

MICIP Portfolio Report

Metro Charter Academy

Goals Included

Active

- Improve ELA M-Step
- Improve Math M-Step
- Improve Special Populations Proficiency in ELA and...
- Maintain Student Enrollment and Improve Student At...

Buildings Included

Open-Active

- Metro Charter Academy

Plan Components Included

Goal Summary

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MICIP Portfolio Report

Metro Charter Academy

Improve ELA M-Step

Status: ACTIVE

Statement: By June 2027, we will increase the number of 3rd grade-7th grade students proficient on the English Language Arts M-STEP assessment from 43% to 48%.

Created Date: 03/01/2021

Target Completion Date: 06/30/2027

Strategies:

(1/3): Lexia Reading

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/30/2027

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 coaching	Sasha Tarasyeva	08/23/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implement program with fidelity	Kimberly Johnson	09/06/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Phonological Awareness Training

Owner: Sasha Tarasyeva

Start Date: 07/19/2022

Due Date: 06/30/2027

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	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Staff coaching	Sasha Tarasyeva	08/23/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Heggerty program materials/subscriptions	Kimberly Johnson	07/26/2022	06/30/2027	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Corrective Reading

Owner: Sasha Tarasyeva

Start Date: 07/27/2022

Due Date: 06/30/2027

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:

Method

- Other

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement program with fidelity	Kimberly Johnson	09/07/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff coaching	Sasha Tarasyeva	09/20/2022	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplies and subscriptions	Kimberly Johnson	07/27/2022	06/30/2027	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5.0% for District Interim Assessments		06/30/2026	COMPLETE
Increase by 8.0% for District Interim Assessments		06/30/2026	COMPLETE

Impact Notes

Date	Note	Author
04/22/2026	Fall to Winter Benchmark in reading fluency increased Tier 1 students from 54% to 65% and decreased the number of Tier 3 students by 2%.	Sasha Tarasyeva
04/22/2026	Fall to Winter Benchmark in reading fluency increased Tier 1 students from 54% to 65% and decreased the number of Tier 3 students by 2%.	Sasha Tarasyeva
11/20/2025	Fall Benchmark Tier 1 = 61% (grades 3-8).	Sasha Tarasyeva
11/20/2025	Fall Benchmark students in Tier 1 = 44% (K-2)	Sasha Tarasyeva
11/20/2025	Interim 1 ELA grades are at 35% proficiency (3-8 grades only).	Sasha Tarasyeva
08/28/2025	On M-STEP, overall scores increased 1% on ELA.	Sasha Tarasyeva
08/28/2025	Proficiency from ELA interims 1 to 3 increased in grades 4 (11%) and 6 (16%).	Sasha Tarasyeva
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 its 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
04/22/2026	The school can continue to improve tracking data and implement adjustments to instruction with increased rigor and consistently.	Sasha Tarasyeva
01/28/2026	No adjustment needed at this time. Academic data for upcoming interim is pending.	Sasha Tarasyeva
11/20/2025	No adjustments needed at this time.	Sasha Tarasyeva
08/28/2025	No adjustments needed at this time.	Sasha Tarasyeva

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 coaching	Sasha Tarasyeva	08/23/2022	06/30/2027	ONTARGET
Implement program with fidelity	Kimberly Johnson	09/06/2022	06/30/2027	ONTARGET

Phonological Awareness Training Activities

Activity	Owner	Start Date	Due Date	Status
Implement program with fidelity	Sasha Tarasyeva	09/06/2022	06/30/2027	ONTARGET
Staff coaching	Sasha Tarasyeva	08/23/2022	06/30/2027	ONTARGET
Heggerty program materials/subscriptions	Kimberly Johnson	07/26/2022	06/30/2027	COMPLETE

Corrective Reading Activities

Activity	Owner	Start Date	Due Date	Status
Implement program with fidelity	Kimberly Johnson	09/07/2022	06/30/2027	ONTARGET
Staff coaching	Sasha Tarasyeva	09/20/2022	06/30/2027	ONTARGET
Supplies and subscriptions	Kimberly Johnson	07/27/2022	06/30/2027	COMPLETE

