

MICIP Portfolio Report

Oakland International Academy

Goals Included

Active

- Improve ELA M-STEP by 8%

Maintenance

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

Buildings Included

Open-Active

- Oakland International Academy Middle School
-

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

MICIP Portfolio Report

Oakland International Academy

Improve ELA M-STEP by 8%

Status: ACTIVE

Statement: Our goal is to raise ELA M-STEP scores by 8%.

Created Date: 10/10/2025

Target Completion Date: 12/30/2025

Data Set Name: 8% Increase on ELA for M-Step

Name	Data Source
OIA 3-8 MSTEP	MiSchoolData

Data Story Name: 8% Increase on ELA for M-Step

Initial Data Analysis: The 2025 M-STEP results for English Language Arts continue to tell the improved story of Oakland International Academy students as they make steady improvements. ELA results for grades 3-7 were 28.4% advanced/proficient compared to 16.6% advanced/proficient in 2023. That represents a two year growth result of 70%

Initial Initiative Inventory and Analysis: What need is being addressed and for whom? What does the evidence indicate so far?

Oakland International Academy has a 66% English Learner population with a wide diversity of immigrant families and students primarily from Yemen but a growing population from Bangladesh and Ukraine. Our mission as a school is to be able to teach these students how to speak in English and to be successful in both their learning growth and achievement. With direct instruction from high quality curriculum, interventions and targeted supports, we continue to see an upward trajectory in both growth and achievement (proficiency). What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?

All instructional leaders and staff are involved in the implementation. The Superintendent of the district sets the vision and goals with buy-in from the building principal, academic deans, instructional coaches, classroom teachers and paraprofessionals. Recent data received from our successful summer enrichment program, Summer Discovery focused on some of the specific instructional coaching our teachers received. That coaching will be extended through the academic school year. In addition, through a new partnership with OIA's charter authorizer, Saginaw Valley State University, we will be isolating certain data points with the NWEA assessment for ELA to not only focus on student growth but also achievement. Digital supports through Imagine Learning provide additional targeted interventions as NWEA RIT scores are integrated giving the student a personalized learning pathway.

School leadership and teaching staff are provided professional development directly related to improved ELA instruction and interventions.

How does the district ensure initiatives are adequately resourced throughout the life of a

goal?

The district plans and budgets in multiple year cycles in order to provide consistency for instruction as well as financially planning for the resources needed. OIA will exhaust all Title funding allowable, along with pursuing statewide and county resources. General fund expenditures will be used when all other dollars have been allocated.

How might resource utilization impact a student group?

Without proper planning, a poor use of resources will negatively impact certain groups and for Oakland International Academy, that could mean less resources for EL students.

However, due to our mission focused approach, proper resource utilization is a priority.

What implementation and impact measures exist? How have you addressed challenges to equitable implementation and impact?

One of the biggest challenges for implementation, especially for EL students is to have employed certified ESI staff. Oakland International Academy continues to recruit for highly qualified staff to ensure students are receiving the appropriate learning time.

What student supports are in place to help achieve equitable outcomes?

The instructional plan is created and setup so that students can receive differentiated instruction and targeted interventions all informed by data. Using a three week instructional cycle, instructional staff will meet, discuss, plan and re-group students based on previous three weeks data to make any changes necessary.

Resource Allocation Review: 1. What additional perspectives might be necessary to gain a comprehensive understanding of how the allocation and utilization impacts student outcomes?

Beyond internal district and school leadership voices, additional perspectives could come from:

-- Families of English Learners (ELs), who can share firsthand how resources impact language acquisition and academic progress.-- Students themselves, particularly those in middle grades, who can provide insight into the effectiveness of interventions and supports.-- Community partners (Bangladesh, Yemeni, Ukrainian organizations) to understand cultural and linguistic needs that influence learning.-- Charter authorizer (SVSU), as they bring an external accountability lens that helps evaluate whether funding decisions are translating into measurable outcomes. 2. What does the district methodology for school funding and comparability report indicate about equitable distribution of resources?

