

MICIP Portfolio Report

Centreville Public Schools

Goals Included

Active

- Tier 1 Instruction

Buildings Included

Open-Active

- Centreville Elementary School
- Centreville Junior/Senior High School

Plan Components Included

Goal Summary

Data

Data Set

Data Story

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Impact Notes

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Adjustment Notes

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Impact Questions & Responses

Responses

Evidence

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: 06/29/2027

Data Set Name: test Copy

Name	Data Source
Preliminary M-STEP Scores 2021	District Determined
STAR Screening Report - Spring 2021	STAR Assessment
2019 MSTEP Report	District Determined
PBIS Installation Checklist	District Determined
SAT Scores 2018, 2019, 2020	District Determined
2022 M-STEP, PSAT, SAT Test Results	District Determined
Spring 2023 M-STEP, PSAT, SAT Data	District Determined
2023 Centreville District Data Review	District Determined
Spring 2024 NWEA Progress Report	NWEA
NWEA Progress Report Fall 2021 - Spring 2025	NWEA
Spring 2024 M-STEP and SAT data.	District Determined
NWEA Progress Report	NWEA
2025 M-STEP, SAT, PSAT RESULTS	District Determined

Data Story Name: Systems - 23g Grant

Initial Data Analysis: The Spring 2026 NWEA Progress Report includes a comparison of NWEA reading and math cohort data from the Fall of 2021 to the Spring of 2026. Math and reading data show consistent fall to spring growth at grades K-12. Also included in the Spring 2026 NWEA progress report is a comparison of Centreville Mean Reading and Math Score Data with NWEA Norms. This report illustrates that Centreville students scored above NWEA norms on the following: Math at Grades K, 2, 3, 6, 7, 8, 9, 10, 11, and 12; Reading at Grades K-2 and 4-12. Fall, Winter, and Spring distribution of scores charts are also included in the report.

We are currently awaiting Spring 2026 testing data for M-STEP, PSAT, SAT, and WorkKeys. Our 2025 M-STEP and SAT 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 “fat-lined” and in some cases shown a decline. An initial analysis of MSTEP, NWEA, 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.

The Spring 2025 NWEA Progress Report includes a comparison of NWEA reading and math cohort data from the Fall of 2021 to the Spring of 2025. Math and reading data shows consistent fall to spring growth at grades K-12. Also included in the Spring 2024 NWEA progress report is a comparison of Centreville Mean Reading and Math Score Data with NWEA Norms. This report illustrates that Centreville students scored above NWEA norms on the following: Math and Reading at Grades K, 1, 7, 8, 9, 10, 11, and 12, Math at Grades 2, and Reading at Grade 6.

We are currently awaiting Spring 2025 testing data for M-STEP, PSAT, SAT, and WorkKeys. Our 2024 M-STEP and SAT 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 “fat-lined” and in some cases shown a decline. An initial analysis of MSTEP, NWEA, 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.

The Spring 2024 NWEA Progress Report includes a comparison of NWEA reading and Math cohort data from the Fall of 2021 to the Spring of 2024. Math data shows consistent fall to spring growth at grades K-12. With the exception of grades 8 and 9, reading data also shows steady growth.

Also included in the Spring 2024 NWEA progress report is a comparison of Centreville Mean Reading and Math Score Data with NWEA Norms. This report illustrates that Centreville students scored above NWEA norms on the following:

Math and Reading at Grades K, 1, 7, 8, 10, 11, and 12
Math at Grades 2 and 9
Reading at Grade 6

We are currently awaiting Spring 2024 testing data for M-STEP, PSAT, SAT, and WorkKeys. 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: 2026 Update: MiMTSS, SIOP, and NWEA continue.

During the 2025-26 school year, the UFLI Early Literacy program was implemented at kindergarten through grade 2. The review of our elementary math curriculum continued, two math programs were piloted, and the district adopted the Amplify Math program. Implementation will begin in 2026-27.

A district-wide review/revision of our curriculum maps and guides is an ongoing process.

After-school tutoring was added at the elementary school in the spring of 2023 and continued in 2024 and 2025. Grades 7 and 8 were added in the spring of 2025.

Accelerated learning was the focus of both the 2024 and 2025 after-school tutoring.

Summer School 2024 featured a number of cross curricular camp type programs.

Students were engaged in music, STEM, art, math, reading, and outdoor learning activities.

