

# MICIP Portfolio Report

## Oakside Prep Academy

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### Goals Included

#### Active

- Improve EL and General Education Teachers computat...
- Improve Math M-STEP and PSAT
- Increase Daily Student Attendance & Decrease Stude...

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### Buildings Included

#### Open-Active

- Oakside Scholars Charter Academy

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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Oakside Prep Academy

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### Improve Math M-STEP and PSAT

*Status:* ACTIVE

*Statement:* Our goal is to implement a math instruction and intervention plan to achieve a schoolwide math proficiency of 25% on M-STEP, PSAT and SAT Math by 2027.

*Created Date:* 03/12/2021

*Target Completion Date:* 10/29/2027

## Strategies:

(1/4): Bridges Math

Owner: Amy Tansel

Start Date: 03/22/2021

Due Date: 06/11/2027

**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:** \$141,532.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

## Communication:

### Method

- School Board Meeting
- Email Campaign
- Presentations

### Audience

- Educators
- Staff

## Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Analyzing Assessments & Student Work at ICs	TJ Meier	09/14/2021	06/12/2025	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Peer Observations	Natalie Stephens	09/14/2021	06/12/2025	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Monthly Wing Professional Development : Focus on Activities/Practices/ Models	Natalie Stephens	04/06/2021	06/12/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Paraprofessionals	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Risk Teachers	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Workers	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Family Liaison	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Achievement and Behavior Support Specialists	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplemental Supplies, Materials, Subscriptions, and Technology	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer 2022 Program	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Bridges Math Professional Development	Amy Tansel	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer 2021 Program	Amy Tansel	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer 2023 Program	Amy Tansel	03/22/2021	06/12/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer 2024 Program	Amy Tansel	03/22/2021	06/12/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monthly PLCs	Natalie Stephens	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer 2025 Program	Amy Tansel	03/22/2021	09/12/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## (2/4): Illustrative Mathematics Curricula

**Owner:** Chanda Levene

**Start Date:** 03/22/2021

**Due Date:** 06/12/2025

**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:** \$141,532.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (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

- Email Campaign
- Presentations

Audience

- Educators
- Staff

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Monthly Curriculum and Instruction PDs	TJ Meier	04/06/2021	06/12/2025	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
ICs to Analyze Data and Student Work Samples	Natalie Stephens	04/05/2021	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Peer Observations	Natalie Stephens	09/14/2021	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Paraprofessionals	Amy Tansel	08/31/2021	06/12/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Academic Specialists	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches/ Academic Intervention Coaches	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Risk Teachers	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Achievement and Behavior Support Specialists	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Student Family Liaison	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Social Workers	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Support for students experiencing homelessness through a homeless student set aside	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplemental Supplies, Materials, Subscriptions, and Technology	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Amy Tansel	08/31/2021	06/12/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Parent and Family Engagement	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



### (3/4): Instructional Coaching/Consulting for Mathematics

**Owner:** Amy Tansel

**Start Date:** 03/22/2021

**Due Date:** 06/12/2025

**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:** \$141,532,260.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (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)

**Communication:**

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| <p>Method</p> <ul style="list-style-type: none"> <li>• Email Campaign</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Brochure</li> </ul> | <p>Audience</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> </ul> |
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#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Observations and Feedback/Teacher Development	Natalie Stephens	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Natalie Stephens	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Unit Unpacking	Amy Tansel	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Paraprofessionals	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches/ Academic Intervention Coaches	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Risk Teachers	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplemental Supplies, Materials, Subscriptions, and Technology	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data Days	Natalie Stephens	03/22/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Peer Observations	Natalie Stephens	03/22/2021	06/12/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Co-Teaching	Natalie Stephens	03/22/2021	06/12/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
DreamBox	Amy Tansel	03/22/2021	06/12/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
IXL Math	Amy Tansel	03/22/2021	06/12/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

#### (4/4): Math Recovery

**Owner:** Natalie Stephens

**Start Date:** 04/13/2021

**Due Date:** 06/12/2025

**Summary:** "The Math Recovery® professional development opportunities are aimed at a variety of mathematics educator roles and grade levels from K-8:

- Add+VantageMR® courses empower teachers to use dynamic diagnostic assessments to make data-driven instructional decisions.
- Math Recovery Specialist courses provide a complete intervention curriculum to participants preparing them to provide targeted intervention and support mathematics initiatives.
- Courses for those who want to teach Math Recovery® to others in their district. Participants who have taken our leadership courses are able to scale delivery of Math Recovery® professional development to enact cost-effective systemic change. "

**Buildings:** All Active Buildings

**Total Budget:** \$141,532.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (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**

- Presentations

**Audience**

- Educators
- Staff

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Data Analysis & Intervention Planning	Amy Tansel	04/20/2021	06/12/2025	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Observations and Feedback	Amy Tansel	04/20/2021	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Curricular Tool & Program PD	Amy Tansel	04/20/2021	06/12/2025	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Kit Purchase and PD	Amy Tansel	04/13/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Paraprofessionals	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Academic Specialists	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaches/ Academic Intervention Coaches	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
At Risk Teachers	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Achievement and Behavior Support Specialists	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Supplemental Supplies, Materials, Subscriptions, and Technology	Amy Tansel	08/31/2021	06/12/2025	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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## Increase Daily Student Attendance & Decrease Stude...