The district uses multi-year budget cycles to ensure consistency and stability of instruction. Title funds are maximized for allowable uses, county and statewide funds are pursued, and general fund expenditures fill gaps. This approach shows an intentional methodology: equity is prioritized by aligning resources directly to the student groups most in need, particularly the 66% English Learner population. Comparability reports would indicate that resources are targeted not evenly, but equitably, ensuring students requiring additional support receive it.

3. What does the data indicate about how the district ensures initiatives are adequately resourced throughout the life of an initiative?

The ELA proficiency data demonstrates steady gains:

Grades 3–7 improved from 16.6% proficient in 2023 to 28.4% in 2025. a 70 % increase. This

improvement suggests that initiatives like direct instruction, coaching, digital supports (Imagine Learning), and data-informed regrouping are adequately resourced and sustained over time. The use of partnerships (e.g., with SVSU) shows a plan for ongoing investment and monitoring. 4. What does the data indicate about any current work that may be under-resourced?

One area identified as under-resourced is the recruitment and retention of certified ESL staff. While Oakland International Academy continues to make gains through curriculum, coaching, and digital supports, the shortage of certified ESL teachers represents a structural gap. Without this, equitable implementation of interventions for EL students is more difficult.

5. What student group or school might be most impacted by an insufficiency of resources? The English Learner population (66% of the student body) is most at risk if resources are insufficient. EL students require differentiated instruction, targeted interventions, and certified staff. Without adequate allocation, this group could fall behind in both growth and proficiency. Given the school's mission to serve immigrant and multilingual families, resource gaps would disproportionately harm the very population the school is designed to serve.

6. What might need further exploration to understand the impact of resource allocation and use?

Areas for further exploration include:

Longitudinal outcomes: How resource allocation influences EL students' performance over multiple years, not just annually.

Comparative analysis: How OIA's allocation compares with similar schools in Michigan serving large EL populations.

Student voice and engagement: Understanding how students perceive supports and whether they feel connected, safe, and academically supported.

Program effectiveness: Which interventions (e.g., Imagine Learning, coaching cycles, Summer Discovery) yield the highest return on investment for both growth and proficiency.

Gap Analysis: One of our biggest gaps is the ability to hire and retain certified ESL instructors but it is a top priority.

District Data Story Summary: 1. Strengths and Opportunities for Growth

Strengths Identified

ELA Achievement Gains: A dramatic increase in advanced/proficient scores – 28.4% (2025) vs. 16.6% (2023) for grades 3–7, a 70% improvement for grades 3–7.

Mission Alignment: Instructional strategies are explicitly designed for the 66% English Learner population, directly addressing the school's most at-risk group.

Integrated Supports: Use of data-driven interventions, high-quality curriculum, and Imagine Learning pathways ensures personalized learning.

Opportunities for Growth
Certified ESL Staff: Recruitment and retention of highly qualified ESL teachers remains a challenge, limiting equitable access to specialized instruction.

Sustaining Growth into Middle Grades: Gains are notable in grades 3–7, but the trajectory into grade 8 and beyond requires close monitoring. Are Needs Being Addressed? Yes, the needs of students at greatest risk (ELs, immigrant populations) are central to the strategy. However, the shortage of certified ESL staff means needs are not fully met yet.

2. Duplication of Services

Current Alignment: Instructional coaching, Imagine Learning, and NWEA-informed regrouping all reinforce one another, rather than compete. Potential Overlap: Summer Discovery and school-year interventions both include coaching and targeted instruction. While both are effective, ensuring continuity between summer and school-year programs is critical so they don't operate in silos. Effectiveness: Most effective: Coaching tied directly to NWEA data and embedded in the three-week instructional cycle. Less effective if duplicated: General enrichment without strong alignment to ELA outcomes. Best Aligned: Supports tied to district initiatives (e.g., SVSU partnership for data isolation, Imagine Learning integration) are best aligned because they are measurable and scalable.

