

MICIP Portfolio Report

Centreville Public Schools

Goals Included

Active

- Tier 1 Instruction
-

Buildings Included

Open-Active

- Centreville Elementary School
 - Centreville Junior/Senior High School
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Goal Summary

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MICIP Portfolio Report

Centreville Public Schools

Tier 1 Instruction

Status: ACTIVE

Statement: Our goal is to implement a highly effective Tier 1 instructional model that extends across all content areas to ensure student success.

Created Date: 06/17/2021

Target Completion Date: 06/30/2024

Data Story Name: Systems - 23g Grant

Initial Data Analysis: Our 2023 assessment results and data review continue to show a large percentage of students scoring below benchmark in both reading and math. NWEA MAP data indicates growth, but our M-STEP, PSAT, and SAT results show that Centreville students are scoring below the State average in many areas and our rank within St. Joseph County schools has declined. In general, our assessment data has “flat-lined” and in some cases shown a decline.

An initial analysis of MSTEP, STAR, and SAT data shows that a large percentage of our students are scoring below benchmark in both reading and mathematics. While some growth is noted, too many students are scoring below benchmark.

Current PBIS data shows successful implementation of Tier 1 strategies.

2019 results indicated a significant gap between economically disadvantaged and non-economically disadvantaged students. Complete 2021 MSTEP and SAT scores are needed to fully complete the analysis.

Initial Initiative Inventory and Analysis: 2023 Update: MiMTSS, SIOP, and NWEA continue.

The new K-6 reading curriculum was implemented in the Fall of 2022. That curriculum was extended to grades 7 and 8 in 2022 and to grade 9 in the Fall of 2023. A district-wide review/revision of our curriculum maps and guides is also underway.

After-school tutoring was added at the elementary school in the spring of 2023 and will be a K-12 focus in 2024. Summer school programming, which has been in place since 2021, will be updated and revised for the summer of 2024.

Two of the goals of our 2023-24 Strategic Plan are Student Success and Teaching and Learning. In addition, professional development has been restructured so that training is spread throughout the school year, rather than heavily scheduled prior to the beginning of the school year.

Current and anticipated initiatives: MIMTSS, SIOP, NWEA, new reading curriculum – grades K-6, new math curriculum – grades 7-11, PBIS.

These initiatives do connect to the district mission "to educate all students to succeed as

productive citizens in a global community," and to our district strategic plan which states that we exist "To educate and inspire ALL students in a positive, safe, and healthy learning environment."

Personnel involved: Superintendent, Principals, MTSS Coordinator, Curriculum Director, teachers, and staff.

Expected Outcome: Increased student achievement – a larger percentage of our students scoring at or above benchmark.

Evidence: formative and summative assessments, TFI (Tiered Fidelity Inventory), RTFI (Reading Tiered Fidelity Inventory), District Capacity Assessment.

Financial Commitment: Our district budget and use of federal and state grants indicate our commitment to student achievement.

Professional Development: Training in effective instructional strategies including MiMTSS training in interventions, PBIS – Check in-Check Out, NWEA Training, Acadience Mentorship Training, Reading and Math Coaches, SIOP training.

Gap Analysis: UPDATE: Our initial gap between the current and desired level of student achievement as well as the gap between our economically disadvantaged and non-economically disadvantaged students continues to be a concern.

The initial gap identified is the gap between the current level of students who are at or above benchmark on the MSTEP, STAR, SAT, and Acadience with our expected percentage of proficient students – 100%. Also identified is a gap between our economically and non-economically disadvantaged students. We plan to analyze 2021 SAT and MSTEP data for expected gaps between students who attended our virtual academy during the entirety of the 2020-21 school year and those who attended face-to-face, when allowable.

