

MICIP Portfolio Report

Outlook Academy

Goals Included

Active

- Improve Behavior

Buildings Included

Open-Active

- Outlook Academy
- Outlook Academy Youth Home Campus

Plan Components Included

Goal Summary

Strategy

Summary

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Activity Text

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MICIP Portfolio Report

Outlook Academy

Improve Behavior

Status: ACTIVE

Statement: Our goal is for students at Outlook Academy to consistently demonstrate behaviors that reflect being Determined, Always Respectful, Willing to do what it takes, and be Goal oriented, and Safe as assessed by behavior referrals, attendance records, surveys, and course completion. The desired outcome is a reduction in referrals, increase in attendance, and an increase in course completion.

Created Date: 06/01/2021

Target Completion Date: 07/30/2026

Strategies:

(1/5): Positive Behavioral Intervention and Support (PBIS)

Owner: Don Ivers

Start Date: 06/03/2021

Due Date: 07/31/2026

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: \$548.00

- Title I Part A (Federal Funds)
- ISD Reimbursement (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PBIS Training and Coaching	Don Ivers	08/12/2021	06/10/2026	ONTARGET
Activity Buildings:				
• Outlook Academy				
Incentives	Don Ivers	08/12/2021	06/10/2026	ONTARGET
Activity Buildings:				
• Outlook Academy				

(2/5): Mindfulness Based Social and Emotional Learning, MBSEL

Owner: Don Ivers

Start Date: 06/03/2021

Due Date: 06/30/2026

Summary: Mindfulness Based Social and Emotional Learning, MBSEL, is the missing piece in education. It ensures that we educate the whole child. MBSEL is as important as any other subject taught in school, in fact it is foundational and will help children to be successful students. It teaches skills to improve stress management, emotional regulation, improve attention, focus and concentration, as well as foster emotional well-being and a more positive outlook. Preliminary research indicates that cultivating these inner skills can improve interpersonal relationships, develop empathy, increase awareness of assumptions and biases, and help to nurture global stewardship. The intended purpose of providing mindfulness education in schools is to enhance inner resilience, self-awareness and self-regulation in students and staff, while creating safer, kinder, healthier, more supportive and productive schools and communities. MBSEL helps children to become critical thinkers and helps them to reach their full potential.

Buildings: All Active Buildings

Total Budget: \$23,655.00

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

Communication:

Method

- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Conditioning and training class each day of the school year	Don Ivers	06/03/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Music Therapy Weekly	Don Ivers	06/03/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Building Trusting Relationships

Owner: Don Ivers

Start Date: 06/03/2021

Due Date: 06/30/2026

Summary: "

Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners (U.S. Department of Education, 2010 and Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., 2005). Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equal partners and create the conditions for respectful relationships and partnerships (Henderson & Mapp, 2010). Developing trusting relationships requires two-way engagement to discuss and understand social norms and cultural capacities that can inform social institutions and families.

Research demonstrates the role trust plays in families' ability to advocate for their students, as it is essential for families to feel comfortable interacting with school staff. To foster strong relationships with families, schools can look at families through a strength-based lens (Caspe, Lopez, Chu, & Weiss, 2011). By working to capitalize on the strengths of families, schools can build the capacity of families to effectively support their child's education at home and in the community. Taking steps to establish these relationships and foster family engagement is critically important as research has shown that levels of family engagement are strongly predictive of students' long term, academic success (Mapp, 2018). To facilitate respect between educators and families, professionals must be aware of how their verbal, non-verbal skills and their intentional actions to form relationships with families. To support trusting relationships, it is important to establish policies and procedures to promote family engagement. Have adequate and welcoming spaces to engage families. Help support families and their basic needs. Connect families to each other, to the program/support staff and to other community institutions. Be intentional about hiring all staff and training them to promote effective staff-family interactions.

Buildings: All Active Buildings

Total Budget: \$39,901.00

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

Communication:

Method

- Other

Audience

- Community-at-Large
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Transition Services	Don Ivers	06/03/2021	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Capturing Kids' Hearts	Don Ivers	06/03/2021	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Don Ivers

Start Date: 06/03/2021

Due Date: 06/30/2026

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: \$19,609.00

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

Communication:

Method

- Presentations
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Homeless Set Aside	Don Ivers	06/03/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School Programming	Don Ivers	06/03/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Title Grant Facilitator	Don Ivers	06/03/2021	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): 23g Expanded Learning Time

Owner: Don Ivers

Start Date: 11/15/2023

Due Date: 07/29/2026

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: \$9,477.00

- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Expanded Learning Time (Math/reading Intervention & summer school)	Don Ivers	11/15/2023	07/29/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				