Monitoring Notes

Monitoring Notes: Corrective Reading

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

Date	Note	Author
04/22/2026	Additional staff is needed to support grade levels that do not have interventionists to implement the program.	Sasha Tarasyeva
11/20/2025	Additional staff is needed to implement with fidelity.	Sasha Tarasyeva
04/22/2024	More support personnel are needed to implement the program in middle school.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2026	The program is implemented as intended.	Sasha Tarasyeva
11/20/2025	Corrective Reading is used in grades 3-8.	Sasha Tarasyeva
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
04/22/2026	In grades 3-5, Corrective Reading occurs daily. Other grade levels require this support but due to low staffing, the support is variable.	Sasha Tarasyeva
11/20/2025	In grades 3-5, Corrective Reading occurs daily. In 6th grade, it was daily but adjustments are now required due to insufficient staffing.	Sasha Tarasyeva
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

Monitoring Notes: Lexia Reading

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

Date	Note	Author
04/22/2026	We require additional Chromebooks and Chromebook chargers to implement this with fidelity across all grades.	Sasha Tarasyeva
11/20/2025	We require additional Chromebooks and Chromebook chargers to implement this with fidelity across all grades.	Sasha Tarasyeva
08/28/2025	We have sufficient resources to implement this intervention.	Sasha Tarasyeva
04/22/2024	We have sufficient resources to implement this intervention.	Sasha Tarasyeva

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

Date	Note	Author
04/22/2026	Students in grade 1-8 have access to Lexia, however, access is limited due to insufficient computers.	Sasha Tarasyeva
11/20/2025	Students in grade 1-8 have access to Lexia. Additional training for new teachers is required to make the most effective use of the program.	Sasha Tarasyeva
08/28/2025	Students across K-8 can access Lexia and work on it periodically. More use of Lexia resources such as skill builders can be used to support differentiation.	Sasha Tarasyeva
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
04/22/2026	Students in grade 1-8 have access to Lexia, however, access is limited due to insufficient computers.	Sasha Tarasyeva
11/20/2025	Students in grades 1-8 have access to the program. Current usage is at 23% for these grades overall.	Sasha Tarasyeva
08/28/2025	34% of students met usage targets over the past year 2024-2025.	Sasha Tarasyeva

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

Monitoring Notes: Phonological Awareness Training

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

Date	Note	Author
04/22/2026	We have ordered additional resources for 3rd grade (Heggerty Bridge the Gap) to address deficiencies in this grade.	Sasha Tarasyeva
11/20/2025	Additional training is needed for new teachers.	Sasha Tarasyeva
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

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

Date	Note	Author
04/22/2026	Reading Mastery and Heggerty continue to be used daily in K-2.	Sasha Tarasyeva
11/20/2025	Reading Mastery and Heggerty continue to be used daily in K-2.	Sasha Tarasyeva
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
04/22/2026	Reading Mastery and Heggerty continue to be used daily in K-2.	Sasha Tarasyeva
11/20/2025	Fall Benchmark students in Tier 1 = 44% (K-2)	Sasha Tarasyeva
04/22/2024	K-2 students receive phonics instruction daily.	Sasha Tarasyeva

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 13.0% for State Proficiency	06/30/2026	COMPLETE

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

Improvements still need to be made in increasing proficiency in ELA, especially in grades 4, 5 and 7.

Fidelity/Integrity - How well did we engage in our plan as intended?

Reading Mastery and Heggerty was implemented with fidelity across K-2. Corrective Reading was implemented in grades 3-5, however, there were some challenges with staffing. Limited interventionists in middle school made implementation of Corrective Reading in middle school difficult.

Scale/Reach - How well did we reach the intended target population?

Middle school intervention requires more consistency, which is hampered by limited staff. K-5 students received intervention with higher fidelity.

Impact - How did student outcomes improve?

Growth in ELA interims was visible in select grade areas. On the state test, growth across cohorts in all but one grade level.

Improve Math M-Step

Status: ACTIVE

Statement: By June 2027 we will increase the total number of 3rd-7th grade students who are proficient on the mathematics M-Step by 5% compared to the spring 2021 assessment.

Created Date: 03/08/2021

Target Completion Date: 06/30/2027

Strategies:

(1/2): Illustrative Mathematics Curricula

Owner: Sasha Tarasyeva

Start Date: 09/07/2022

Due Date: 06/30/2027

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:

Method

- Other
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continuous implementation of curriculum with fidelity	Kimberly Johnson	09/07/2022	06/30/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

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

Owner: Kimberly Johnson

Start Date: 09/07/2022

Due Date: 06/30/2027

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:

Method

- Other

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Continuous implementation with fidelity of Bridges curriculum	Kimberly Johnson	09/07/2022	06/30/2027	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5.0% for Math Interim Report		06/30/2026	COMPLETE

