

MICIP Portfolio Report

Metro Charter Academy

Goals Included

Active

- Improve ELA M-Step
 - Improve Math M-Step
 - Maintain Student Enrollment and Improve Student At...
-

Buildings Included

Open-Active

- Metro Charter Academy
-

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

MICIP Portfolio Report

Metro Charter Academy

Improve ELA M-Step

Status: ACTIVE

Statement: By June 2025, we will increase the number of 3rd grade-7th grade students proficient on the English Language Arts M-STEP assessment from 32% to 45%.

Created Date: 03/01/2021

Target Completion Date: 06/30/2025

Strategies:

(1/4): Lexia Reading

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/28/2025

Summary: Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

Buildings: All Active Buildings

Total Budget: \$150,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff training	Felecia Letcher	08/23/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff coaching	Sasha Tarasyeva	08/23/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement program with fidelity	Felecia Letcher	09/06/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Subscription	Sasha Tarasyeva	07/19/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): MTSS - Literacy (Reading)

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/28/2025

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: \$1,500.00

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

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff training	Felecia Letcher	08/23/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement program with fidelity	Sasha Tarasyeva	09/07/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): Phonological Awareness Training

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/28/2025

Summary: Phonological Awareness Training is a general practice aimed at enhancing young children’s phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading. Phonological Awareness Training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration.

Buildings: All Active Buildings

Total Budget: \$100,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement program with fidelity	Sasha Tarasyeva	09/06/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff training	Felecia Letcher	08/23/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff coaching	Sasha Tarasyeva	08/23/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Haggerty and From Phonics to Reading program materials/subscriptions	Felecia Letcher	07/26/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): Corrective Reading

Owner: Sasha Tarasyeva

Start Date: 07/27/2022

Due Date: 06/28/2025

Summary: Decoding, basic fluency, and comprehension strategies based on level and skill you need.

Buildings: All Active Buildings

Total Budget: \$150,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Direct instructional staff	Sasha Tarasyeva	09/07/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement program with fidelity	Felecia Letcher	09/07/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff coaching	Sasha Tarasyeva	09/20/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplies and subscriptions	Felecia Letcher	07/27/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for District Interim Assessments		11/12/2024	ONTARGET

Measure	Owner	Due Date	Status
Decrease by 8% for District Interim Assessments		06/10/2025	ONTARGET

Impact Notes

Date	Note	Author
04/22/2024	Average scores from interims 1-3 did not decrease the number of students in the bottom third and did not show school-wide increases in proficiency. Grades 4 and 5 showed over an 8% growth in proficiency from interim 1 to 3.	Sasha Tarasyeva
05/30/2023	The school interim report shows that Metro increased it's ELA interim scores from at least 5% from Interim 1 to Interim 3 in grades 3-5. In 6th grade, the score increased 3%. In 7th and 8th grades, the scores decreased.	Sasha Tarasyeva

Adjust Notes

Date	Note	Author
04/22/2024	The goal does not need to be adjusted at this time.	Sasha Tarasyeva

Activity Status:

Lexia Reading Activities

Activity	Owner	Start Date	Due Date	Status
Staff training	Felecia Letcher	08/23/2022	06/28/2025	ONTARGET
Staff coaching	Sasha Tarasyeva	08/23/2022	06/28/2025	ONTARGET
Implement program with fidelity	Felecia Letcher	09/06/2022	06/28/2025	ONTARGET
Subscription	Sasha Tarasyeva	07/19/2022	06/28/2025	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Staff training	Felecia Letcher	08/23/2022	06/28/2025	ONTARGET
Implement program with fidelity	Sasha Tarasyeva	09/07/2022	06/28/2025	ONTARGET

Phonological Awareness Training Activities

Activity	Owner	Start Date	Due Date	Status
Implement program with fidelity	Sasha Tarasyeva	09/06/2022	06/28/2025	ONTARGET
Staff training	Felecia Letcher	08/23/2022	06/28/2025	ONTARGET
Staff coaching	Sasha Tarasyeva	08/23/2022	06/28/2025	ONTARGET
Haggerty and From Phonics to Reading program materials/subscriptions	Felecia Letcher	07/26/2022	06/28/2025	ONTARGET

Corrective Reading Activities

Activity	Owner	Start Date	Due Date	Status
Direct instructional staff	Sasha Tarasyeva	09/07/2022	06/28/2025	ONTARGET
Implement program with fidelity	Felecia Letcher	09/07/2022	06/28/2025	ONTARGET
Staff coaching	Sasha Tarasyeva	09/20/2022	06/28/2025	ONTARGET
Supplies and subscriptions	Felecia Letcher	07/27/2022	06/28/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Corrective Reading

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

Date	Note	Author
04/22/2024	Corrective Reading is used in grades 3-8.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	The program is used daily in grades 3-5. More support personnel are needed to do the same in middle school.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	More support personnel are needed to implement the program in middle school.	Sasha Tarasyeva