Our junior/senior high homework recovery time was expanded to a FOCUS ROOM in the second semester of the 24-25 school year. The FOCUS ROOM was again utilized during the 2025-26 school year for at-risk students. Our goal is to hire an interventionist to further expand the assistance available for students.

Two of the goals of our Strategic Plan are Student Success and Teaching and Learning. In addition, professional development was restructured so that training was spread throughout the school year, rather than heavily scheduled prior to the beginning of the school year. Curriculum development, grading practices, use of data, and instructional practices were the focus of 2025-26 professional development.

2025 Update: MiMTSS, SIOP, and NWEA continue. A 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. During the 2024-25 school year, our elementary school reviewed the 2025 SAVVAS and UFLI Early Literacy programs and recommended the implementation of the UFLI program at kindergarten through grade 2. A review of our elementary math curriculum is also in process.

A district-wide review/revision of our curriculum maps and guides is nearly complete.

After-school tutoring was added at the elementary school in the spring of 2023 and continued in 2024 and 2025. Grades 7 and 8 were added in the spring of 2025.

Accelerated learning was the focus of both the 2024 and 2025 after-school tutoring. Our junior/senior high homework recovery time was expanded to a FOCUS ROOM in the second semester of the 24-25 school year. Summer School 2024 featured a number of cross curricular camp type programs. Students were engaged in music, STEM, art, math, reading, and outdoor learning activities.

Two of the goals of our 2024-25 Strategic Plan are Student Success and Teaching and Learning. In addition, professional development was restructured so that training was spread throughout the school year, rather than heavily scheduled prior to the beginning of the school year. Curriculum development, grading practices, use of data, and instructional

practices were the focus of 2024-25 professional development.

2024 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 2024. Accelerated learning was the focus of 2024 after-school tutoring. A homework recovery time was added at grades 7-12 during the 2023-24 school year, but we continue to work toward an after-school tutoring program at grades 7-12. Summer School 2024 will feature a number of cross curricular camp type programs. Students will be engaged in music, STEM, art, math, reading, and outdoor learning activities.

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

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.

Resource Allocation Review:

Gap Analysis: 2026 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.

2025 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: 2025-26 Update: Intervention continues to be a need at the junior/senior high school. During the second semester of the 2024-25 school year, our homework recovery time during lunch was expanded to a full-day “Focus Room” program which provided academic support to students. Our plan is to add an interventionist at the jr/sr high school level to further support our at-risk students. The elementary school has implemented the UFLI Early Literacy program to address the needs at the early elementary grades. A concern with continuing low M-STEP scores at the third grade level in particular, will result in a review of our current intervention strategies at the upper grade levels.

2024-25 Update: Intervention continues to be a need at the junior/senior high school. During the second semester of the 2024-25 school year, our homework recovery time during lunch was expanded to a full-day “Focus Room” program which provided academic support to students. The elementary school has approved the UFLI Early Literacy program to address the needs at the early elementary grades. A concern with continuing low M-STEP scores at the third grade level in particular, will result in a review of our current intervention strategies at the upper grade levels.

2023-24 Update: Additional initiatives include the addition of a Dean of Students at both

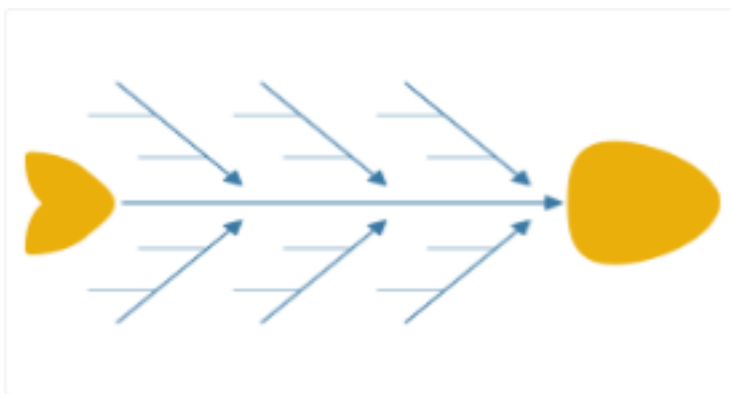
the elementary and junior/senior high school, an ESL certified teacher, and a Special Education Director. Intervention continues to be a need at the junior/senior high school. A homework recovery time during lunch was added. Language arts and mathematics expositories continue at grades 7 and 8, but are loosely tied to individual student needs. Targeted after school tutoring at the elementary school focused on accelerated learning. A consistent after-school program is still needed in grades 7-12.

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.