Measure	Owner	Due Date	Status
Increase by 10.0% for Math Interim Report		06/30/2026	COMPLETE

Impact Notes

Date	Note	Author
11/20/2025	Fall Numeracy scores in K-2 were 77%. Math Interim proficient scores in 3-5 were 22%.	Sasha Tarasyeva
11/20/2025	Interim 1 Math proficiency scores in 3-8 are 25%.	Sasha Tarasyeva
08/28/2025	See attached.	Sasha Tarasyeva
08/28/2025	Scores on state testing increased by 4% in Math.	Sasha Tarasyeva
08/28/2025	Proficiency in Math increased in grades 3 (5 %) and 6 (4%).	Sasha Tarasyeva
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
01/28/2026	No adjustment needed at this time. Academic data for upcoming interim is pending.	Sasha Tarasyeva
11/20/2025	No adjustments necessary at this time.	Sasha Tarasyeva
08/28/2025	No need to adjust at this time.	Sasha Tarasyeva
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

Date	Note	Author
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	Kimberly Johnson	09/07/2022	06/30/2027	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	Kimberly Johnson	09/07/2022	06/30/2027	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	Kimberly Johnson	09/13/2022	06/28/2025	OVERDUE
Direct instructional staff	Sasha Tarasyeva	09/13/2022	06/28/2025	OVERDUE
Instructional Coaching Staff	Kimberly Johnson	09/13/2022	06/28/2025	OVERDUE

Monitoring Notes

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

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

Date	Note	Author
11/20/2025	Fully implemented in K-5.	Sasha Tarasyeva
08/28/2025	Fully implemented in K-5 curriculum. Illustrative Math implemented in 6-8.	Sasha Tarasyeva
04/22/2024	No other support or resources are	Sasha Tarasyeva

Date	Note	Author
	needed.	

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

Date	Note	Author
11/20/2025	All classes in K-5 are implementing the curriculum.	Sasha Tarasyeva
08/28/2025	Progress is being made as evidenced by increased in numeracy scores by students in K-2 and increase in some math scores on interims.	Sasha Tarasyeva

Evidence Data Set for 'Progress is bei...'

Date	Data Name	Provider
08/28/2025	K-2 Numeracy Report	K2InterimReport.pdf

04/22/2024	Bridges is used daily in grades K-5 for math instruction.	Sasha Tarasyeva
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Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
11/20/2025	All classes in K-5 use this curriculum.	Sasha Tarasyeva
08/28/2025	See above.	Sasha Tarasyeva
04/22/2024	K-5 students all receive instruction using Bridges.	Sasha Tarasyeva

Monitoring Notes: Illustrative Mathematics Curricula

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

Date	Note	Author
11/20/2025	Program is fully implemented in middle school.	Sasha Tarasyeva
08/28/2025	The program is fully implemented in middle school. No other resources are needed.	Sasha Tarasyeva
04/22/2024	The program is fully implemented in middle school. No other resources are	Sasha Tarasyeva

Date	Note	Author
	needed.	

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

Date	Note	Author
11/20/2025	The curriculum is fully implemented.	Sasha Tarasyeva
08/28/2025	This curriculum is fully implemented and in use in middle school.	Sasha Tarasyeva
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
11/20/2025	Students in grade 6-8 receive instruction in this curriculum.	Sasha Tarasyeva
08/28/2025	The program is fully implemented in middle school.	Sasha Tarasyeva
04/22/2024	The program is fully implemented in middle school.	Sasha Tarasyeva

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

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

Date	Note	Author
08/28/2025	Coaching is provided by the deans and curriculum & instruction team.	Sasha Tarasyeva
04/22/2024	No other resources are needed at this time.	Sasha Tarasyeva

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

Date	Note	Author
08/28/2025	It has been implemented with fidelity.	Sasha Tarasyeva
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
08/28/2025	All teacher receive math coaching.	Sasha Tarasyeva
04/22/2024	All teachers who teach math receive coaching in this area.	Sasha Tarasyeva

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 15.0% for State Proficiency	06/30/2026	COMPLETE

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

Improvements in math proficiency still need to be made in grades 5th and 7th. All other grades 3, 4, 6, and 8 increased.

Fidelity/Integrity - How well did we engage in our plan as intended?

Bridges intervention was inconsistently implemented across grades 3, 5, 7 and 8 due to limited staffing. However, implementation was more consistent in grades 4 and 6 and those grades showed growth.

Scale/Reach - How well did we reach the intended target population?

