

MICIP Portfolio Report

Muskegon Covenant Academy

Goals Included

Active

- Improve class completion via a guaranteed and viab...

Buildings Included

Open-Active

- Muskegon Covenant Academy

Plan Components Included

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MICIP Portfolio Report

Muskegon Covenant Academy

Improve class completion via a guaranteed and viab...

Status: ACTIVE

Statement: Our goal is to have a guaranteed and viable curriculum in place for each content area class thus increasing the rate of students passing classes thus improving on graduation rates and moving students to a post-secondary plan.

Created Date: 10/30/2023

Target Completion Date: 06/27/2025

Data Set Name: Improving student performance towards graduation

Name	Data Source
Student Counts: Grad/Dropout Rate	MI School Data
Student Counts: Student Count	MI School Data
Student Counts: Attendance	MI School Data
Student Counts: Student Mobility	MI School Data
Dashboard & Accountability Scorecard: At Risk Student	MI School Data
Dashboard & Accountability Scorecard: District Best Practices	MI School Data
Gap Analysis	Munetrix
Student Demographics	Munetrix
Credit earning comparison between school years	Student Information System (SIS)

Data Story Name: Improving student performance towards improved graduation rates (23/24)

Initial Data Analysis: MCA services a population of students who, historically, do poorly in school due to various barriers they face. These can include homelessness, experienced trauma, food instability, foster system to name a few. Students come to MCA behind in credits and off their graduation cohort. Barriers they experience everyday effect their ability to come to school and make steady and substantial progress. In addition to lacking in credits, many students come with gaps in their education which leads to gaps in their current knowledge and understanding. MCA has a significant number of students that are eligible for special ed and have documented disabilities, a large number of general education students also struggle in the classroom. MCA has to continue to break down the curriculum through a crosswalk to assure what needs to be taught is being taught. MCA needs to engage students when they are in the classroom and present to students relevant and pertinent instruction in a "magical way". This would hopefully lead to students wanting to be in school more. MCA needs to work with students on their gaps in learning and focus

on what they need. This combination of objectives will help to move the needle in students making progress towards graduation, improving graduation rates, and helping students have a more successful post-secondary life.

Initial Initiative Inventory and Analysis: Moving the school to a termed schedule with students taking 2 classes a term. Data is showing that more credits are being earned each year.

A math and reading intervention program is in place but is lacking in structure and is not built out how we would like it.

Curriculum crosswalks and PLC are in place and have been made a priority this year. So far, MCA has identified and revamped three classes that has a positive impact on students and progress.

Teachers and admin have been learning the PLC process and have had PLCs in place for one year now. More instruction and training is needed on PLC for all staff, not just teachers.

More staff is needed to assist students in smaller groups to help address learning gaps. This has been challenging because of a lack of applicants and qualified applicants.

Gap Analysis: Three classes have been crosswalked. The desired state is for all content area classes to be crosswalked.

Intervention program in reading is in place but needs to be structured and monitored for consistency among the program. We are lacking a true math intervention program, currently we are working on math with what we know. The search for a math intervention program is in progress.

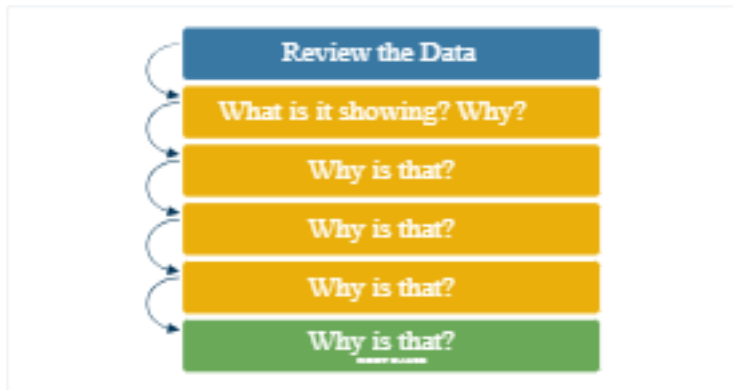
Currently on teaching staff are two certified teachers and two teachers who are in progress. These teachers need assistance in developing engaging and relevant lesson plans that focus on learning targets. All teachers need more instruction on PLCs as they are happening on a surface level currently.