3. Funding Braiding/Blending

Current Approach: The district already leverages Title funding first, then county/statewide resources, then general funds. Braiding in Action: Multiple funding streams (federal, state, local) are intentionally blended to sustain ELA initiatives. For example, Title funds cover interventions, SVSU partnership enhances assessment analysis, and general fund expenditures ensure consistency in staffing and curriculum. Greatest Need: Funding is being prioritized for EL students, who represent two-thirds of the population and the highest-need group. However, the persistent challenge of hiring ESL-certified staff suggests even more resources may need to be directed toward staff recruitment and retention incentives.

4. Data Collection from Impacted Stakeholders

Methods of Collection: Academic Data: NWEA assessments, M-STEP scores, and Imagine Learning RIT-pathways. Program Data: Summer Discovery program outcomes tied to instructional coaching. Staff Input: Professional development feedback and coaching notes. Family/Community Input: Engagement with immigrant family groups (Bangladesh, Yemeni, Ukrainian). What the Data Says: Positive Trend: Steady gains in proficiency indicate interventions are working. Gap Identified: EL staffing shortages highlight a challenge that families and staff consistently raise. Validation: Data shows targeted interventions are improving both growth and achievement, validating that the district's resourcing strategies are effective when aligned to student needs.

Analysis:

Root Cause



Five Whys

- Why: English learner students have additional obstacles and our interventions are important and must be targeted.
- Why: English learner students have additional obstacles and our interventions are important and must be targeted.

- Why: English learner students have additional obstacles and our interventions are important and must be targeted.
- Why: English learner students have additional obstacles and our interventions are important and must be targeted.
- Why: English learner students have additional obstacles and our interventions are important and must be targeted.

Challenge Statement: If the district has the ability to recruit, hire and retain highly qualified ESL staff, then the students, especially the EL students will achieve at a faster pace.

Strategies:

(1/2): Imagine Learning - Language & Literacy

Owner: Dr. Randy Speck

Start Date: 10/10/2025

Due Date: 12/28/2025

Summary: Imagine Language & Literacy is the only personalized learning program that accelerates both language and literacy skills development side by side. Direct, explicit, and systematic instruction and practice ensure students learn critical skills in four language domains. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.

Buildings: All Active Buildings

Total Budget: \$27,500.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Imagine Learning - Language and Literacy	MiCIP ADMIN Oakland	10/10/2025	12/28/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/2): Sheltered Instruction Observation Protocol (SIOP) Model of Instruction

Owner: MiCIP ADMIN Oakland

Start Date: 10/10/2025

Due Date: 12/29/2025

Summary: The SIOP Model (Sheltered Instruction Observation Protocol) is a research-based framework designed to make content comprehensible for English Language Learners (ELLs) while simultaneously developing their academic language proficiency. It integrates best practices for language development and content teaching through eight key components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Originally developed for ELLs, SIOP is beneficial for all students, particularly in classrooms with diverse learning needs. It helps bridge the gap between language development and content learning.

Buildings: All Active Buildings

Total Budget: \$25,000.00

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

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • MI School Data • School Board Meeting • Presentations | <p>Audience</p> <ul style="list-style-type: none"> • Educators • School Board • Parents |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	MiCIP ADMIN Oakland	10/10/2025	12/29/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 8.0% for OIA 3-8 MSTEP		10/15/2025	APPROACHING

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Imagine Learning - Language & Literacy Activities

Activity	Owner	Start Date	Due Date	Status
Imagine Learning - Language and Literacy	MiCIP ADMIN Oakland	10/10/2025	12/28/2025	ONTARGET

Sheltered Instruction Observation Protocol (SIOP) Model of Instruction Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development	MiCIP ADMIN Oakland	10/10/2025	12/29/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Imagine Learning - Language & Literacy