We reached the intended population, but impact was inconsistent across grade levels, with some demonstrating growth and others not.

Impact - How did student outcomes improve?

Student outcomes improved in grades 3, 4, and 6, while 7th grade maintained prior year performance, contributing to an overall 4% increase in math proficiency.

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: 06/30/2026

Strategies:

(1/2): Families as Supported Partners

Owner: Kimberly Johnson

Start Date: 07/27/2022

Due Date: 06/12/2026

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:

Method

- Other
- School Board Meeting
- Email Campaign
- Presentations
- 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
Attrition Communication and Tracking	Kimberly Johnson	09/20/2022	06/12/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Social-emotional support staff	Kimberly Johnson	07/27/2022	06/12/2026	ONTARGET

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

(2/2): CHAMPS Program by Safe and Civil Schools

Owner: Kimberly Johnson

Start Date: 07/27/2022

Due Date: 06/12/2026

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:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Direct instructional staff	Sasha Tarasyeva	09/13/2022	06/12/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Coaching for teachers	Sasha Tarasyeva	09/13/2022	06/12/2026	ONTARGET

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

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5.0% for Attrition Tracking		06/30/2026	COMPLETE

Impact Notes

Date	Note	Author
01/28/2026	Currently, our average daily attendance is 90.2%. Our attrition rate is down to 8.8% (decrease of 1.4% from last school year).	Sasha Tarasyeva
11/20/2025	Fall VOP survey results show 79% parent satisfaction.	Sasha Tarasyeva

Adjust Notes

Date	Note	Author
11/20/2025	No adjustments needed at this time.	Sasha Tarasyeva
08/28/2025	Attrition went down 0.8% over the past school year 2024-2025.	Sasha Tarasyeva
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	Kimberly Johnson	09/20/2022	06/12/2026	ONTARGET
Social-emotional support staff	Kimberly Johnson	07/27/2022	06/12/2026	ONTARGET

CHAMPS Program by Safe and Civil Schools Activities

Activity	Owner	Start Date	Due Date	Status
Direct instructional staff	Sasha Tarasyeva	09/13/2022	06/12/2026	ONTARGET
Coaching for teachers	Sasha Tarasyeva	09/13/2022	06/12/2026	ONTARGET

Monitoring Notes

Monitoring Notes: CHAMPS Program by Safe and Civil Schools

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

Date	Note	Author
11/20/2025	Additional training is needed in CHAMPS for new staff.	Sasha Tarasyeva
04/22/2024	No other resources are needed at this time.	Sasha Tarasyeva

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

Date	Note	Author
11/20/2025	CHAMPS is displayed in every room. Fidelity to use varies.	Sasha Tarasyeva
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
11/20/2025	CHAMPS is displayed and used by most teachers. Additional support is needed for new teachers.	Sasha Tarasyeva
04/22/2024	All students are familiar with CHAMPS.	Sasha Tarasyeva

Monitoring Notes: Families as Supported Partners

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

Date	Note	Author
11/20/2025	No additional support needed at this time. Implemented with fidelity.	Sasha Tarasyeva

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

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

Date	Note	Author
11/20/2025	Maintained high levels of parent communication. Continued with parent engagement events.	Sasha Tarasyeva
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
11/20/2025	Attrition calls are being made to gather parent feedback. VOP survey reported 79% satisfaction.	Sasha Tarasyeva
04/22/2024	Families are being reached based on their responses to newsletters and other communications.	Sasha Tarasyeva

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 10.0% for Application Tracking	06/30/2026	COMPLETE

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

We successfully met our School Improvement goal, with attrition at 11.9 percent, reflecting effective retention efforts and improved outcomes for our students.

Fidelity/Integrity - 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

Impact - How did student outcomes improve?

No Data Available

Improve Special Populations Proficiency in ELA and...

Status: ACTIVE

Statement: The district's goal is to increase K-2 Homeless student proficiency in Math by 10% and to increase EL student proficiency in Math and ELA for grades 3-5 by 15%.

Created Date: 02/02/2025

Target Completion Date: 06/16/2028

Strategies:

(1/3): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Kimberly Johnson

Start Date: 02/03/2025

Due Date: 06/16/2028

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children."