Analysis:

Root Cause



Summary of Fishbone discovery:

The Fishbone discovery showed the need for additional professional development in effective instructional strategies and building relationships. The Fishbone discovery also indicated the need to examine the vertical and horizontal alignment of our curriculum, focus on building student foundational skills, provide additional support services and accurate placement of students, review current texts, and strengthen the belief that all students can learn.

Supporting Documents

Document Name	Document Summary	Upload Date
Centreville Fishbone Diagram	The Fishbone diagram illustrates the root causes to our challenge statement: Students are scoring below benchmark in reading and math.	07/01/2021

Challenge Statement: Challenge statement: Our challenge is to increase the percentage of students who are achieving at or above benchmark.

Strategies:

(1/13): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/29/2027

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: \$131,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PLC Secondary focus on MTSS within departments.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
Activity Buildings: • Centreville Junior/Senior High School				
PLC Elementary focus on MTSS within departments.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
Centreville Elementary School				
District Leadership Team members will meet monthly and participate in the District Capacity Assessment (DCA).	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
<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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Elementary and Secondary School Leadership Teams will meet monthly.	Cathy Carpenter	07/01/2021	06/29/2027	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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> Centreville Elementary School				
Teacher Training in research-based teaching strategies.	Barb Lester	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<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.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
<i>Activity Buildings:</i> • Centreville Junior/Senior High School				
All teachers will receive training in the implementation of MiMTSS Intervention Systems and Reading Strategies as part of our district-wide MTSS system.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
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	06/29/2027	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.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
<i>Activity Buildings:</i> • Centreville Junior/Senior High School				
Jr/Sr High Intervention - A Focus Room will be added at the junior/senior high to provide students	Matthew Henningsen	01/20/2025	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
with skill development as well as assistance with class assignments and assessments.				
<i>Activity Buildings:</i> 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 setting with Reading Mastery, 6-Minute Solutions, Phonics for Reading,	Dennis Kirby	08/18/2025	06/29/2027	ONTARGET
<i>Activity Buildings:</i> Centreville Elementary School				
Elementary and Jr/Sr High Teachers will be trained in the awareness and implementation of the requirements of the Dyslexia Law, P.A. 146	Cathy Carpenter	02/18/2026	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/13): Positive Behavioral Intervention and Supports (PBIS)

Owner: Cathy Carpenter

Start Date: 07/01/2021

Due Date: 06/29/2027

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: \$3,500.00

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

Communication:

Method

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

Audience

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

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	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Strengthening Tier 1 PBIS (Check progress through Tiered-Fidelity Inventory (TFI).	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Elementary and Secondary Check-In, Check-Out (CICO)	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
District and School Leadership Team members will review PBIS data.	Cathy Carpenter	07/01/2021	06/29/2027	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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The School-wide Student Information System (PowerSchool) will be implemented to support the collection of discipline referral data for problem solving.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/13): Guaranteed and Viable Curriculum

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/29/2027

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

Total Budget: \$34,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Community-at-Large
• Presentations	• Educators
• District Website Update	• Staff
• Parent Newsletter	• School Board
• Social Media	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teachers continue the implementation of our math curriculum in grades 7-12. Alignment of grade level standards and curriculum maps will be reviewed and revised based on the curriculum.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
Centreville Junior/Senior High School				
PLCs will be used to receive training and/or to collaborate on curriculum across grade levels and departments.	Barb Lester	07/01/2021	06/29/2027	ONTARGET
<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	06/29/2027	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 curriculum maps will be reviewed and revised based on the curriculum. K-2 will revise curriculum maps to include UFLI.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
<i>Activity Buildings:</i> Centreville Elementary School				
UFLI - UFLI Early Literacy Program will be implemented in kindergarten - grade 2 at the elementary school. Teachers will receive training prior to the beginning of the 2025-26 school year and will be supported during the implementation by KRESA Literacy Coaches.	Cathy Carpenter	06/02/2025	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> Centreville Elementary School				
Review of Elementary Math Program - Teachers will review available math curriculums for piloting during the 2025-26 school year.	Cathy Carpenter	01/06/2025	06/29/2027	ONTARGET
<i>Activity Buildings:</i> Centreville Elementary School				
Elementary Math Program - Following a pilot of two math programs, Amplify Math was selected, and teachers were trained for the 2026-27 implementation.	Dennis Kirby	06/01/2026	06/29/2027	ONTARGET
<i>Activity Buildings:</i> Centreville Elementary School				

(4/13): Essential Coaching Practices for Elementary Literacy

Owner: Dennis Kirby

Start Date: 07/01/2021

Due Date: 06/25/2027

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 district and building literacy leadership teams.