District Data Story Summary: Our population of students has a great focus on meeting their basic needs. There is a team in place that works with the community, families and the student to assure they are helping to break down their barriers to help in assisting them get back into school on a consistent basis. We have had adequate funding on that team, called the "Mission Team". We need to blend together our academic team with the mission team so the mission team can better support teachers in the classroom, part of this will be including them in PLCs. There are not duplicative programs or services that overstep one another, our support services are streamlined. Due to limited education staff (not because of funding but lack of applicants) there needs to be more programs and services delivered to students to improve their academic skills. Again, part of this is a focus on PLCs and curriculum crosswalks, part is on a hearty math and reading intervention program and also training teachers to be better teachers - lesson planning, small groups, teaching strategies, behavior management, etc. The problems that we have identified affect all students. However, there needs to be a thorough MTSS program in place to identify those students who don't make progress when the above objectives are being put in place. Our data shows that our students are very mobile, consistent attendance is lacking for a majority of the students, progress is hard to monitor in terms of assessment data because of lack of engagement of students in assessments - NWEA and state testing. Currently, the biggest

way that data is being collected is by looking at the number of credits towards graduation that students earn. NWEA data is also collected to assess reading and math but data is sporadic because of engagement.

Analysis:

Root Cause



Five Whys

- Why: Student attendance and engagement is poor.
- Why: Students are transient, face barriers, have trauma and are often just trying to survive. School has been difficult for some students so it is avoided.
- Why: For some, there may be an undiagnosed disability however the overlying "why" is because many students come with a background of extreme barriers that they have had no control over. The communities our students reside in are high crimes areas and low soci-economic areas.

Challenge Statement: MCA needs to allocate resources to continue to work in PLCs to create a guaranteed and viable curriculum. MCA needs to also allocate resources to address gaps in students learning and focus on both remediation of skills and also progress and engagement in content areas.

Strategies:

(1/2): Guaranteed and Viable Curriculum

Owner: Amanda Acker

Start Date: 10/30/2023

Due Date: 06/26/2025

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

- Muskegon Covenant Academy

Total Budget: \$10,000.00

- Other Federal Funds (Federal Funds)
- Other Local Funds (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Social Media	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide before, during, and follow up coaching for the three in-person Curriculum PLCs scheduled throughout the year with deadlines for crosswalks to be completed.	Amanda Acker	10/30/2023	06/22/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Provide coaching for the once monthly content area PLCs as the work continues of creating and guaranteed and viable curriculum for each content area class.	Amanda Acker	10/30/2023	06/22/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Design initial and long-term professional learning for staff and administrators in PLC and it's various components	Amanda Acker	10/30/2023	02/29/2024	COMPLETE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data	Amanda Acker	10/30/2023	11/29/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Analyze and summarize the end target data and its impact on learning and progress.	Amanda Acker	10/30/2023	02/04/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Using the summary of data collected at the completion of the end target and stakeholder feedback, design and implement changes	Amanda Acker	10/30/2023	05/31/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
necessary for greater impact and fidelity.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				

