating a positive learning environment. This concept promotes collaboration, mutual support, and a commitment to common goals, such as academic excellence, student safety, and inclusivity. District structures and practices support healthy, collegial communication that ensures a collective focus on overall improvement efforts to increase student achievement. Collective responsibility encourages teamwork and ensures that the responsibility for student achievement and school improvement is not placed solely on any one group but is a unified effort.

**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**

- Other

**Audience**

- 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
<b>Activity Buildings:</b> 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**

- Other

**Audience**

- 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
<b>Activity Buildings:</b> 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:**

- |   |   |
|---|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Email Campaign</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> </ul> |
|---|---|

**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
<b>Activity Buildings:</b> 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

Measure	Owner	Due Date	Status
Increase by 3% for District State Achievement Trends		06/30/2024	OVERDUE
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/Shared Accountability 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/Shared Accountability**

*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.

Resource Allocation Review:

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: Rob Campbell

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	Rob Campbell	06/06/2023	01/01/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Adopt Project Lead The Way Algebra 1 Lab Supplement	Jonathon Marowelli	06/06/2025	06/30/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/5): Collective Responsibility/Shared Accountability**

**Owner:** Rob Campbell

**Start Date:** 06/06/2023

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

**Summary:** Collective responsibility in schools refers to the shared accountability of all staff, students, and stakeholders in ensuring the success and well-being of the school community. It emphasizes that every individual, from teachers and administrators to students and parents, plays a crucial role in creating a positive learning environment. This concept promotes collaboration, mutual support, and a commitment to common goals, such as academic excellence, student safety, and inclusivity. District structures and practices support healthy, collegial communication that ensures a collective focus on overall improvement efforts to increase student achievement. Collective responsibility encourages teamwork and ensures that the responsibility for student achievement and school improvement is not placed solely on any one group but is a unified effort.

**Buildings:** All Active Buildings

**Total Budget:** \$1.00

- General Fund (Other)

**Communication:**

- |   |   |
|---|---|
| <b>Method</b>   | <b>Audience</b>   |
| <ul style="list-style-type: none"> <li>• Other</li> </ul> | <ul style="list-style-type: none"> <li>• Staff</li> </ul> |

**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.	Rob Campbell	08/18/2023	01/04/2024	OVERDUE

**Activity Buildings:** All Buildings in Implementation Plan

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

**Owner:** Rob Campbell

**Start Date:** 10/17/2023

**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**

- Other

**Audience**

- 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	Rob Campbell	10/17/2023	02/20/2024	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement 6th grade remediation and math skills course targeting NWEA identified student-specific deficiencies	Rob Campbell	01/06/2025	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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

**Owner:** Rob Campbell

**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**

- Other

**Audience**

- 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.	Rob Campbell	06/07/2023	06/30/2025	COMPLETE

**Activity Buildings:** All Buildings in Implementation Plan

**(5/5): Family Engagement Tied to Learning**

**Owner:** Rob Campbell

**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:**

- |   |   |
|---|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Email Campaign</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> </ul> |
|---|---|

**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	Rob Campbell	06/06/2023	06/30/2025	COMPLETE
<b>Activity Buildings:</b> 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

Measure	Owner	Due Date	Status
Increase by 5% for District State Achievement Trends		06/29/2024	OVERDUE
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	Rob Campbell	06/06/2023	01/01/2024	COMPLETE
Adopt Project Lead The Way Algebra 1 Lab Supplement	Jonathon Marowelli	06/06/2025	06/30/2025	UPCOMING

*Collective Responsibility/Shared Accountability 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.	Rob Campbell	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	Rob Campbell	10/17/2023	02/20/2024	OVERDUE
Implement 6th grade remediation and math skills course targeting NWEA identified student-specific deficiencies	Rob Campbell	01/06/2025	06/30/2025	ONTARGET

#### 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.	Rob Campbell	06/07/2023	06/30/2025	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	Rob Campbell	06/06/2023	06/30/2025	COMPLETE

#### Monitoring Notes

##### Monitoring Notes: Collective Responsibility/Shared Accountability

*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

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### 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

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### 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

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### 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

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### 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

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**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:** 08/30/2024

**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.

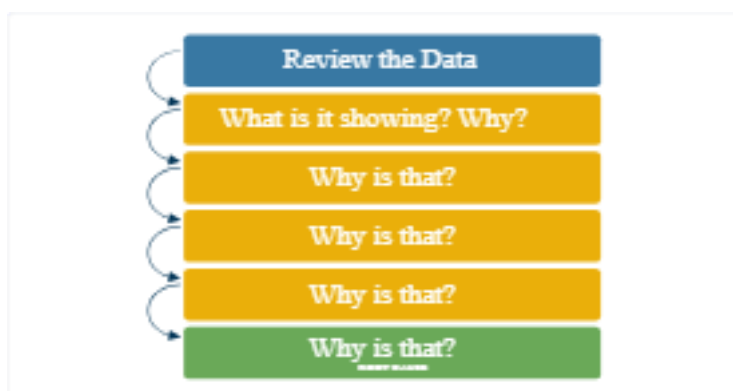
**Resource Allocation Review:**

**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:* 08/30/2024

*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
<p>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.</p>	<p>Jonathon Marowelli</p>	<p>10/30/2023</p>	<p>07/31/2024</p>	<p>COMPLETE</p>

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Program expert (Jonathon Marowelli) oversight of program and program efficacy reporting on district transparency website	Jonathon Marowelli	10/30/2023	07/31/2024	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

**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	COMPLETE

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

**Activity Status:**

*23g Expanded Learning Time Activities*



Activity	Owner	Start Date	Due Date	Status
<p>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.</p>	<p>Jonathon Marowelli</p>	<p>10/30/2023</p>	<p>07/31/2024</p>	<p>COMPLETE</p>
<p>Program expert</p>	<p>Jonathon</p>	<p>10/30/2023</p>	<p>07/31/2024</p>	<p>COMPLETE</p>

Activity	Owner	Start Date	Due Date	Status
(Jonathon Marowelli) oversight of program and program efficacy reporting on district transparency website	Marowelli			

### Monitoring Notes

#### Monitoring Notes: 23g Expanded Learning Time

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*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	08/30/2024	COMPLETE

#### 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