Buildings

- Centreville Elementary School

Total Budget: \$20,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Literacy coaching support through building level reading coaches.	Dennis Kirby	07/01/2021	06/25/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy Coaching support in reading essentials through SJCISD and KRESA Literacy Coach.	Cathy Carpenter	07/01/2021	06/25/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/13): Mathematics Coaching

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/29/2027

Summary: By empowering teachers with the support of math coaches, schools can enhance instructional quality, build teacher capacity, and ultimately improve student outcomes in mathematics. This strategy ensures that math coaching is purposeful, collaborative, and aligned with the district's overarching goals for academic success. Math coaches provide professional development, model effective teaching strategies, co-plan lessons, and support data-driven decision-making. Math coaches foster a growth mindset, promote equitable practices, and empower teachers to create engaging and effective learning experiences that build students' mathematical understanding and confidence. Their role is non-evaluative, focusing on partnership and continuous improvement.

Buildings: All Active Buildings

Total Budget: \$15,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional coaching for K-6 math teachers in research-based teaching strategies.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
Activity Buildings: • Centreville Elementary School				
Teachers will receive training and guidance from an Instructional Coach to support continued implementation of the Reveal math program. Coaching will focus on effective instructional and assessment practices, small group instruction,	Chad Brady	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and the effective use of technology in math instruction.				
<i>Activity Buildings:</i> Centreville Junior/Senior High School				
Instructional Coaching in math will focus on the implementation of the Amplify Math Program	Dennis Kirby	06/01/2026	06/29/2027	ONTARGET
<i>Activity Buildings:</i> Centreville Elementary School				

(6/13): Sheltered Instruction Observation Protocol (SIOP) Model of Instruction

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/29/2027

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: \$20,000.00

- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

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	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
All students will receive instruction through the SIOP protocols.	Barb Lester	07/01/2021	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(7/13): Safe, Nurturing Environment for All Students

Owner: Chad Brady

Start Date: 07/01/2021

Due Date: 06/29/2027

Summary: Creating a safe learning environment for students is essential to their academic success and personal development. By fostering positive relationships, establishing clear and consistent expectations, and addressing emotional and physical safety, schools can provide a space where students feel respected, supported, and empowered. Incorporating restorative practices, promoting inclusivity, and engaging families and the community further enhance this environment, ensuring that every student has the opportunity to thrive in a nurturing and secure setting.

Buildings: All Active Buildings

Total Budget: \$57,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• Other	• Staff
• Presentations	• Parents

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	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Training in and implementation of 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	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Identified students will	Chad Brady	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
receive social/emotional support to enhance academic performance.				
<i>Activity Buildings:</i> 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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(8/13): Families as Supported Partners

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/29/2027

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

Total Budget: \$1,000.00

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

Communication:

Method	Audience
• Presentations	• Staff
• Brochure	• School Board
• Parent Newsletter	• Parents
• Social Media	

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	06/29/2027	ONTARGET
Activity Buildings: • Centreville Elementary School				
Parents will receive	Dennis	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
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.	Kirby			
<i>Activity Buildings:</i> Centreville Elementary School				
Parents will be encouraged to participate in school and district level activities such as parent nights, parent advisories, task forces, and climate and culture surveys.	Chad Brady	07/01/2021	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/13): Data-Based Decision-Making

Owner: Barb Lester

Start Date: 07/01/2021

Due Date: 06/29/2027

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

Total Budget: \$15,000.00

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

Communication:

Method

- MI School Data
- Other
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

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	06/29/2027	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. Beginning with	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
the 2024-25 school year, STAR is no longer used as a building level assessment.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data review teams will meet 3 times per year with instructional leaders, MIMTSS/MTSS Coordinator, and instructional coaches to review benchmark data and plan instruction.	Cathy Carpenter	07/01/2021	06/29/2027	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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PowerSchool and Panorama 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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(10/13): 23g Expanded Learning Time