(2/2): 23g Personalized Learning Environments

Owner: Amanda Acker

Start Date: 11/09/2023

Due Date: 06/26/2025

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings

- Muskegon Covenant Academy

Total Budget: \$100,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Look at current staff and staffing needs, determine what, if any, positions need to be created to support the creation of personalized learning environments.	Amanda Acker	11/09/2023	02/01/2024	COMPLETE
Activity Buildings: <ul style="list-style-type: none"> • Muskegon Covenant Academy 				
Analyze current data (academic, behavioral,	Amanda Acker	11/09/2023	11/29/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
social-emotional) to determine where the biggest needs lie that are hindering students making progress towards graduation and post secondary goals.				
Activity Buildings: <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Look at both personalizing a student's learning plan (PCs, CTCs, Seat Time, etc) and personalizing how education is provided to students and research pros and cons to present to MiCIP team.	Amanda Acker	11/09/2023	01/16/2024	COMPLETE
Activity Buildings: <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Design initial and long-term professional learning for staff and administrators on what personalized learning environments can look like for students.	Amanda Acker	11/09/2023	02/06/2024	COMPLETE
Activity Buildings: <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Based on funding and budget, look at feasibility of bringing on staff (example, para-pros) for each classroom for the purpose of working under the direction of the classroom teacher to provide individual and small group academic	Amanda Acker	11/09/2023	01/31/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
support, tutoring, assist in managing a positive classroom climate where all students are able to learn and make progress.				
Activity Buildings: <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Schedule intensive and continued training and coaching of school staff in strategies, monitoring, tools, pitfalls, gaps, programs to assure high quality personalization is highly effective.	Amanda Acker	11/09/2023	06/26/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Continual monitoring of student progress that is purposeful and at regular intervals to determine the supports needed in addition to Tier 1 instruction	Amanda Acker	11/09/2023	06/26/2025	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Muskegon Covenant Academy 				
Creation of a Lead Teacher position; meet with each student upon enrollment and review current progress, goals for the future and develop individualized plan. Continue to meet with each student once a term to review, with the student, where they are, what the needs are, revisit the students plan and	Amanda Acker	11/09/2023	01/08/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
make changes when necessary. Continual follow up and one on one coaching with each student at a minimum of once a term.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Muskegon Covenant Academy 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for Credit earning comparison between school years		03/06/2024	COMPLETE
Have met in-person three times this year and met 1-2 times each month to work on curriculum crosswalks.	Amanda Acker	07/01/2024	COMPLETE

Impact Notes

Date	Note	Author
09/18/2024	Data shows that progress is trending upwards and the rate of students successfully completing classes is up.	Amanda Acker

Adjust Notes

Date	Note	Author
09/18/2024	Timelines and due dates of some activities need to be adjusted. This is mainly due to lack of staffing.	Amanda Acker

Activity Status:

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Provide before, during, and follow up coaching for the three in-person Curriculum PLCs scheduled throughout the year with deadlines for crosswalks to be completed.	Amanda Acker	10/30/2023	06/22/2024	COMPLETE
Provide coaching for the once monthly content area PLCs as the work continues of creating and guaranteed and viable curriculum for each content area class.	Amanda Acker	10/30/2023	06/22/2024	COMPLETE
Design initial and long-term professional learning for staff and administrators in PLC and it's various components	Amanda Acker	10/30/2023	02/29/2024	COMPLETE
Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data	Amanda Acker	10/30/2023	11/29/2024	ONTARGET
Analyze and summarize the end target data and its impact on learning and progress.	Amanda Acker	10/30/2023	02/04/2025	ONTARGET
Using the summary of data collected at the completion of the end target and stakeholder feedback, design and implement changes necessary for greater impact and fidelity.	Amanda Acker	10/30/2023	05/31/2025	ONTARGET