Buildings: All Active Buildings

Total Budget: \$10,132.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Academic and Behavioral Specialists	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Social Workers	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Paraprofessionals	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
At-Risk Teachers	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SEL Programming	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Intervention Programs	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Academic Subscriptions	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent Engagement Events	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Engaging All Families to Enhance Learning

Owner: Kimberly Johnson

Start Date: 02/02/2025

Due Date: 06/16/2028

Summary: Effective family engagement requires meeting families where they are at, not where others want them to be. This means meeting the needs of all families because all voices have value, and the voices of families is a key component to the effectiveness in their children's educational success. Traditional educational practices may not provide sufficient opportunities for all families to engage in their children's education (McIntyre and Garbacz, 2014). All families want to be engaged and supportive in their child's educational success. However, the changing needs of families and the changing nature of education may require providers, programs, staff, school and families to rethink what might have worked in the past or traditional methods of engagement to reach more families in authentic methods that honor all learners and their homes. Tailored services are responsive to differences in race, ethnicity, culture, language, religion, education, income, family configuration, geographic location, ability, and other characteristics that contribute to human uniqueness (Donovan & Cross, 2002). Research supports the value of family engagement as a predictor of academic achievement and the need to design interventions that target parenting practices for the highest risk students.

Buildings: All Active Buildings

Total Budget: \$1.00

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

Communication:

Method

- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Parent Engagement	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Student/Parent Incentives	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Student Family/ Attendance Liaison	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Competency: Teacher - Staff Coaching

Owner: Kimberly Johnson

Start Date: 02/02/2025

Due Date: 06/16/2028

Summary: Provide all staff with a purposeful partnership with a trained coach; include ongoing, timely feedback aligned to professional learning and teacher growth plans.

Buildings: All Active Buildings

Total Budget: \$1.00

- Title I Part A (Federal Funds)

Communication:

Method

- Other
- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coach	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Academic Intervention Dean	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5.0% for Numeracy Data by Subgroup		06/19/2026	COMPLETE
Increase by 8.0% for ELA and Math Interim EL Student Report		06/19/2026	COMPLETE

Impact Notes

Date	Note	Author
11/20/2025	Making progress.	Sasha Tarasyeva

Adjust Notes

Date	Note	Author
01/28/2026	No adjustment needed at this time. Numeracy/fluency data pending for winter.	Sasha Tarasyeva
11/20/2025	No adjustment needed at this time.	Sasha Tarasyeva

Activity Status:

Whole School, Whole Community, Whole Child Framework (WSCC) Activities

Activity	Owner	Start Date	Due Date	Status
Academic and Behavioral Specialists	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Social Workers	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Paraprofessionals	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
At-Risk Teachers	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
SEL Programming	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Intervention Programs	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Academic Subscriptions	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Parent Engagement Events	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET

Engaging All Families to Enhance Learning Activities

Activity	Owner	Start Date	Due Date	Status
Parent Engagement	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Student/Parent Incentives	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Student Family/ Attendance Liaison	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET

Competency: Teacher - Staff Coaching Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coach	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET
Academic Intervention Dean	Sasha Tarasyeva	02/02/2025	06/16/2028	ONTARGET
Professional Development	Kimberly Johnson	02/02/2025	06/16/2028	ONTARGET

Monitoring Notes

Monitoring Notes: Competency: Teacher - Staff Coaching

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Engaging All Families to Enhance Learning

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

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Whole School, Whole Community, Whole Child Framework (WSCC)

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

Date	Note	Author
11/20/2025	Students are integrated in classroom and receive support in class from teachers. Additional staff are needed to support student needs.	Sasha Tarasyeva

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

Date	Note	Author
11/20/2025	Students are supported by teachers. Additional, specialized staff is needed.	Sasha Tarasyeva

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

Date	Note	Author
11/20/2025	Students making progress academically and socially.	Sasha Tarasyeva

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 15.0% for ELA and Math Interim EL Student Report	06/15/2028	COMPLETE
Increase by 10.0% for Numeracy Data by Subgroup	06/15/2028	COMPLETE

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

El students were supported through EL services last school year but due to a staff vacancy, services did not resume for them this year until February. Homeless students were

supported by the homeless liaison for external needs.

Fidelity/Integrity - How well did we engage in our plan as intended?

Additional work is needed to ensure consistency of services for EL students, targeting specific ELA and Math standards that appear on interim and state testing. Additional academic interventions are needed for homeless students.

Scale/Reach - How well did we reach the intended target population?

The school was able to reach the intended target population, however, a staff vacancy in EL adversely impacted the support the EL students received. Homeless students were supported more heavily with external factors versus additional academic performance.

Impact - How did student outcomes improve?

Homeless students made improvements in NWEA and early literacy scores.