

# MICIP Portfolio Report

## Jalen Rose Leadership Academy

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### Goals Included

#### Active

- Accelerated Opportunities to Learn via Excellent I...
  - Increase College Readiness
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### Buildings Included

#### Open-Active

- Jalen Rose Leadership Academy
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

    Summary

    Implementation Plan

        Buildings

        Activities

            Activity Text

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# MICIP Portfolio Report

## Jalen Rose Leadership Academy

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### Increase College Readiness

*Status:* ACTIVE

*Statement:* Our goal is to provide teachers with the supports needed to create lessons that will utilize Pre Ap principles that align with grade level content standards allowing students to work in their zone of proximal development providing rigor, in order to have 10% of all students college ready in math on the SAT and 20% of all students college ready in EBRW on the SAT .

*Created Date:* 05/24/2023

*Target Completion Date:* 05/30/2026

*Data Story Name:* SAT College Readiness 2026

*Initial Data Analysis:* Most students are not meeting the college readiness benchmarks in Mathematics and EBRW on the SAT. In Math, fewer than 10% of students met the benchmark in each year since the SAT was implemented in 2016. Failure to see math on the graph is an indication that less than 5% of students are presenting college ready in Mathematics as of the 2022 data. In EBRW, the percent declined each year between 2016 and 2019. The number rose in 2021, however, the percent of students testing was much lower than normal and we do not treat this as descriptive of the class as a whole. There is a decrease in students in EBRW compared to 2021 for 2022. When 2022 is compared to 2019 we can see an increase in students that are meeting EBRW college readiness (the percentage of student meeting mastery is just below 20%).

*Initial Initiative Inventory and Analysis:* Returning to the classroom full time during the COVID pandemic has presented some challenges for staff and students. During the 2020-2021 school year we used a block schedule which provided teachers with the opportunity to provide intervention to students. With novice teachers in many classrooms, this time was not used effectively. After carefully reviewing the needs of our students, reading and math interventionists were hired and assigned to work with each grade level for a minimum of one day weekly. During the 2022-2023 school year. Teachers were provided with intentional Professional Development to help increase the rigor in classrooms.

*Gap Analysis:*

9th grade scholars are entering below grade level.

The most significant gap that we need to address moving forward is scholar achievement, as measured by both test scores and grade point averages. We know that the pandemic and our mostly-virtual nature were major contributors to the lack of success in this area, but we also want to ensure that we continue to prioritize the health of our scholars and wishes of their families. Our GPA goal remains that our scholars have at least a 3.0 or higher current GPA. As it stands (5/24/23), only 13% are meeting that mark. For the SAT

and PSAT, our goal is that scholars grow on average 45 or more points per area (Math/EBRW) from the beginning to the end of the year. Reviewing the benchmark data from the 2022-23 school year only 10th grade students reached this goal by growing 48 points on average from the beginning of the school year. While there was growth across grade levels in math and EBRW for the other grades no other area or grade level attained the desired growth of 45 points.

*District Data Story Summary:* Returning to a traditional school setting many students are focusing more on socialization as the pandemic caused a delay in the natural progression of students' adjustment to high school transition. Many of our novice staff members are unprepared to handle classroom management and designing lessons within a students zone of proximal development that provide the rigor needed to advance our students.

**Strategies:**

(1/4): ACT/SAT Test Preparation and Coaching Programs

Owner: Tawania Whitt

Start Date: 06/16/2023

Due Date: 05/30/2026

**Summary:** Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night’s sleep); (c) introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions). The programs can be delivered in person or online, and in whole class settings, in small groups, and individually.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
SAT Prep Courses	Tawania Whitt	07/10/2023	05/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/4): Instructional Coaching/Consulting for Mathematics**

**Owner:** Tawania Whitt

**Start Date:** 06/16/2023

**Due Date:** 05/30/2026

**Summary:** "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching In Math	Tawania Whitt	06/16/2023	05/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/4): IXL - Writing and Composition**

**Owner:** Tawania Whitt

**Start Date:** 06/16/2023

**Due Date:** 05/30/2026

**Summary:** 745 writing composition and skills, sorted by K-5.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Scholars will use IXL	Tawania Whitt	09/05/2023	05/30/2026	ONTARGET

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

**(4/4): Restorative Practice/Restorative Justice**

**Owner:** Tawania Whitt

**Start Date:** 06/16/2023

**Due Date:** 05/30/2026

**Summary:** "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Conversation to keep scholars in the class/return scholars to class	Tawania Whitt	09/05/2023	05/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

## Accelerated Opportunities to Learn via Excellent I...

*Status:* ACTIVE

*Statement:* JRLA's goal is to provide accelerated opportunities for learning and intervention via excellent classroom instruction and comprehensive college and career readiness for all scholars grades 9-12 by June 30 2024.