23g Personalized Learning Environments Activities

Activity	Owner	Start Date	Due Date	Status
Look at current staff and staffing needs, determine what, if any, positions need to be created to support the creation of personalized learning environments.	Amanda Acker	11/09/2023	02/01/2024	COMPLETE
Analyze current data (academic, behavioral, social-emotional) to determine where the biggest needs lie that are hindering students making progress towards graduation and post secondary goals.	Amanda Acker	11/09/2023	11/29/2024	ONTARGET
Look at both personalizing a student's learning plan (PCs, CTCs, Seat Time, etc) and personalizing how education is provided to students and research pros and cons to present to MiCIP team.	Amanda Acker	11/09/2023	01/16/2024	COMPLETE
Design initial and long-term professional learning for staff and administrators on what personalized learning environments can look like for students.	Amanda Acker	11/09/2023	02/06/2024	COMPLETE
Based on funding and budget, look at feasibility of bringing on staff (example, para-pros) for each classroom for the purpose of working under the direction of the	Amanda Acker	11/09/2023	01/31/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
classroom teacher to provide individual and small group academic support, tutoring, assist in managing a positive classroom climate where all students are able to learn and make progress.				
Schedule intensive and continued training and coaching of school staff in strategies, monitoring, tools, pitfalls, gaps, programs to assure high quality personalization is highly effective.	Amanda Acker	11/09/2023	06/26/2025	ONTARGET
Continual monitoring of student progress that is purposeful and at regular intervals to determine the supports needed in addition to Tier 1 instruction	Amanda Acker	11/09/2023	06/26/2025	ONTARGET
Creation of a Lead Teacher position; meet with each student upon enrollment and review current progress, goals for the future and develop individualized plan. Continue to meet with each student once a term to review, with the student, where they are, what the needs are, revisit the students plan and make changes when necessary. Continual follow up and one on one coaching with each student at a minimum of	Amanda Acker	11/09/2023	01/08/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
once a term.				

Monitoring Notes

Monitoring Notes: 23g Personalized Learning Environments

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

Date	Note	Author
09/18/2024	The Lead Teacher position started in January 2024. We will continue to push to have this position work with students on an individual basis and work with the student to individualize their education plan when possible. (example - personal curriculum)	Amanda Acker
<i>Evidence Data Set for 'The Lead Teache...'</i>		
Date	Data Name	Provider
09/18/2024	Lead Teacher job description	Copy of Lead Teacher_October 2023.pdf
03/06/2024	We are making progress by creating paper packets for those who need them. We are also diving into the curriculum via curriculum PLCs. Through these PLCs we will be working on ways to personalize the curriculum for the students.	Autumn Scott

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

Date	Note	Author
09/18/2024	Lead Teacher has been put in place but only recently so too early to tell. Para-pro on since winter 2024. Is working with students in a small group and one-on-one setting.	Amanda Acker
03/06/2024	Muskegon Covenant Academy is using the Multi-Tiered System of Supports (MTSS) framework comprised of a collection or research based strategies	Mia Clark

Date	Note	Author
	designed to meet the individual needs of the whole child. By coupling every student with a mentor we partner with various community agencies to ensure the child is receiving the support they need. A Care Coordinating team is established for each student who is struggling with attendance issues because of personal barriers. This team consists of the school psychologist, a positive family member, the mentor, and the student's teacher. The team also determines what are the best courses of action to assist this student in becoming successful academically.	

Evidence Data Set for 'Muskegon Coven...

Date	Data Name	Provider
03/06/2024	Data Dashboard Summary	Data Dashboard Information - Sheet1.pdf

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

Date	Note	Author
09/18/2024	The Lead Teacher position has been lacking the time to implement this position as intended due to stafng shortages. Teacher positions have been posted to help alleviate this.	Amanda Acker

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?

Date	Note	Author
09/18/2024	Content area PLC's started meeting on average of once a month during the 23/24 school year. Over the summer, each content area meet 2x off site to work on curriculum. 24/25 PD calendar includes monthly time for content areas to meet to work on curriculum.	Amanda Acker

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

Date	Note	Author
09/18/2024	All science has been audited PE, Health and art classes have been audited English has one level done Math has Algebra 1 done Social Studies has US History completed	Amanda Acker

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

Date	Note	Author
09/18/2024	23/24 and 24/25 PD calendar shows set aside time specifically for curriculum work. The focus will also be on teacher toolboxes and improving direct instruction to focus on power standards.	Amanda Acker

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 10% for Credit earning comparison between school years	06/22/2024	COMPLETE
All content area classes are completed (100%) with their crosswalk and G&VC in place. for Credit earning comparison between	12/14/2024	ONTARGET

Measure	Due Date	Status
school years		

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