Monitoring Notes: Lexia Reading

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

Date	Note	Author
04/22/2024	Lexia has been fully implemented across the building. Students can access Lexia on Chromebooks.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	Lexia is being utilized in each classroom based on usage data pulled from the Lexia program.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	We have sufficient resources to implement this intervention.	Sasha Tarasyeva

Monitoring Notes: MTSS - Literacy (Reading)

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

Date	Note	Author
04/22/2024	The IAT program includes a comprehensive review of literacy data.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	Literacy intervention is being implemented daily in grades K-5. More support is needed with implementation in middle school.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	More personnel to implement literacy interventions in middle school are needed.	Sasha Tarasyeva

Monitoring Notes: Phonological Awareness Training

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

Date	Note	Author
04/22/2024	Reading Mastery and Heggerty is used daily in K-2 to target phonics instruction.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	K-2 students receive phonics instruction daily.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	This strategy has been fully implemented in K-2. Additional phonics instruction material for students in 3rd grade have been purchased but not yet utilized.	Sasha Tarasyeva

Improve Math M-Step

Status: ACTIVE

Statement: By June 2025 we will increase the total number of 3rd-7th grade students who are proficient on the mathematics M-Step by 15% compared to the spring 2021 assessment.

Created Date: 03/08/2021

Target Completion Date: 06/28/2025

Strategies:

(1/3): Illustrative Mathematics Curricula

Owner: Sasha Tarasyeva

Start Date: 09/07/2022

Due Date: 06/21/2025

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings: All Active Buildings

Total Budget: \$402,000.00

- 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:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • Presentations • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continuous implementation of curriculum with fidelity	Felecia Letcher	09/07/2022	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Direct instructional staff or coach	Sasha Tarasyeva	09/07/2022	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplies and subscriptions	Felecia Letcher	09/07/2022	06/21/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

Owner: Felecia Letcher

Start Date: 09/07/2022

Due Date: 06/28/2025

Summary: Bridges in Mathematics is a comprehensive PK–5 curriculum that equips teachers to fully implement the Michigan K-12 Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Buildings: All Active Buildings

Total Budget: \$400,000.00

- 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:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continuous implementation with fidelity of Bridges curriculum	Felecia Letcher	09/07/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Direct instructional staff	Sasha Tarasyeva	09/07/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplies and subscriptions	Felecia Letcher	09/07/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): Instructional Coaching/Consulting for Mathematics

Owner: Sasha Tarasyeva

Start Date: 09/13/2022

Due Date: 06/28/2025

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

Total Budget: \$180,000.00

- 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:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Weekly coaching meetings with school staff to ensure the curriculum is being taught with fidelity	Felecia Letcher	09/13/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Direct instructional staff	Sasha Tarasyeva	09/13/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaching Staff	Felecia Letcher	09/13/2022	06/28/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for Math Interim Report		11/12/2024	ONTARGET
Decrease by 10% for Math Interim Report		06/10/2025	ONTARGET

Impact Notes

Date	Note	Author
04/22/2024	Students in the bottom third (interim scores below 2.5) decreased by 2%. Proficiency scores from Interim 1 to Interim 2/3 did not increase.	Sasha Tarasyeva
03/25/2022	There has been slight progress on the interim target of increasing interim scores by 10%. Between interims 1 and 2, there was a proficiency increase of 4%.	Carly Schwan

Adjust Notes

Date	Note	Author
04/22/2024	The goal does not need to be adjusted at this time.	Sasha Tarasyeva
06/11/2023	5th and 7th grade increased by at least 5% from Math Interim 1 to Math Interim 2. All other grades decreased or stayed the same. From Math Interim 2 to Math Interim 3, no grades met the 5% increase threshold. 3rd and 4th grade scores increased 1%, 6th grade went up 2%, and all other grade level scores decreased. The goal will therefore be adjusted.	Sasha Tarasyeva
03/25/2022	The goal itself does not need to be adjusted, it needs to be a goal that continues through the next school year with an adjusted date of February 28th, 2023.	Carly Schwan

Activity Status:

Illustrative Mathematics Curricula Activities

Activity	Owner	Start Date	Due Date	Status
Continuous implementation of curriculum with fidelity	Felecia Letcher	09/07/2022	06/21/2025	ONTARGET
Direct instructional staff or	Sasha	09/07/2022	06/21/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
coach	Tarasyeva			
Supplies and subscriptions	Felecia Letcher	09/07/2022	06/21/2025	ONTARGET

Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Continuous implementation with fidelity of Bridges curriculum	Felecia Letcher	09/07/2022	06/28/2025	ONTARGET
Direct instructional staff	Sasha Tarasyeva	09/07/2022	06/28/2025	ONTARGET
Supplies and subscriptions	Felecia Letcher	09/07/2022	06/28/2025	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Weekly coaching meetings with school staff to ensure the curriculum is being taught with fidelity	Felecia Letcher	09/13/2022	06/28/2025	ONTARGET
Direct instructional staff	Sasha Tarasyeva	09/13/2022	06/28/2025	ONTARGET
Instructional Coaching Staff	Felecia Letcher	09/13/2022	06/28/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

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

Date	Note	Author
04/22/2024	Bridges is used daily in grades K-5 for math instruction.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	K-5 students all receive instruction using Bridges.	Sasha Tarasyeva

Capacity - What progress are we making on supporting implementation of the goal with

sufficient resources? What is the evidence?

