MICIP Portfolio Report

Oakland International Academy

Goals Included

Active
- Improve ELA and Math Growth on M-STEP and NWEA
- Improve SEL Proficiency

Buildings Included

Open-Active
- Oakland International Academy Elementary

Plan Components Included

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MICIP Portfolio Report

Oakland International Academy

Improve ELA and Math Growth on M-STEP and NWEA

Status: ACTIVE

Statement: At least 75% of the students will make their annual growth targets in reading and math based on the NWEA and M-STEP.

Created Date: 06/30/2022   *Target Completion Date:* 06/28/2024

Data Set Name: 36% of K-10 students who met their target in 2019 did not in 2020

Name	Data Source
NWEA 2020	NWEA
NWEA 2021	NWEA

Data Story Name: 36% of K-10 students who met their target in 2019 did not in 2020

Initial Data Analysis: Only 25% of our student body attended school in-person. The middle school and High School (5-12) in-person students experienced hybrid instruction two days per week, while the K-4 in-person students attended every day. Many students who met their growth target in 2019 did not in 2020.

In the student survey conducted in June 2021, 84% indicated that they prefer at-school instruction and 62% are worried that they will fall behind due to the remote instruction and COVID-19 Pandemic.

Initial Initiative Inventory and Analysis: We offered learning pods during the 2020-2021 school year for ESL and special education students to address the ever increasing gap between the special populations and their general education peers and we provided after school tutoring for general education students. We also provided students with online programs (Rosetta Stone, Khan Academy, Imagine Learning, RAZ Kids, Spelling City, EPIC Reading, etc). for them to use outside of school hours so that they could advance at their own pace. Copious professional development occurred on each of these programs and platforms including Zoom Academy, Google Classroom, Padlet, Pear Deck and ClassKick. Our Reading Specialists, Math Coaches, Reading Coaches and ESL teachers are key personnel to address learning loss, however, all teachers are charged with catching students up with lost learning due to remoate instruction and COVID-19. Our goals for the 2022-2023 school year are to have 95% of students back to learning in-person.

Our teachers met in PLCs to identify what standards were covered thisbyear and which were ot due to the COVID-19 Pandemic. Then in subsequent PLCs, grade level teachers met with the next level teachers to inform them of which standards were covered this year and which were not. Data analysis and performance data is analayzed regular;y in teacher PLCs and by administration. In addition to PLCs, administrators conduct Data Meetings with teachers to review progress.

Gap Analysis: Ideally during the schoolyear, we want to see at least 85% of the students

meeting their growth targets but we had 80% on average meeting their targets this year. Anecdotal data showeed that students who worked via remote platforms did not partiipate as effectively in classroom activities as the in-person stuents did therefore we deduxxe that they have larger skill gaps that those who attended in person. At OIA High School, we have data that shows that 25% of students have failed at least one class and would need credit recovery.

District Data Story Summary: As we come to the end of the COVID-19 Pandemic, we found that teacher competency in onlline and use of multimedia platforms has increased significantly, however, some teachers still struggle with the effective use of technology to increase student engagement. Students have also become more comfortable with online learning and as independent learners, however, students' are showing signs of learning loss as indeicated by teacher comments during PLCs and local assessments.

The Superintendent meets with building administrators to make sure that they have the skills and competencies to address the challenges and lead with direction. Categorical monies are used to fund Reading Specialists, Math Coaches, ESL Coaches, Reading Coaches and ESL teachers to support students in push-in, pull-out and small group work. Instructional materials and supports, both online and material, are selected to address specific areas of growth and need. Teachers use data from NWEA, Fountas and Pinnell, MSTEP and the PSAT 8 to identify individual strengths and weaknesses for each student. Each student has a growth plan and growth garget based on NWEA scores. Bilingual paraprofessionals work with small groups of students and push-in and pull-out of classrooms. The special education teacher, social worker and Speech Pathologist work with students based on IEPs as well as teacher and administrator referrals.

While not all challenges are met at the same level of success, no challenege is ignored. Our largest challenge remains to be our ESL population, which makes up over 70% of our student population. During the COVID-19 Pandemic, remote instruction overtook the ESL challenge, as many students disengaged from learning either due to truancy, apathy or both. There are multiple strategies and activities to address each challenge, but nonredundant in duplicity. In addition to SIOP and learning pods, we have been pulling students out on a one-to-one basis to support with the skill gaps. This strategy is showing greater merit and results are promising. In as much as some of the strategies and activities are more successful than others, each service provides multiple opportties and means to address the area of need. Funds are identified and prioritized to address the needs from greatest to least.