Owner: Cathy Carpenter

Start Date: 10/30/2023

Due Date: 06/29/2027

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: \$90,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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. The summer program was held in the summer of 2024, but did not occur in the summer of 2025.	Cathy Carpenter	10/30/2023	06/29/2027	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Expanded Learning Time - In-School Programming - At the junior/senior high a "focus room" was added to provide skills intervention and acceleration focused on course assignments, assessments, and course	Cathy Carpenter	10/30/2023	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
completion. At the elementary school, a computer-based assessment and remediation program which will focus on standards-based assessments, identification of skill gaps, and remediation of identified topics and standards was added in 2024-25. Costs of purchased program(s), teacher training. Program will be directed by Meredith Spicer, Special Education Coordinator, and Cathy Carpenter, MTSS Coordinator.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(11/13): 23g Tutoring

Owner: Cathy Carpenter

Start Date: 10/30/2023

Due Date: 06/29/2027

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

Total Budget: \$25,000.00

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

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

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 and acceleration in reading and math in grades K-6, and content area skills in grades 7-12. Teachers, transportation costs, snacks, supplementary materials. Program will be directed by Bethany Bauman-Baker, EL Teacher/Coordinator, and Cathy Carpenter our MTSS Coordinator	Cathy Carpenter	10/30/2023	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(12/13): 23g Intensive, Individualized Support

Owner: Cathy Carpenter

Start Date: 10/30/2023

Due Date: 06/29/2027

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

Total Budget: \$10,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

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

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Intensive, Individualized Support: Targeted accelerated 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	06/29/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(13/13): Organization: Infrastructure - Organizational Structure

Owner: Chad Brady

Start Date: 06/09/2025

Due Date: 06/29/2027

Summary: Develop and implement an organizational structure that outlines expectations for effective implementation, sustainability, and enhancement of practices.

Buildings: All Active Buildings

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Ensure departments within the district uphold a high standard, meet stakeholder satisfaction and are efficient..	Chad Brady	06/09/2025	06/29/2027	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 10.0% for 2019 MSTEP Report		06/29/2027	ONTARGET

Impact Notes

Date	Note	Author
06/09/2025	Evidence of progress made on interim and end targets was reviewed and the data story was updated. Individual strategies were reviewed, revised, and updated.	Barb Lester
04/18/2024	Evidence of progress made on interim and end targets will be added at the end of the school year.	Barb Lester

Date	Note	Author
06/13/2023	Our District Strategic Plan was revised during the 2022-23 school year and now includes our MICIP goal and many MICIP strategies and activities.	Barb Lester
06/13/2023	Our end of year NWEA testing results continue to demonstrate improvement. We are still awaiting results on M-STEP, PSAT, SAT, etc.	Barb Lester

Adjust Notes

Date	Note	Author
06/17/2026	We have reviewed our goal, strategies, activities, and assessment data. We continue to consider the effectiveness of our current interventions. While progress has been made, we have not fully met our goals and we continue to explore alternative strategies and programming.	Barb Lester
05/21/2024	We have reviewed our goal, strategies, and activities. We have also reviewed our assessment data. At this time, we believe that we have the correct goals and strategies and that we have made progress, but we have not fully met our goals. Our next task is to review and update our data story, review our goal, adjust our strategies and activities, and adjust our due dates.	Barb Lester

Activity Status:

Multi-Tiered System of Supports (MTSS) Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
PLC Secondary focus on MTSS within departments.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
PLC Elementary focus on MTSS within departments.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
District Leadership Team members will meet monthly and participate in the District Capacity Assessment (DCA).	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
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	06/29/2027	ONTARGET
Elementary and Secondary School Leadership Teams will meet monthly.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
PLC Elementary focus on MTSS in classroom(s) as grade levels teams.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
Teacher Training in research-based teaching strategies.	Barb Lester	07/01/2021	06/29/2027	ONTARGET
Junior and senior high teachers will receive training in the implementation of literacy instruction in the content area classroom.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
All teachers will receive training in the implementation of MiMTSS Intervention Systems and Reading Strategies as part of our district-wide MTSS system.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
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	06/29/2027	ONTARGET
Credit Recovery is available for students in grades 7 - 12 during the regular school year and through summer school.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
Jr/Sr High Intervention - A Focus Room will be added at the junior/senior high to provide students with skill development as well as assistance with class assignments and assessments.	Matthew Henningsen	01/20/2025	06/29/2027	ONTARGET
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 setting with Reading Mastery, 6-Minute Solutions, Phonics for Reading,	Dennis Kirby	08/18/2025	06/29/2027	ONTARGET
Elementary and Jr/Sr High Teachers will be trained in the awareness and implementation of the requirements of the Dyslexia Law, P.A. 146	Cathy Carpenter	02/18/2026	06/29/2027	ONTARGET

