

MICIP Portfolio Report

Paragon Charter Academy

Goals Included

Active

- Attendance Improvement Plan
 - Improve Math M-Step
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Buildings Included

Open-Active

- Paragon Charter Academy
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Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

MICIP Portfolio Report

Paragon Charter Academy

Improve Math M-Step

Status: ACTIVE

Statement: Paragon's goal is to provide additional core instruction in math skills through implementing Number Corners and Bridges Intervention, in order to improve Math M-Step scores by 6% by 2025.

Created Date: 04/20/2021

Target Completion Date: 06/14/2025

Strategies:

(1/1): Bridges Math

Owner: Sue Delie

Start Date: 05/28/2021

Due Date: 06/14/2025

Summary: Teachers use number talks, number sense routines, and/or other math routines three to five times a week for five to 20 minutes. The strategy allows students to focus on making sense of mathematics, using mathematical language, and communicating their reasoning. Talks and routines should have multiple access points and support active student engagement. For more resources, see the strategy "Improving Classroom Mathematical Discourse."

Buildings: All Active Buildings

Total Budget: \$571,800.00

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

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Attendance Improvement Plan

Status: ACTIVE

Statement: Paragon's goal is to improve our daily attendance rate from 93% to 96% by 2025.

Created Date: 04/20/2021

Target Completion Date: 06/14/2025

Strategies:

(1/1): Families as Supported Partners

Owner: Benjamin Kriesch

Start Date: 04/20/2021

Due Date: 06/14/2025

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: \$329,000.00

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

Communication:

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