District Data Story Summary: 2023 Update: Additional initiatives include the addition of a Dean of Students at both the elementary and junior/senior high school, an ESL certified teacher, and a Special Education Director. Intervention continues to be a need at the junior/senior high school. A homework recovery time during lunch was added. Language arts and mathematics expositories continue at grades 7 and 8, but are loosely tied to individual student needs. Targeted after school tutoring is needed at both buildings.

Strengths uncovered through our data review include the training and systems that have been initiated through our partnership with MiBLSi, which began in January of 2019. Through our partnership, we have established elementary and junior/senior high school leadership teams, trained staff, initiated PBIS, added a reading coach at both the elementary and junior/senior high buildings, and a behavior coach at the elementary. In addition to MiMTSS initiatives, intervention services are provided to elementary students through our Title I/31A programs. Reading exploratory classes were introduced into our junior high school during the 2020-21 school year. A comprehensive summer school program was offered to K-12 students during the summer of 2021. Additional intervention/supports are needed at the junior/senior high school to address reading and math

achievement gaps. Currently there are no duplicate services, programs, or supports attempting to address the same problem.

Funding: District, state, and federal funds are braided to meet the needs of all students, keeping in mind the intent, purpose, and limitations of the individual grants and initiatives.

Strategies:

(1/12): MTSS Framework (General)

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/30/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PLC Secondary focus on MTSS within departments.	Aaron Hartong	07/01/2021	06/30/2024	COMPLETE
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Centreville Junior/Senior High School 				
Grades K-6: Title I and 31A support in classrooms with guided instruction and co-teaching. Title I support in a pull-out and/or virtual setting with guided instruction, Corrective Reading, Reading Mastery, 6-Minute Solutions, Phonics for Reading, PALS, and REWARDS.	Dennis Kirby	07/01/2021	06/30/2024	COMPLETE
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Centreville Elementary School 				
District Leadership Team members will meet monthly and participate in the District Capacity Assessment (DCA).	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Superintendent, Title I Director/Curriculum Director, and MTSS Coordinator will attend Michigan Association of State and Federal Program Specialists (MASFPS) Fall and Winter Institutes. Training to include instructional strategies, parent and family engagement, monitoring and compliance, school improvement.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Elementary and Secondary School Leadership Teams will meet monthly.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLC Elementary focus on MTSS in classroom(s) as grade levels teams.	Dennis Kirby	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Centreville Elementary School 				
Teacher Training in research-based teaching strategies.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Junior and senior high teachers will receive training in the implementation of literacy instruction in the content area classroom.	Aaron Hartong	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> Centreville Junior/Senior High School 				
All teachers will receive	Cathy	07/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
training in the implementation of MiMTSS Intervention Systems and Reading Strategies as part of our district-wide MTSS system.	Carpenter			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Junior high and high school teachers will be trained in the use of Acadience and Rewards	Aaron Hartong	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> • Centreville Junior/Senior High School				
After school tutoring for students who need assistance with core academic classes. Transportation will be provided for at-risk students.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Credit Recovery is available for students in grades 7 - 12 during the regular school year and through summer school.	Aaron Hartong	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> • Centreville Junior/Senior High School				

(2/12): Positive Behavioral Intervention and Support (PBIS)

Owner: Cathy Carpenter

Start Date: 07/01/2021

Due Date: 06/30/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary and Secondary PBIS Building Coaches will support teachers and students in Tier 1 school-wide PBIS.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Strengthening Tier 1 PBIS (Check progress through Tiered-Fidelity Inventory (TFI).	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Elementary and Secondary Check-In, Check-Out (CICO)	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District and School Leadership Team members will review PBIS data.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District and School Leadership Team members will review PBIS data.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The School-wide Information System (SWIS) will be implemented to support the collection of	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
discipline referral data for problem solving.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/12): Guaranteed and Viable Curriculum