Analysis:

Root Cause

Summary of Root Cause Analysis:

Student attendance, participation rates and grades were monitored and documented through the period when the school offered remote instruction due to COVID-19. In addition, staff provided qualitiative data and administration and supprt staff met with parents and students to collect information for needs analysis. What we discovered is that students were not engaging adequately in remote instruction due to lack of structure in many households. We have provided many workshops for parents on supporting students at home but there has been significant lack in follow through. Teachers have recognized challenges that students are facing from the results of at-home learning environments such as coming late to class, not turning on cameras and getting friends and other family members to complete their work. Additionally, the skills teachers have acquired over time with in-person instruction (proximity, movement, hands-on activities, etc.) were lost talents in remote instruction. For all these reasons, learning loss continues to be our greatest concern as we emerge from the pandemic. This is supported by our NWEA data, student grades and the student perception survey. We recognize the overwhelming need to address the learning loss during remote and hybrid instruction during the COVID-19 Pandemic.

Supporting Documents
No Documents Included

Challenge Statement: If we want to address the learning loss of each student, then we must assess the loss of each student and individualize and target needed growth.

Strategies:

(1/3): Imagine Learning Literacy

Owner: Dr. Randy Speck

Start Date: 08/01/2022   *Due Date:* **06/28/2024**

Summary: Digital literacy programs for PreK to 8 are designed to help students read, write, speak, and understand the language of learning. Programming includes Prek-6 language and literacy, Prek-2 personalized Spanich-language literacy, and 3-8 discourse-centered literacy.

Buildings

- Oakland International Academy Elementary
- Oakland International Academy K-1
- Oakland International Academy Middle School

Total Budget: $32,000.00

- Title I Part A (Federal Funds)

Communication:

Method	Audience
- School Board Meeting	- Community-at-Large
- Presentations	- Parents
- District Website Update	
- Brochure	
- Local Newspaper	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implement Imagine Learning with Professional Development	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Activity Buildings: **All Buildings in Implementation Plan**				

(2/3): MTSS - Literacy (Reading)

Owner: Dr. Randy Speck

Start Date: 08/01/2022   *Due Date:* **06/28/2024**

Summary: The reading components of a Multi-Tiered System of Supports include 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: $1,260,000.00
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part C, Migration Education (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- District Website Update
- Brochure

Audience
- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire Instructional Coach	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire Data and Assessment Coordinator	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Hire Six ESL Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Three Elementary Para Professionals	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Oakland International Academy Elementary				
Two Reading Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Activity Buildings: • Oakland International Academy Elementary • Oakland International Academy Middle School				
ILIT Licenses	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Activity Buildings: • Oakland International Academy Elementary • Oakland International Academy High School • Oakland International Academy Middle School				

(3/3): MTSS Framework (General)

Owner: Conrad Koch

Start Date: 06/30/2022   *Due Date:* 06/30/2023

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

Buildings: All Active Buildings

Total Budget: $156,000.00
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Presentations
- District Website Update
- Brochure
- Social Media

Audience
- Community-at-Large
- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After School Learning	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE
Activity Buildings: • Oakland International Academy Elementary • Oakland International Academy K-1 • Oakland International Academy Middle School				
ESL Parent Classes	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE
Activity Buildings: **All Buildings in Implementation Plan**				

Activity	Owner	Start Date	Due Date	Status
Parent Engagement	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 50% for NWEA 2021		06/27/2024	ONTARGET
Decrease by 50% for NWEA 2020		06/28/2024	ONTARGET

Impact Notes

Date	Note	Author
06/30/2022	Seventy-six percent of our students participated in in-person learning during the 2021-22 school year. Twenty-four percent were on a remote learning platform. Eighty percent of the student met their Fountas-Pinnell growth target and an average of seventy-five percent of students met their NWEA goal. As per the plan, by year one fifty percent of learning loss were recovered and we met this part of the plan.	Conrad Koch

Adjust Notes:

No Data Available

Activity Status:

