

2023-2024 Title I Schoolwide Plan

This template is aligned to the program requirements for Title I Schoolwide schools as described in sections 1112, 1114, 1115, 1116, 2102 and 8101 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

Name of School: Jackson Preparatory and Early College

Title I Program Type: Schoolwide Title I Program

Requirement 1: Comprehensive Needs Assessment

[Sections 1112(b)(1), 1114(b)(6), 1115(e)(2)(A)]

1. The school has engaged in a comprehensive needs assessment as the basis of its program development and to determine the focus for the use of its Title I, Part A funds. **Yes**

- a. https://docs.google.com/document/d/1a-UDQILCA_TCKEbTRV0va8uHruFQn3T1X9rZQx8Aqt8/edit?usp=drive_link

Requirement 2: High Quality Instruction and Supports for All Students (Tier 1)

[Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(c)(7), 1114(b)(7)(A)(i), 1114(b)(7)(A)(ii), 1114(b)(7)(A)(iii)(I) and 1115(b)(2)(G)(i)]

1. The school has in place a high-quality curriculum aligned to State Standards.

Moderate - working on through the continuous improvement process

2. Which strategies from your Continuous Improvement Plan are focused on developing, strengthening, or implementing a well-rounded program of instruction **to meet the academic needs of all students?**

Guaranteed and Viable Curriculum
Data-Based, Decision Making
Collective Responsibility

3. If the school uses Title I, Part A funds for early childhood, we assure that such programs meet or exceed Head Start standards. **NO**

4. Which strategies from your Continuous Improvement Plan are focused on improving conditions for learning and skills **for all students outside the academic subject areas?**

MTSS PBIS (Behaviors)
Parent/Family Engagement Tied to Learning

Requirement 3: Identification and Monitoring of High Need Students

[Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), 1114(b)(3), 1114(b)(7)(A)(iii)(III), 1115(a), 1115(b)(1), 1115(b)(2)(G)(iii), and 1115(c)]

1. Describe how teachers, in consultation with parents, administrators, paraprofessionals and specialized instructional support personnel will identify children who may benefit from Title I services.

Benchmark assessment is done three times a year using NWEA for ELA and Math. Staff collect and review the student data and determine the students who have the highest need for support. The students are then placed on an intervention list and are able to get supported as needed. The records for the student prioritizing are kept in a Google Folder on a Google Sheet managed by the teachers and the principal. The Google Sheet is updated after each benchmark assessment period with current results.

State assessment data is also collected and monitored by staff. Students who are not proficient on the state assessments in ELA and/or Math are eligible for Title I services.

2. Describe the entrance and exit protocol used to identify students who may have the greatest need for supplemental services and to exit those students from services when deemed no longer necessary.

Entrance Criteria

ELA
NWEA - any student that falls within the red area on the district NWEA report, Tier III, is eligible for Title I services.
MSTEP, PSAT, SAT - any student who is not proficient or advanced on the state assessment is eligible for Title I services.

Math
NWEA - any student that falls within the red area on the district NWEA report, Tier III, is eligible for Title I services.
MSTEP, PSAT, SAT - any student who is not proficient or advanced on the state assessment is eligible for Title I services.

Exit Criteria
When students meet the expected target levels for their grade level on the NWEA and/or state assessment, they are ready to exit the Title I services.

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

Progress Monitoring is done on a term basis. At the beginning of the term, students will be assessed using NWEA (ELA and Math), results will be reviewed, and decisions will be made on tiered levels of support needed for each student.

Requirement 4: Services to High Need Students (Tier II)

[Sections 1112(b)(1)(C), 1112(b)(5), 1112(b)(6), 1112(b)(11), 1114(b)(7)(A)(iii)(III), 1115(b)(2)(A), 1115(b)(2)(B), 1115(b)(2)(G)(ii), 1115(e)(2)(A), and 1115(e)(2)(B)]

1. The school will minimize removal of children from the regular classroom during regular school hours for the delivery of supplemental services. **YES**
2. Describe the Title I, Part A program services which are provided to high need children to support the provision of a **well-rounded curriculum to those children**.

A highly qualified paraprofessional provides tutoring to identified students in ELA and/or Math under the direct supervision of the classroom teachers and principal.

All students have access to weekly intervention time in the subject area(s) they need assistance from classroom teachers for an additional full block of time (86-90 minutes).

3. If applicable, describe any **expanded learning time**, before- and after- school programs, and summer programs and activities offered to high need children.

Summer School is offered to any student in grades 6-12 who fails or doesn't reach proficiency (3.0 or higher) in any course. Students who are below a 2.0 have to retake the course the following term. Summer School is 3 weeks, 4 days a week, in a face to face setting. Any student who doesn't meet the threshold, is automatically enrolled in Summer School. Parents are notified. Students are required to pass the courses in order to receive credit towards graduation.