Date	Note	Author
04/22/2024	No other support or resources are needed.	Sasha Tarasyeva

Monitoring Notes: Illustrative Mathematics Curricula

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

Date	Note	Author
04/22/2024	This curriculum is fully implemented and in use in middle school.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	The program is fully implemented in middle school.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	The program is fully implemented in middle school. No other resources are needed.	Sasha Tarasyeva

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

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

Date	Note	Author
04/22/2024	Instructional coaching is provided by curriculum and instruction professionals, as well as deans.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	All teachers who teach math receive coaching in this area.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	No other resources are needed at this time.	Sasha Tarasyeva

Maintain Student Enrollment and Improve Student At...

Status: ACTIVE

Statement: Our goal is to maintain enrollment by 75% through decreasing attrition, increasing new student applications and improving student attendance.

Created Date: 03/15/2021

Target Completion Date: 03/29/2025

Strategies:

(1/2): Families as Supported Partners

Owner: Felecia Letcher

Start Date: 07/27/2022

Due Date: 03/29/2025

Summary: "Authentic family engagement recognizes that all families, regardless of income, education, or cultural background, are involved in their children’s learning and want their children to do well. Supports for families should be offered along a continuum that reflects the importance of meeting families where they are and supporting their engagement based on their child’s needs (Epstein, 1995). Supporting families as partners in their child’s education includes establishing a shared awareness of the strengths and challenges families face. It also acknowledges the importance of supporting parenting skills and establishing a shared understanding of best practices in supporting child and adolescent development. Supporting families as partners in their child’s growth, development and learning requires tailoring of supports as these differ for children as they proceed from early childhood through high school and beyond. Programs and schools support families by providing adequate resources and funding for activities, training, and staffing to engage with families (Mapp, & Kuttner, 2013).

Buildings: All Active Buildings

Total Budget: \$688,600.00

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

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Email Campaign • Presentations • District Website Update • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Educators • Staff • School Board • Parents |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attrition Communication and Tracking	Felecia Letcher	09/20/2022	03/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social-emotional support staff	Felecia Letcher	07/27/2022	03/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): CHAMPS

Owner: Felecia Letcher

Start Date: 07/27/2022

Due Date: 03/29/2025

Summary: CHAMPS is a proactive and positive classroom management approach. The strategies are easy to implement and will reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and establish respectful and civil interactions. By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are: Conversation: Can students talk to each other during this activity? Help: How do students get the teacher’s attention and their questions answered? Activity: What is the task/objective? What is the end product? Movement: Can students move about during this activity? Participation: How do students show they are fully participating? What does work behavior look/sound like? Success: When students meet CHAMPS expectations, they will be successful! The key benefits of CHAMPS are that teachers establish clear expectations with logical and fair responses to misbehaviors, spend less time disciplining and more time teaching, learn tools to motivate students to do their best and students are taught how to behave responsibly.

Buildings: All Active Buildings

Total Budget: \$400,000.00

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

Communication:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • Other • School Board Meeting • Presentations • Parent Newsletter | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|--|--|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Direct instructional staff	Sasha Tarasyeva	09/13/2022	03/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Coaching for teachers	Sasha Tarasyeva	09/13/2022	03/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for Attrition Tracking		03/11/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes

Date	Note	Author
05/23/2023	Due to the fact that attrition has had an increase rather than a decreasing trend, we will adjust this goal to be more in line with current trends.	Sasha Tarasyeva

Activity Status:

Families as Supported Partners Activities

Activity	Owner	Start Date	Due Date	Status
Attrition Communication and Tracking	Felecia Letcher	09/20/2022	03/29/2025	ONTARGET
Social-emotional support staff	Felecia Letcher	07/27/2022	03/29/2025	ONTARGET

CHAMPS Activities

Activity	Owner	Start Date	Due Date	Status
Direct instructional staff	Sasha Tarasyeva	09/13/2022	03/29/2025	ONTARGET
Coaching for teachers	Sasha Tarasyeva	09/13/2022	03/29/2025	ONTARGET

Monitoring Notes

Monitoring Notes: CHAMPS

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

Date	Note	Author
04/22/2024	CHAMPS is used in every classroom and posted on the board.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	All students are familiar with CHAMPS.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	No other resources are needed at this time.	Sasha Tarasyeva

Monitoring Notes: Families as Supported Partners

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

Date	Note	Author
04/22/2024	Increased engagement was targeted this school year through increased parent communication (weekly newsletters, phone blasts, use of school messaging system).	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	Families are being reached based on their responses to newsletters and other communications.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2024	No other resources are needed at this time.	Sasha Tarasyeva