Imagine Learning Literacy Activities

Activity	Owner	Start Date	Due Date	Status
Implement Imagine Learning with Professional Development	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Hire Instructional Coach	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE
Hire Data and Assessment Coordinator	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Hire Six ESL Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Three Elementary Para Professionals	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
Two Reading Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET
ILIT Licenses	Dr. Randy Speck	08/01/2022	06/28/2024	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
After School Learning	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE
ESL Parent Classes	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE
Parent Engagement	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE

Monitoring Notes

Monitoring Notes: Imagine Learning Literacy

Implementation with Fidelity - 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

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

No Data Available

Monitoring Notes: MTSS - Literacy (Reading)

Implementation with Fidelity - 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

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

No Data Available

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Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - 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

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

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Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 75% for NWEA 2021	06/28/2024	ONTARGET
Decrease by 75% for NWEA 2021	06/28/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - 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

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available

Improve SEL Proficiency

Status: ACTIVE

Statement: Stakeholder surveys will show positive perception approval ratings of at least 80% in the three areas (Leadership, Academic, Culture) of the MRA survey by June, 2024.

Created Date: 06/14/2023   *Target Completion Date:* 06/29/2024

Data Set Name: SEL & Behaviors Copy

Name	Data Source
School Climate Survey	District Determined
OIA MS MRA Data	District Determined
OIA HS MRA Data	District Determined

Data Story Name: SEL & Behaviors Copy

Initial Data Analysis: This report contains information gathered through the Measurable Results Assessment (MRA; See Figure 1), a validated survey used annually to collect, analyze, and report on student, staff, family, and school-level outcomes. The MRA is an important tool for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within this report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

Initial Initiative Inventory and Analysis: At the conclusion of the pandemic, there was an immediate need to provide social and emotional learning opportunities for students. The District Mission states: "Students of all backgrounds will achieve academic growth and proficiency both at grade level and beyond to prepare them for college and career goals." This academic mission is aligned with our curriculum and instructional goals. Now we must include a non-academic goal of ensuring the emotional and social well-being and health of our students. This is paramount in the aftermath of learning on a virtual platform during a pandemic school year.
The individuals involved in implementation are: Principal/Building Leader/Administrators (Deans & Administrative Assistants), Teachers/Paraprofessionals/ESL Coaches/Reading Coaches/Math Support/All Specials Teachers, Interventionists/Special Education Teachers/Speech & Language professionals/Social Workers/School Counselors, Families–Nuclear & Extended family members and Students–All K-12
The expected outcome is to equip students with the tools needed to improve social skills such as self-regulation, self-management, making responsible decisions, having social awareness & promoting relationship skills. Additionally, with these improved skill sets, academic achievement is expected. Students will develop greater efficacy in their ability to self-monitor their progress using specific strategies. Overall, with consistency in universal design and approaches to learning, we will continue to grow and cultivate a positive school culture.

The evidence is from anecdotal evidence/notes that were observed and recorded by teachers. There was also informal communication from parents to teachers about their student's emotional well-being at home. We are expanding the implementation of Social Emotional Learning on a schoolwide basis; the Leader in Me program will fulfill our goals and intentions of creating a more positive school culture.

Total cost for Leader in Me - $27,000 for K-8, and $25,000 for High School. The source of funding is the Esser funds.

As part of the MICIP process, we are committed to monitoring and adjusting to ensure that our plans can succeed. Using various strategies such as quality assurances (reports), cross-checks, PLCs, team meetings, quarterly reports, mid-year reports, pre- and post-surveys, and PD feedback forms, we will regularly monitor and assess the implementation process.

Regarding professional development, LightHouse training in August with the Leadership team and an assigned Coach to work with our staff. Other training opportunities: Leader in Me PD, Leader in Me Coaching Service, cross-training, & weekly PLCs with building leaders.

Gap Analysis: An overwhelming majority of our Oakland International Academy K-12 students were prevented from attending face-to-face classes due to COVID-19. Our students, parents, and educators shared a common concern: When the pandemic subsides, students will return to school with lower achievement. There are also concerns that the gap between high- and low-achieving students will grow larger. This has caused anxiety in our students and their parents according to current survey data and home-school communication. Given the need to address these concerns, we analyzed test scores to make informed projections of how learning losses will impact our students in the upcoming school year. Ultimately, our goal is to assist the school community to manage the social and emotional welfare of the students and to include SEL in the educational process to maintain a positive learning environment.