*Status:* ACTIVE

*Statement:* Our goal is to provide incentives and community resources to achieve an average daily attendance of 92% or higher and to decrease student attrition below 10% by the 2027.

*Created Date:* 03/18/2021

*Target Completion Date:* 06/11/2027

## Strategies:

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

**Owner:** Amy Tansel

**Start Date:** 02/04/2025

**Due Date:** 06/12/2025

**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:** \$450,000.00

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

#### Communication:

##### Method

- School Board Meeting
- Parent Newsletter

##### Audience

- Educators
- Staff
- School Board

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Acheivement & Behavior Support Specialist	Amy Tansel	02/04/2025	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Academic Intervention Coach	Amy Tansel	02/04/2025	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

## (2/3): Family Engagement Tied to Learning

**Owner:** Amy Tansel

**Start Date:** 02/04/2025

**Due Date:** 06/12/2025

**Summary:** "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

**Buildings:** All Active Buildings

**Total Budget:** \$20,000.00

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

### **Communication:**

#### **Method**

- Parent Newsletter

#### **Audience**

- Educators
- Staff
- School Board
- Parents

### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Parent & Family Nights	Amy Tansel	02/04/2025	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

### (3/3): Early Warning Intervention and Monitoring System (EWIMS)

**Owner:** Amy Tansel

**Start Date:** 02/04/2025

**Due Date:** 06/12/2025

**Summary:** EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course or a grade point average (GPA) below 2.0, behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

**Buildings:** All Active Buildings

**Total Budget:** \$40,000.00

- Title I Part A (Federal Funds)

#### **Communication:**

##### **Method**

- Presentations
- Parent Newsletter

##### **Audience**

- Staff
- School Board
- Parents

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Attendance Liaison	Amy Tansel	02/04/2025	06/12/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



## Improve EL and General Education Teachers computat...

*Status:* ACTIVE

*Statement:* Our goal is to train 100% of EL teachers and general education teachers in grades 3-6 mathematics on the Oakside Fact Fluency and General Knowledge Program to increase special populations state proficiency scores in math by 12% by 2028.

*Created Date:* 12/12/2024

*Target Completion Date:* 12/31/2028

## Strategies:

(1/4): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Amy Tansel

Start Date: 12/13/2024

Due Date: 12/31/2028

**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:** \$150,000.00

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

### Communication:

Method

- Other
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Dreambox	Kassandra Rinne	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Training on NHA Curriculum: Bridges	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Training on NHA Curriculum: Illustrative	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Training on NHA Math Vision	Amy Tansel	12/13/2024	12/31/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Recovery	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of Math Fluency	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## (2/4): Engaging All Families to Enhance Learning

**Owner:** Amy Tansel

**Start Date:** 12/13/2024

**Due Date:** 12/31/2028

**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:** \$600,000.00

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

### Communication:

Method	Audience
<ul style="list-style-type: none"> <li>• Other</li> <li>• Email Campaign</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul>

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Student Family Liaisons	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Social Workers	Kassandra Rinne	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Attendance Liaisons	Kassandra Rinne	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
College & Career Intervention Coach	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

### (3/4): Collaboration - A Districtwide Framework for Success

**Owner:** Amy Tansel

**Start Date:** 12/13/2024

**Due Date:** 12/31/2028

**Summary:** Effective adult collaboration in school districts ensures alignment of goals, consistency in instructional practices, and a supportive professional environment. When adults work together purposefully, it fosters innovation, reduces professional silos, and models the teamwork and interpersonal skills that benefit students. Defined professional roles and protocols for collaboration creates a culture of trust, shared responsibility, and collective efficacy among educators, administrators, and staff to drive improved outcomes for students. A strong system of collaboration results in improved teacher efficacy, consistency in practices, stronger relationships among staff, and ultimately, better student achievement and well-being. This strategy is a system level strategy, which includes collaboration at all levels within a district with all stakeholders.

**Buildings:** All Active Buildings

**Total Budget:** \$1,000,000.00

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

#### **Communication:**

Method	Audience
• Other	• Educators
• Email Campaign	• Staff
• Presentations	• School Board

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Paraprofessionals	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
At-Risk Teachers	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Instructional Coaches	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Academic Specialists	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Implementation of EL	Amy Tansel	12/13/2024	12/31/2028	ONTARGET

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

#### (4/4): Equitable Allocation of Resources

**Owner:** Amy Tansel

**Start Date:** 12/13/2024

**Due Date:** 12/31/2028

**Summary:** Equitable allocation of resources in schools involves strategically distributing and utilizing financial, human, and material resources to meet the diverse needs of students, families, and staff, to ensure all students have the support and opportunities they need to experience empowering, rigorous, learning outcomes, regardless of background. This practice ensures all students have access to the tools, opportunities, and support required for success, focusing on the effective allocation and use of resources based on the specific needs of the student, rather than equal distribution alone.

**Buildings:** All Active Buildings

**Total Budget:** \$400,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

#### **Communication:**

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

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Student Recognition & Activities	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Homeless Set Aside	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Investment Planning & Allocation	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
After-School Tutoring	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



Activity	Owner	Start Date	Due Date	Status
Summer Learning	Amy Tansel	12/13/2024	12/31/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				