4. If applicable, describe any **schoolwide tiered model** to prevent and address behavior problems and early intervention services designed to support high need students.

The school uses a behavior practice that involves a Tier I process of addressing student behavior using a Feedback Form for students to respond to their behaviors. The student meets with the teacher to review the form and discuss the reflections. If the teacher feels like the behavior was addressed the student returns to class. The incident is logged in PowerSchool and an email is sent home to parents detailing the incident.

If the process is not working with students, the Dean of Students sets up a meeting between the parents and the principal to discuss ways to address the undesired behaviors. The Dean of Students then starts a weekly check in with those students.

If the process is not working, a formal behavior plan is completed and a meeting with the parents is held. Consequences of not following the plan are discussed. Check ins continue with the Dean of Students.

Requirement 5: Coordination, Integration, and Transitions

[Section 1112(b)(8), 1112(b)(10), 1112(b)(12), 1112(c)(4), 1112(c)(5), 1114(b)(7)(A)(iii)(II), 1114(b)(7)(A)(iii)(V), 1114(b)(5), 1115(b)(2)(C), and 1115(b)(2)(F)]

1. In what ways is the Title I, Part A program coordinating with and supporting the regular education program?

The classroom teachers communicate and coordinate services to the Title I students through lesson planning for the paraprofessionals, email communications, SLACK, and the paraprofessionals also communicate with the teachers within the classroom Tier I lessons.

2. For schools with kindergarten or a Title I funded preschool program: Describe the school’s early childhood transition strategies for preschool age children.

NA

3. For all schools: Describe the school’s transition strategies for children entering or exiting the grade span served by your school.

Teachers have opportunities to review each entering 6th grade student’s CA-60 to review attendance, performance, and behaviors.

Parents have the opportunities to attend a 6th grade orientation to meet the teachers, get their schedules, pick up their device and learn how to log into the device.

Students are expected to attend the 6th grade orientation as well to familiarize themselves with the school processes and procedures. Also, when applicants submit their enrollment request, the district hosts meetings with the students/families individually to review the past attendance, behaviors, and performance levels. (IEPS, 504’s, etc...)

4. For high schools: Describe the school’s preparation and transition strategies for children to transition to post-secondary opportunities, including supports offered for dual enrollment, AP, IB and CTE/work-based learning.

Transition opportunities for students in grades 9-13 are dual enrollment courses and CTE courses through the Jackson Area Career Center. As an Early College district, all students are expected to earn 15 college credits to graduate in addition to meeting their MMC graduation requirements. The district also provides support for students that includes college visits, how to complete FASFA forms, focus groups to support completing college applications, scholarship applications, etc... Dual enrollment parent events also occur annually.

4. The school will coordinate and integrate Title I, Part A services with other educational services at the school to increase overall program effectiveness, eliminate duplication, and reduce fragmentation. The school will ensure that the funds from other federally funded programs will be used to supplement services provided to children with Title I, Part A funds under this program. This includes services and programs for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth.

YES

5. The school will collaborate with the state and local child welfare agencies to address the transportation and other needs of children in foster care. **YES**

Requirement 6: Instruction by Effective, Qualified, and Licensed Staff

[Sections 1112(b)(2), 1112(c)(6), 1112(e)(1)(A) and 1114(b)(7)(A)(iii)(V); [MCL 380.1231](#)]

1. All the instructional support paraprofessionals, in the Title I, Part A building, meet state qualification requirements for instructional paraprofessionals. **YES**
2. All the teachers, in the Title I, Part A building, meet state qualification, certification, and licensing requirements for their assigned placement. **NO**
3. The school will support parental right-to-know requirements outlined in ESEA Section 1112(e)(1)(A) regarding teacher and paraprofessional qualifications. **YES**
4. If the school cannot answer “YES” to questions 1 and 2, please describe the local efforts to address disparities in the distribution of ineffective, inexperienced, or out-of-field teachers.

Teachers who are not certified are currently enrolled in the teacher prep courses through Teach for Tomorrow.

Requirement 7: High Quality and Ongoing Professional Learning

[Sections 2102(b)(2)(A), 2102(b)(2)(B), 2102(b)(2)(F), 1114(b)(7)(A)(iii)(IV), 1115(b)(2)(D), 1115(d), and 8101(42); [MCL 380.1527](#) and [MCL 380.1526](#)]

1. Please describe the school’s professional development program that outlines ongoing professional learning for all instructional staff, principals, and other school leaders.