Some challenges we faced included teachers attempting to adapt content for an online platform while parents were juggling employment, unemployment, and childcare issues. The students faced isolation, had anxiety about contracting a deadly virus, and felt uncertain about the future. In countless ways the situation was unprecedented, therefore, it is vital that we as a school community implement Social and Emotional Learning programs for the benefit of the students, families, and school staff. As we came back into full time in-person learning there was a strong and immediate need to have a goal and focus on key aspects of social-emotional learning.

District Data Story Summary: 1. What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/ sufficiently?

In the past school year, we included 15-minute mini-lessons that were clustered around SEL utilizing a universal design & common language in the school. Starting classes in a positive way, we observed that students began to manage and cope better during the school day. Our goal is to continue implementing the Leader in Me program to help continue to sufficiently meet our learners' needs.

2. What district programs, supports, and services are designated to meet student,

classroom, leadership, and support priority growth target needs?

Leader In Me, social workers, behavioral coaches

3. Are there any major challenges not being addressed by a service, program, or activity?

Leader In Me has allowed our staff and students to embed key principles of leadership into the daily activities of the school. Three categories, Leadership, Academics, and Culture are the focal point with annual surveys assisting the district in monitoring and evaluating the program.

4. Are learners at the greatest risk of receiving prevention programs, services, and supports? If not, why?

Receiving prevention programs can have benefits and risks; it really depends on the program and the manner in which it is implemented. Also, proper training for the staff will ensure maximum effectiveness, which is our goal with the Leader in Me (LIM) program. LIM is progressive and has been proven highly effective in schools throughout the US.

5. Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so? LIM will provide coaching services and ongoing training & PDs.

Analysis:

Root Cause

Summary of Root Cause Analysis:

1. What tool(s) did you use to analyze the root cause?

We utilized surveys, teacher conversations/dialogue, focus groups, and one-to-one interviews/meetings with stakeholders including parents & students.

2. What root cause did you discover that is within your control and that you will address in your challenge statement?

Some root causes that we discovered included: social situations in the classroom, friendships/relationships/proactive & responsive actions/empathy/sympathy/restorative justice practices.

3. What supporting documentation do you have?

survey/focus groups

Supporting Documents

No Documents Included

Challenge Statement: **If Leader In Me is implemented on a district-wide basis then the whole school community is involved and committed to promoting the social-emotional learning process and stability for the students.**

Strategies:

(1/3): MTSS - PBIS (Behavior)

Owner: MiCIP ADMIN Oakland

Start Date: 06/24/2023   *Due Date:* 06/29/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $50,000.00
- Other Federal Funds (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- School Board Meeting
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Leader in Me Program Implementation	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development in Classroom Management	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Owner: MiCIP ADMIN Oakland

Start Date: 06/24/2023   *Due Date:* 06/29/2024

Summary: Lessons in Character is designed to promote elementary and middle school students' knowledge about core character education values and, through that knowledge, shape children's positive behaviors and support academic success. It consists of 24 lessons organized around weekly themes, writing activities, and class projects. Teachers introduce the theme with a story that shows a value in action; students then engage that topic with a variety of activities. The program also includes daily oral language development and weekly writing assignments, optional parts of the program's implementation.

Buildings: All Active Buildings

Total Budget: $15,000.00
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
- Email Campaign	- Educators
- Presentations	- Staff
- District Website Update	- School Board
- Parent Newsletter	- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Character Education Program	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET
Activity Buildings: **All Buildings in Implementation Plan**				

(3/3): CHAMPS

Owner: MiCIP ADMIN Oakland

Start Date: 06/24/2023   *Due Date:* 06/29/2024

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: $75,000.00
- At Risk (31-A) (State Funds)

Communication:

Method
- Presentations

Audience
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Recruit a Behavior Intervention to implement CHAMPS Program.	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 25% for Multi-tiered behavioral data (students with 0-1, 2-5, or 6+ office discipline referrals).		06/28/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Leader in Me Program Implementation	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET
Professional Development in Classroom Management	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET

Lessons in Character Activities

Activity	Owner	Start Date	Due Date	Status
Character Education Program	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	ONTARGET

CHAMPS Activities

Activity	Owner	Start Date	Due Date	Status
Recruit a Behavior Intervention to implement CHAMPS Program.	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	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?:

No Data Available

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

No Data Available

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

No Data Available

Monitoring Notes: Lessons in Character

Implementation with Fidelity - 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

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

No Data Available

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - 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

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

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 80% for School Climate Survey	06/29/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - 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

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available