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers will be trained on the implementation of a new math curriculum in grades 7-12. Alignment of grade level standards and SLOs will be reviewed and revised based on the new curriculum.	Aaron Hartong	07/01/2021	06/30/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Centreville Junior/Senior High School 				
Teachers will receive training in the creation and use of virtual curriculum and supporting virtual platforms, to provide individual and classroom instruction as part of daily instruction.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
PLCs will be used to receive training and/or to	Barb Lester	07/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
collaborate on curriculum across grade levels and departments.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The vertical and horizontal alignment of our curriculum will be reviewed using results from the NWEA Growth assessments.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will be trained on the implementation of a new reading curriculum. Alignment of grade level standards and SLOs will be reviewed and revised based on the new curriculum.	Dennis Kirby	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Centreville Elementary School 				

(4/12): Essential Coaching Practices for Elementary Literacy

Owner: Dennis Kirby

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy

- 1) Coaches have specialized literacy knowledge and skills beyond initial teacher preparation
- 2) Effective literacy coaches apply adult learning principles.
- 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships
- 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators.
- 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning.
- 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels
- 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Centreville Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Literacy coaching support through building level reading coaches.	Dennis Kirby	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Coaching support in reading essentials through SJCISD and KRESA Literacy Coach.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/12): Impact of Mathematics coaching

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary:

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional coaching for K-6 math teachers in Math Recovery and research-based teaching strategies.	Dennis Kirby	07/01/2021	06/30/2024	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> Centreville Elementary School 				
Teachers will receive training and guidance from an Instructional Coach to support implementation of the Reveal math program. Coaching will focus on effective instructional and assessment practices, small group instruction, and the effective use of technology in math instruction.	Chad Brady	07/01/2021	06/30/2024	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> Centreville Junior/Senior High School 				

(6/12): Sheltered Instruction Observation Protocol (SIOP)

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary: The media resources were developed by a partnership involving the Success for All Foundation and world class children’s television producers Sesame Workshop and Sirius Thinking. The games and activities are fun and engaging as well as effective. In a 2017 Johns Hopkins University study, students in Lightning Squad doubled student’s rate of growth in reading compared to similar students who did not receive tutoring.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers and members of the school leadership team will be trained in SIOP.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All students will receive instruction through the SIOP protocols.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
All students will receive instruction through the SIOP protocols.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/12): Safe, Nurturing Environment for All Students

Owner: Chad Brady

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary: Grounded in a safe, orderly, and respectful environment for students, the district addresses students’ social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
A Title I Set-Aside will provide for school-related costs, additional educational support, and the transportation needs for homeless students enrolled in our district.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Training in and implementation of restorative practices, effective classroom techniques and strategies, and problem-solving strategies and practices that are applicable for use in resolving student behavior concerns.	Chad Brady	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identified students will receive social/emotional support to enhance academic performance.	Chad Brady	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Staff will receive training in the awareness of, and effective practices of working with students in trauma.	Chad Brady	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(8/12): Families as Supported Partners

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary: "Authentic family engagement recognizes that all families, regardless of income, education, or cultural background, are involved in their children’s learning and want their children to do well. Supports for families should be offered along a continuum that reflects the importance of meeting families where they are and supporting their engagement based on their child’s needs (Epstein, 1995). Supporting families as partners in their child’s education includes establishing a shared awareness of the strengths and challenges families face. It also acknowledges the importance of supporting parenting skills and establishing a shared understanding of best practices in supporting child and adolescent development. Supporting families as partners in their child’s growth, development and learning requires tailoring of supports as these differ for children as they proceed from early childhood through high school and beyond. Programs and schools support families by providing adequate resources and funding for activities, training, and staffing to engage with families (Mapp, & Kuttner, 2013).