*Created Date:* 06/15/2023

*Target Completion Date:* 06/30/2024

*Data Story Name:* Discipline and Equity Copy

*Initial Data Analysis:* The attached data presents a snapshot of all scholars, which includes attendance, GPA, and culture data, which includes suspensions. In general, as compared to other high schools with similar demographics in Detroit, our school yields positive results. On average, our daily attendance rate is 85%, all scholars-grades 9-12- average a 2.0 GPA or better, and more scholars are engaged using restorative practices than out of school suspensions.

*Initial Initiative Inventory and Analysis:* This school year, JRLA intentionally hired personnel to support high quality instruction including a Reading Interventionist, a Math Interventionist and a Restorative Practices Coordinator to support positive behavior and improved school culture. In addition, JRLA utilizes a School Social Worker and SEL Interventionist to help scholars cope with their emotions, make positive choices, and manage their academic success.

In general, JRLA would like to average 90% daily attendance, to maintain a GPA of 3.0+ for all scholars, and to keep scholars actively engaged in school rather than resorting to out of school suspensions.

*Gap Analysis:* Gaps in our current reality highlight the fact that JRLA is not currently meeting attendance goals or academic goals for scholars' success. However, JRLA did meet and exceed goals related to keeping scholars in school by using restorative justice practices.

In regards to attendance, JRLA is struggling to help scholars and families understand the importance of on time, daily attendance. Additionally, miss excessive days of attendance due to illness, transportation, and in some instances, out of school suspensions-although this disciplinary practice is only used in instances to ensure school safety.

Finally, in regards to academic success, JRLA is less than one point away from the goal of an average GPA of 3.0+. Although the goal is not currently met, current academic personnel are improving scholars' academic progress. During the 21-22 school year, the average GPA of scholars 9-12th grade was less than a 2.0.

*District Data Story Summary:* During the 2022-23 school year, JRLA focused on SEL support to increase attendance and academic success of all scholars. While the school is not currently meeting goals, improvement has occurred in both areas post Covid. In general, 12th grade scholars outperformed all other grade levels in attendance, academics, and



school culture. It may benefit the school to outline the strategies used to engage 12th grade scholars and families in order to use similar efforts of with the entire school. Finally, more data could be gathered to disaggregate suspensions by various demographics-males vs. females, SpEd scholars vs Gen Ed scholars, and by grade level. In this way, the school could pinpoint specific strategies for support for scholars of most need.

**Strategies:**

(1/2): Family Engagement Tied to Learning

Owner: Elizabeth Van Hoesen

Start Date: 06/15/2023

Due Date: 06/30/2024

**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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Monthly Family Engagement Activities	Elizabeth Van Hoesen	06/15/2023	06/30/2024	ONTARGET

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

**(2/2): 23g Tutoring**

**Owner:** Elizabeth Van Hoesen

**Start Date:** 10/30/2023

**Due Date:** 06/30/2024

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Supplies and materials ( grade level and test prep materials, technology, licenses) related to the instruction and needs of the scholars for before and/or afterschool tutoring, summer school and college prep camp.	Elizabeth Van Hoesen	10/30/2023	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Staff that will be participating in tutorial services will be providing small group and individualized tutoring before and/or after school. Tutoring services will be aligned to SAT prep/ as well as test taking strategies to prepare scholars for spring testing.	Tawania Whitt	10/30/2023	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Progress monitoring - staff will use identified tools that allow them to effectively manage student progress. The whole purpose of	Elizabeth Van Hoesen	10/30/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>progress monitoring is to track student learning over time. Such monitoring will show if a student has made expected gains in relation to the intervention provided. Monitoring can document the gains needed to catch up to peers.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Summer School- Programming for students who experienced learning loss.</p>	<p>Elizabeth Van Hoesen</p>	<p>10/30/2023</p>	<p>06/30/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>Fate Tutoring- Providing 1:1 after school tutoring for 4 days a week.</p>	<p>Elizabeth Van Hoesen</p>	<p>10/30/2023</p>	<p>06/30/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>College Preparation Camp Hosted by Eastern Michigan University - Five Day On Campus and Field-Based Active Instruction to Students over summer - providing real world and hands on skill experience, includes classroom time</p>	<p>Elizabeth Van Hoesen</p>	<p>10/30/2023</p>	<p>06/30/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

## **Contact Information to Request 23g Services**

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