- Review Title I SW program with teaching and support staff
- Staff will be provided training on how to effectively engage with parents regarding students' learning and behaviors.
- Staff will be provided training on how to identify and the supports that are provided to homeless students.
- Staff will be provided training on development and implementation of common Schoology templates, components and usage.
- Staff will be provided training and departmental work time to collect and analyze data.
- Staff will be provided training and departmental work time to collect, organize and store common curriculum.
- Staff will be trained on quality classroom management
- Staff is provided required trainings through SafeSchools, through the following modules:
 - Bloodborne Pathogen Exposure Prevention
 - Coronavirus 103 - Managing Stress and Anxiety
 - Coronavirus 101 - What You Need to Know
 - Slips, Trips and Falls
 - Sexual Harassment: Student Issues & Response
 - Sexual Harassment: Staff-to-Staff
 - Health Emergencies: Seizures
 - Conflict Management: Managing the Angry Parent

2. Please describe the induction and mentoring program within your school.

Pre-Start Day:
Business Office ensures all required documentation has been completed and returned to the employer, Advanced Education Services
Business Office notify tech team to create all necessary network credentials, prepares computer
Business Office sends email request to JC security for Staff ID
Appropriate Administrative staff member assigns a new staff member a mentor (faculty spirit buddy will remain as a mentor for the first two years)
Designated Admin staff sends “Welcome Email” to new staff member welcoming them to the academy and provide guidance as necessary
Introduce mentor - they are the person new staff goes to with questions/concerns and helps them get acclimated, ensures they understand the “JPEC Way”
Obtains a list of required office supplies
Designated Admin staff sends a notice to all faculty announcing new staff member

First Day:
Business Office delivers computer and welcome package to new staff member
Business Office completes I-9 and return to employer Advanced Education Services

Designated Admin staff and/or Mentor takes new staff to the Hanger to have Staff ID made
Designated Admin staff and Mentor need to ensure new staff members understand their role and provide all necessary training to ensure they feel comfortable within their role and they understand expectations.

Review employee handbook as necessary

Review policies

Provide training on software as appropriate

Provide professional development new staff training

Designated Admin staff and Mentor take staff member to lunch on their first day

End of Day check-in by Mentor to see how the day went

End of Day check-in by designated Admin to see how the day went

First Week:

Mentor checks in with new staff member daily to see how things are going and answer any questions

Designated Admin staff checks in at end of first week to see how things are going, answer questions

Review employee handbook as necessary

Review policies

Provide training on software as appropriate

Provide professional development new staff training

End of First Month:

Check-in by designated Admin staff, ensure staff members understand their position with the academy and what's expected of them. See if any additional internal PD and/or support is required. This should be a scheduled meeting placed on the new staff member's calendar. 60-day check-in by designated Admin staff, to ensure staff members understand their position with the academy and what's expected of them. See if any additional internal PD and/or support is required. This should be a scheduled meeting placed on the new staff member's calendar.

After 90 days:

Check-in by designated Admin staff, ensure staff members understand their position with the academy and what's expected of them. See if any additional internal PD and/or support is required. This should be a scheduled meeting placed on the new staff member's calendar.

Further, Enroll Teachers in the ISD's New Teacher's Academy and Teachers for Tomorrow Program where necessary.

3. The school assures that professional development activities funded by Title I, Part A will be coordinated with other professional development activities held within the school **YES**

Requirement 8: Strategies to Increase Parental and Family Engagement

[Sections 1112(b)(7), 1114(b)(2), 1114(b)(4), 1115(b)(2)(E), and 1116(b)-(f)]

- 1. Attach the school Parent and Family Engagement Plan that implements the district Policy.

Check the legislative citations listed in the Parent and Family Engagement template.
https://docs.google.com/document/d/1No5R8yDs_GmBMS-mEmIkvbH5dy6BgOlq/edit?usp=share_link&oid=111638662367673600634&rtpof=true&sd=true

- 2. Attach the Title I School-Parent Compact.

Check the legislative citations listed in the Parent and Family Engagement template.
https://docs.google.com/document/d/1RVhi17cAHnX4J2DqjR-z_SLZzyd7nGl/edit?usp=share_link&oid=111638662367673600634&rtpof=true&sd=true

Requirement 9: Program Development, Review and Revision

[Sections 1112(a)(1)(A), 1112(a)(5), 1114(b)(2), 1114(b)(3), 1115(b)(2)(G)(iii), and 8538; [MCL 380.1277 \(2\)\(c\) and \(1\)](#)]

- 1. The programs outlined above were developed, reviewed, and revised with timely and meaningful consultation that included:
 - a. Teachers YES
 - b. Principals and other school leaders YES
 - c. Paraprofessionals YES
 - d. Specialized instructional support personnel NO
 - e. Other appropriate school personnel NO
 - f. Parents and Families YES
 - g. Students YES
 - h. Community members N/A
 - i. Tribes and Tribal Organizations N/A

- 2. The Title I program will be reviewed at least annually and revised as necessary YES
 Date Title I program was last reviewed/revised: **6.2.23**

- 3. The programs outlined above will be regularly evaluated and revised as necessary to ensure eligible children receive the assistance needed to enable them to meet the challenging State academic standards. YES