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will participate in training, and create a plan for communicating with, and engaging parents in the literacy development of their children, consistent with the requirements of the third grade reading law.	Dennis Kirby	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Centreville Elementary School 				
Parents will receive information regarding their child’s reading progress, reading development activities at home, Family Reading and Math Nights, individual reading intervention plans, and the use of technology.	Dennis Kirby	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> Centreville Elementary School 				
Parents will be encouraged to participate in school and	Chad Brady	07/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
district level activities such as parent nights, parent advisories, task forces, and climate and culture surveys.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/12): Data-Based, Decision Making

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/30/2024

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Multiple sources of data will be used to inform and evaluate instruction by developing an assessment system that includes screening, diagnostics, progress monitoring, and summative results.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Resources such as classroom assessments, Acadience, STAR, and NWEA Growth, M-STEP, SAT, and PSAT will be used by all staff to support instructional decisions.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Kindergarten teachers will receive training and will implement the use of the Kindergarten Readiness Assessment (KRA).	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> Centreville Elementary School 				
Data review teams will meet 3 times per year with instructional leaders, MIMTSS/MTSS Coordinator, and instructional coaches to review benchmark data	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and plan instruction.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Teachers will receive training in the effective selection and use of online/virtual assessments such as NWEA, Acadience, and Star.	Barb Lester	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PLCs will be used to receive training and/or to collaborate on assessments, data, student achievement, and/or grading practices.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
SWIS data will be used at monthly School Leadership Team meetings and shared with the full staff during monthly staff meetings. The data will be used to strengthen consistency in reporting behavioral incidences and general problem-solving.	Cathy Carpenter	07/01/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(10/12): 23g Expanded Learning Time

Owner: Cathy Carpenter

Start Date: 10/30/2023

Due Date: 06/30/2024

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Expanded Learning Time - Summer School A four to six week summer program for students in grades K-10 who are not on benchmark in reading and/or math, based on NWEA and M-STEP assessments. Program will be an activity-based camp type format with highly qualified teachers and instruction in reading, math, and core academic content areas. Ten teachers, content materials and supplies, incentives, and food. Transportation will also be provided, as needed, to support students in accessing the expanded learning time. Program will be directed by Meredith Spicer, Special Education Director, and Cathy Carpenter our MTSS Coordinator.	Cathy Carpenter	10/30/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Expanded Learning Time - In-School Programming - Focused homeroom/study skills class focused on M-STEP remediation in reading and math. Existing homeroom and enrichment classes will use a purchased assessment and remediation program which will focus on standards-based assessments, identification of skill gaps, and remediation of identified topics and standards. Costs of purchased program(s), teacher training. Program will be directed by Meredith Spicer, Special Education Director and Cathy Carpenter, MTSS Coordinator.</p>	<p>Cathy Carpenter</p>	<p>10/30/2023</p>	<p>06/30/2024</p>	<p>ONTARGET</p>
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(11/12): 23g Tutoring

Owner: Cathy Carpenter

Start Date: 10/30/2023

Due Date: 06/30/2024

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tutoring: After school tutoring for students in grades K-12 who are not on benchmark and who are at-risk for failure to successfully complete course requirements in grades 7-12. Tutoring will be held for one hour, 2-4 afternoons per week, with transportation available. Tutoring will be provided by certified teachers and will focus on foundational skills in reading and math in grades K-6, and content area skills in grades 7-12. Twelve teachers, transportation costs, snacks, supplementary materials. Program will be directed by Meredith Spicer, our Special Education Director, and Cathy Carpenter our MTSS Coordinator	Cathy Carpenter	10/30/2023	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(12/12): 23g Intensive, Individualized Support

Owner: Cathy Carpenter

Start Date: 10/30/2023

Due Date: 06/30/2024

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings

- Centreville Junior/Senior High School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Intensive, Individualized Support: Targeted intervention in reading and math for students in grades 7 and 8. Interventions will take place during the school day in targeted language arts and mathematics exploratory classes. Interventions will focus on foundational skills as well as current course content. Research-based programs will be purchased and instruction provided by highly qualified certified teachers. Costs for supplementary materials. Program will be directed by Cathy Carpenter, our MTSS Coordinator.	Cathy Carpenter	10/30/2023	06/30/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan