

MICIP Portfolio Report

Cornerstone Jefferson-Douglass Academy

Goals Included

Active

- Culture/Climate
- Improve ELA/Reading Proficiency
- Improve MSTEP Math Proficiency

Buildings Included

Open-Active

- Cornerstone Jefferson-Douglass Academy

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Cornerstone Jefferson-Douglass Academy

Culture/Climate

Status: ACTIVE

Statement: Our goal is to have a 90% attendance rate. Chronic absenteeism will decrease by 20%. Our goal is to also have a 25% reduction in suspensions for general education students, and a 50% reduction in suspensions for special education students.

Created Date: 06/11/2021

Target Completion Date: 06/30/2028

Strategies:

(1/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Monica Thompson

Start Date: 06/11/2021

Due Date: 06/30/2028

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: \$3,000.00

- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)

Communication:

Method

- Other
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
End of the Year PBIS celebration	Monica Thompson	06/11/2021	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
ROAR Award (Student of the Month)	Miranda Young	06/11/2021	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
PBIS Award Program (Golden tickets/store)	Miranda Young	06/11/2021	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CJDA Award Ceremony	Miranda Young	06/11/2021	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Hire Hall Monitors	Miranda Young	06/11/2021	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School Nurse	Miranda Young	06/11/2021	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): MTSS - PBIS (Behavior)

Owner: Laura Frey-Greathouse

Start Date: 06/11/2021

Due Date: 06/30/2028

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: \$50,000.00

- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire MTSS Coordinator	Laura Frey-Greathouse	06/11/2021	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire MTSS Interventions	Laura Frey-Greathouse	06/11/2021	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Restorative Practice/Restorative Justice

Owner: Miranda Young

Start Date: 06/30/2023

Due Date: 06/30/2028

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

Total Budget: \$50,000.00

- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations

Audience

- Community-at-Large
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire Social Emotional Coach (Social Worker)	Miranda Young	06/30/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire Dean of Students	Miranda Young	06/30/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire a Student Advocate	Miranda Young	06/30/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Restorative Practice Professional	Miranda Young	06/30/2023	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Development and Trainings for Staff and Parents				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve MSTEP Math Proficiency

Status: ACTIVE

Statement: Increase math proficiency of 3rd-8th graders to 20% by June 2028, as measured by M-STEP Math assessment

Created Date: 06/29/2023

Target Completion Date: 06/30/2028

Strategies:

(1/2): 23g Tutoring

Owner: Monica Thompson

Start Date: 10/13/2023

Due Date: 06/30/2028

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

Total Budget: \$55,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Email Campaign

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Before and after school support for K-8 students in core subject areas	Monica Thompson	10/24/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program Lead Teacher to provide instructional support to after school tutoring program staff on lesson planning, curriculum and assessment. The coordinator will also maintain communication with stakeholders (parents, school	Monica Thompson	10/24/2023	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
leadership, staff, students) and manage program-related operations.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Program Manager with expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Monica Thompson	10/24/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Program Evaluator to monitor high-impact tutoring implementation, conduct evaluations, and communicate progress.	Monica Thompson	10/24/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): MTSS Framework (General)

Owner: Monica Thompson

Start Date: 06/26/2025

Due Date: 06/30/2028

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making

Buildings: All Active Buildings

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part C, Migration Education (Federal Funds)
- Title I Part C, Summer Migrant (Federal Funds)
- Title I Part D (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• MI School Data	• Educators
• School Board Meeting	• Staff
• Presentations	• School Board
• Parent Newsletter	• Parents
• Social Media	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Enhance Understanding: Encourage students to articulate their thought processes by providing clear, step-by-step solutions to math problems, thereby deepening their conceptual understanding.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Promote Accountability: Instill the practice of showing work as a means of accountability, allowing both students and educators to identify areas of strength and opportunities for growth.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Integrate Instructional Strategies: Implement instructional strategies that emphasize the importance of showing work, such as guided practice, peer review, and collaborative problem-solving sessions.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Utilize Formative Assessments: Incorporate formative assessments that specifically evaluate the quality and completeness of the work shown, providing feedback to reinforce this essential skill.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress Monitoring - Data Collection: Regularly assess student work to track the frequency and quality of work shown in problem-solving tasks.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Progress Monitoring - Professional Development: Provide ongoing training for educators on effective methods to teach and reinforce this practice.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve ELA/Reading Proficiency

Status: ACTIVE

Statement: Increase reading proficiency of 3rd-8th graders from to 35% by June 2028, as measured by M-STEP ELA

Created Date: 06/29/2023

Target Completion Date: 06/30/2028

Strategies:

(1/4): 23g Tutoring

Owner: Monica Thompson

Start Date: 10/13/2023

Due Date: 06/30/2028

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

Total Budget: \$55,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Email Campaign

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Before and after school support for K-8 students in all core subject areas	Monica Thompson	10/24/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program Lead Teacher to provide instructional support to after school tutoring program staff on lesson planning, curriculum and assessment.	Monica Thompson	10/24/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program Manager with	Monica	10/24/2023	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
expertise in high-impact tutoring, resource allocation, and procedural changes to address school-reported challenges.	Thompson			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Program Evaluator to monitor high-impact tutoring implementation, conduct evaluations, and communicate progress.	Monica Thompson	10/24/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): 23g Expanded Learning Time

Owner: Monica Thompson

Start Date: 01/29/2024

Due Date: 06/30/2028

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: \$65,600.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Email Campaign
- 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
Summer Camp Coordinator: 1 FTE highly qualified teacher will provide instructional support to summer camp program staff on curriculum and assessment.	Monica Thompson	01/29/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer Camp program for lowest achieving students, in Reading and Math.	Monica Thompson	01/29/2024	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer camp materials	Monica	01/29/2024	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for students, such as pens, pencils, notebooks, markers, paper	Thompson			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Program Manager with expertise in high-impact extended instructional time during the summer, resource allocation, and procedural changes to address school-reported challenges.	Monica Thompson	01/29/2024	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Program Evaluator to monitor high-impact extended instructional time implementation during the summer, conduct evaluations, and communicate progress.	Monica Thompson	01/29/2024	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): MTSS - Literacy (Reading)

Owner: Monica Thompson

Start Date: 06/26/2025

Due Date: 06/30/2028

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: \$250,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• Parent Newsletter	• School Board
• Social Media	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Shared Understanding: Build shared understanding of what ABEKA is, how it can benefit our students, and what it would look like at CJDA (via history of Administrator and Instructional Coach familiarity with the curriculum)	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Materials: Purchase ABEKA Curriculum Materials for Fall 2025 roll-out and prep storage space.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Materials: Inventory, store, distribute, and monitor ABEKA materials and books.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team Capacity and Support: Build awareness of how ABEKA supports the MTSS framework and the connections between the two.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team Capacity and Support: Designate mentors and team leads for key roles to guarantee the best execution of the ABEKA curriculum during the first six weeks of the school year. This strategic alignment will ensure a strong start to the reading program.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team Capacity and Support: Ensure that 100% of K-5 ELA teachers receive training in the ABEKA curriculum and effective reading strategies by the end of	Monica Thompson	06/26/2025	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
the August Bootcamp, including an enhanced reading block schedule designed to optimize our students' literacy development. This structured approach will foster a dynamic learning environment tailored to meet the diverse needs of all learners.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team Capacity and Support: Build: Create an engaging framework that focuses on collaboration and innovation, ensuring every teacher feels supported and inspired as they implement ABEKA components. Implement: Through interactive workshops and collaborative planning sessions, teachers will dive into the curriculum, exploring creative strategies that bring lessons to life. Monitor: Ongoing coaching cycles will include regular check-ins and feedback sessions, allowing us to celebrate successes and make adjustments in real-time, ensuring fidelity to the ABEKA model.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Progress Monitoring: Data	Monica Thompson	06/26/2025	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Analysis: We will conduct a thorough analysis of the i-Ready fall diagnostic results to identify each student's literacy strengths and areas for growth. Group Formation: Based on the diagnostic data, we will strategically group students to facilitate differentiated instruction, ensuring that each group is composed of learners with similar needs. Placement Review: The placement of students in reading and WIN groups will be regularly reviewed and adjusted as needed, based on ongoing assessments and progress monitoring.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Progress Monitoring: Based on the results of the i-Ready fall assessments, students in grades K-5 who are identified as being more than two grade levels behind in reading will participate in the Literacy Lab for one hour each day.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Progress Monitoring: Administer ABEKA weekly assessments and	Monica Thompson	06/26/2025	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
progress mentoring every 3 weeks				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Progress Monitoring: Analyze data in PLCs and adjust reading group placements as needed.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team Collaboration (PBIS, Attendance, others): Identify committee members and build shared understanding of committee purpose, roles, data, meeting agenda and schedule, etc.	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team Collaboration: Analyze data from committees and determine appropriate action steps	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Recognition and Motivation: Incentives: Implementing a range of rewards to celebrate milestones in reading progress, encouraging students to set and achieve their personal goals. Recognition Programs: Establishing honor roll distinctions and other recognition systems to publicly acknowledge	Monica Thompson	06/26/2025	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and celebrate students' achievements in reading, reinforcing the value of their hard work. Engaging Activities: Organizing reading challenges, competitions, and events that not only promote literacy but also create a sense of community and enthusiasm around reading.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): Building Trusting Relationships - Family/District Engagement

Owner: Monica Thompson

Start Date: 06/26/2025

Due Date: 06/30/2028

Summary: Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners. Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equals and create the conditions for respectful relationships and partnerships. Developing trusting relationships requires two-way engagement strategies to discuss and understand social norms and cultural capacities that can inform social institutions and families. To support trusting relationships, it is important for districts/schools to establish policies and procedures to promote family engagement.

Buildings: All Active Buildings

Total Budget: \$20,000.00

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

Communication:

Method	Audience
• School Board Meeting • Presentations • Parent Newsletter	• Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Supportive, informed, engaged families: Launch opportunity for families to learn about SFA ("family reading nights" or similar) and provide tips / updates on a monthly basis	Monica Thompson	06/26/2025	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Supportive, informed, engaged families: Share	Monica Thompson	06/26/2025	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
progress of students with parents on a trimester (or more frequent) basis				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				