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: Sheltered Instruction Observation Protocol (SIOP) Model of Instruction

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

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 8.0% for OIA 3-8 MSTEP	10/15/2025	APPROACHING

Evaluate Goal: Impact Questions and Responses

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

No Data Available

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 ELA and Math Growth on M-STEP

Status: MAINTENANCE

Statement: Students will improve ELA and Math proficiency by 5%

Created Date: 06/30/2022

Completion Date: 10/10/2025

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
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
OIA ELA 3-8	MiSchoolData
OIA Math 3-8	MiSchoolData

Data Story Name: 15% Improvement of ELA and Math on M-STEP and SAT

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 remote 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 this year and which were not 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 analyzed regularly in teacher PLCs

and by administration. In addition to PLCs, administrators conduct Data Meetings with teachers to review progress.

Resource Allocation Review:

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 showed that students who worked via remote platforms did not participate as effectively in classroom activities as the in-person students did therefore we deduced that they have larger skill gaps than 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 online 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 indicated 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 target 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 challenge 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 opportunities and means to address the area of need. Funds are identified and prioritized to address the needs from greatest to least.

Analysis:

Root Cause



Five Whys

- Why: The Data Story reveals the past several years of efforts to improve literacy and numeracy within Oakland International Academy. The COVID-19 Pandemic exacerbated the gap between students who were proficient and those not proficient. There have been interventions and improvements have been seen but a newly focused strategy will be implemented.

Challenge Statement: As a result of unfinished learning, Oakland International Academy needs to support individualized learning through high-dosage tutoring to get all students to grade-level standards or make their annual growth.

Strategies:

(1/3): Imagine Learning - Language & Literacy

Owner: Dr. Randy Speck

Start Date: 07/31/2022

Due Date: 06/29/2025

Summary: Imagine Language & Literacy is the only personalized learning program that accelerates both language and literacy skills development side by side. Direct, explicit, and systematic instruction and practice ensure students learn critical skills in four language domains. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.

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:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Presentations • District Website Update • Brochure • Local Newspaper | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large • Parents |
|---|---|

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	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Multi-Tiered System of Supports (MTSS) - Literacy (Reading)

Owner: Dr. Randy Speck

Start Date: 07/31/2022

Due Date: 06/29/2025

Summary: The reading components of a Multi-Tiered System of Supports (MTSS) are designed to address the full range of student reading needs. These components include: Systems to Address the Continuum of Reading Needs, Evidence-Based Practices Focused on the Big Ideas of Reading, and Data Use/ Analysis. These components are further detailed in the Reading Tiered Fidelity Inventory (RTFI) for both elementary and secondary levels. The RTFI provides a roadmap for implementing MTSS in reading, ensuring alignment with the Michigan Department of Education’s (MDE) five essential components of MTSS: Team-Based Leadership, Tiered Delivery System, Evidence-Based Instruction, Interventions, and Supports, Comprehensive Screening and Assessment System, and Continuous Data-Based Decision-Making. This alignment supports a cohesive and effective approach to improving reading outcomes for all students.

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:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • District Website Update • Brochure | <p>Audience</p> <ul style="list-style-type: none"> • 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	08/01/2022	06/28/2024	COMPLETE

Activity	Owner	Start Date	Due Date	Status
	Speck			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Two Reading Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Oakland International Academy Elementary • Oakland International Academy Middle School 				
Newcomers ESL Coach	Dr. Randy Speck	08/01/2022	06/28/2024	OVERDUE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Oakland International Academy High School • Oakland International Academy Middle School 				
ILIT Licenses	Dr. Randy Speck	08/01/2022	06/28/2024	OVERDUE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Oakland International Academy Elementary • Oakland International Academy High School • Oakland International Academy Middle School 				
Three Middle School Para Professionals	Dr. Randy Speck	08/01/2022	06/28/2024	OVERDUE
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> • Oakland International Academy Middle School 				

(3/3): MTSS Framework (General)

Owner: Conrad Koch

Start Date: 06/29/2022

Due Date: 06/29/2023

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:

- | | |
|---|--|
| <p>Method</p> <ul style="list-style-type: none"> • School Board Meeting • Presentations • District Website Update • Brochure • Social Media | <p>Audience</p> <ul style="list-style-type: none"> • 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
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • 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	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Parent Engagement	Dr. Randy Speck	08/01/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5.0% for NWEA 2021		02/03/2025	COMPLETE

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

Date	Note	Author
10/10/2025	No..the goal was achieved and needs to be allowed to be completes	MiCIP ADMIN Oakland

Activity Status:

Imagine Learning - Language & Literacy Activities

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

Multi-Tiered System of Supports (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
Hire Six ESL Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE
Two Reading Coaches	Dr. Randy Speck	08/01/2022	06/28/2024	COMPLETE
Newcomers ESL Coach	Dr. Randy Speck	08/01/2022	06/28/2024	OVERDUE
ILIT Licenses	Dr. Randy Speck	08/01/2022	06/28/2024	OVERDUE
Three Middle School Para Professionals	Dr. Randy Speck	08/01/2022	06/28/2024	OVERDUE

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 - Language & Literacy

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: MTSS Framework (General)

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: Multi-Tiered System of Supports (MTSS) - Literacy (Reading)

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

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 5.0% for Grades 3-8 Assessments: Proficiency	06/29/2025	COMPLETE

Evaluate Goal: Impact Questions and Responses

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

With proper professional development and instructional coaching, teachers felt more prepared and

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

Leadership and staff was full engaged with was a major factor in implementation.

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

The student population we were trying to reach showed significant improvement with ELA and Math improvement on M-STEP. Equally important the confidence of the students grew.

Impact - How did student outcomes improve?

The student population we were trying to reach showed significant improvement with ELA and Math improvement on M-STEP. Equally important the confidence of the students grew.

Improve SEL Proficiency

Status: MAINTENANCE

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

Completion Date: 10/10/2025

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.

Resource Allocation Review:

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): Multi-Tiered System of Supports (MTSS) - PBIS (Behavior)

Owner: MiCIP ADMIN Oakland

Start Date: 06/23/2023

Due Date: 06/28/2024

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	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development in Classroom Management	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Lessons in Character

Owner: MiCIP ADMIN Oakland

Start Date: 06/23/2023

Due Date: 06/28/2024

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

- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

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

(3/3): CHAMPS Program by Safe and Civil Schools

Owner: MiCIP ADMIN Oakland

Start Date: 06/23/2023

Due Date: 06/28/2024

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:

- | | |
|--|--|
| <p>Method</p> <ul style="list-style-type: none"> • Presentations | <p>Audience</p> <ul style="list-style-type: none"> • 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	COMPLETE

Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 25.0% for Multi-tiered behavioral data (students with 0-1, 2-5, or 6+ office discipline referrals).		06/28/2024	COMPLETE

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Multi-Tiered System of Supports (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	COMPLETE
Professional Development in Classroom Management	MiCIP ADMIN Oakland	06/24/2023	06/29/2024	COMPLETE

Lessons in Character Activities

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

CHAMPS Program by Safe and Civil Schools 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	COMPLETE

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?:

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: Lessons in Character

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: Multi-Tiered System of Supports (MTSS) - PBIS (Behavior)

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

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 80.0% for School Climate Survey	06/29/2024	COMPLETE

Evaluate Goal: Impact Questions and Responses

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

A multi-year approach to being proactive while address behavioral concerns

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

In our fifth year, the schools have kept this a focus and have seen greater student agency and voice.

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

The intended target population has increased and enrollment has increased which shown a greater impact.

Impact - How did student outcomes improve?

Students have greater participation, engagement and the absentee rate has decreased.