Positive Behavioral Intervention and Supports (PBIS) 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	06/29/2027	ONTARGET
Strengthening Tier 1 PBIS (Check progress through Tiered-Fidelity Inventory (TFI)).	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
Elementary and Secondary Check-In, Check-Out (CICO)	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
District and School Leadership Team members will review PBIS data.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
District and School Leadership Team members will review PBIS data.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
The School-wide Student Information System (PowerSchool) will be implemented to support the collection of discipline referral data for problem solving.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Teachers continue the implementation of our math curriculum in grades 7-12. Alignment of grade level standards and curriculum maps will be reviewed and revised based on the curriculum.	Matthew Henningsen	07/01/2021	06/29/2027	ONTARGET
PLCs will be used to receive training and/or to collaborate on curriculum across grade levels and departments.	Barb Lester	07/01/2021	06/29/2027	ONTARGET
The vertical and horizontal alignment of our curriculum will be reviewed using results from the NWEA Growth assessments.	Barb Lester	07/01/2021	06/29/2027	ONTARGET
Teachers will be trained on the implementation of a new reading curriculum. Alignment of grade level standards and curriculum maps will be reviewed and revised based on the curriculum. K-2 will revise curriculum maps to include UFLI.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
UFLI - UFLI Early Literacy Program will be implemented in kindergarten - grade 2 at the elementary school. Teachers will receive training prior to the beginning of the 2025-26 school year and will be supported during the implementation by KRESA	Cathy Carpenter	06/02/2025	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Literacy Coaches.				
Review of Elementary Math Program - Teachers will review available math curriculums for piloting during the 2025-26 school year.	Cathy Carpenter	01/06/2025	06/29/2027	ONTARGET
Elementary Math Program - Following a pilot of two math programs, Amplify Math was selected, and teachers were trained for the 2026-27 implementation.	Dennis Kirby	06/01/2026	06/29/2027	ONTARGET

Essential Coaching Practices for Elementary Literacy Activities

Activity	Owner	Start Date	Due Date	Status
Literacy coaching support through building level reading coaches.	Dennis Kirby	07/01/2021	06/25/2027	ONTARGET
Literacy Coaching support in reading essentials through SJCISD and KRESA Literacy Coach.	Cathy Carpenter	07/01/2021	06/25/2027	ONTARGET

Mathematics Coaching Activities

Activity	Owner	Start Date	Due Date	Status
Instructional coaching for K-6 math teachers in research-based teaching strategies.	Dennis Kirby	07/01/2021	06/29/2027	ONTARGET
Teachers will receive training and guidance from an Instructional Coach to support continued implementation of the Reveal math	Chad Brady	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
program. Coaching will focus on effective instructional and assessment practices, small group instruction, and the effective use of technology in math instruction.				
Instructional Coaching in math will focus on the implementation of the Amplify Math Program	Dennis Kirby	06/01/2026	06/29/2027	ONTARGET

Sheltered Instruction Observation Protocol (SIOP) Model of Instruction 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	06/29/2027	ONTARGET
All students will receive instruction through the SIOP protocols.	Barb Lester	07/01/2021	06/29/2027	ONTARGET

Safe, Nurturing Environment for All Students 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	06/29/2027	ONTARGET
Training in and implementation of effective classroom techniques and strategies, and problem-solving strategies and practices	Chad Brady	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
that are applicable for use in resolving student behavior concerns.				
Identified students will receive social/emotional support to enhance academic performance.	Chad Brady	07/01/2021	06/29/2027	ONTARGET
Staff will receive training in the awareness of, and effective practices of working with students in trauma.	Chad Brady	07/01/2021	06/29/2027	ONTARGET

Families as Supported Partners 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	06/29/2027	ONTARGET
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	06/29/2027	ONTARGET
Parents will be encouraged to participate in school and district level activities such as parent	Chad Brady	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
nights, parent advisories, task forces, and climate and culture surveys.				

Data-Based Decision-Making 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	06/29/2027	ONTARGET
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. Beginning with the 2024-25 school year, STAR is no longer used as a building level assessment.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
Data review teams will meet 3 times per year with instructional leaders, MIMTSS/MTSS Coordinator, and instructional coaches to review benchmark data and plan instruction.	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET
PLCs will be used to receive training and/or to collaborate on assessments, data,	Cathy Carpenter	07/01/2021	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
student achievement, and/or grading practices.				
PowerSchool and Panorama 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	06/29/2027	ONTARGET

23g Expanded Learning Time 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. The summer program was held in the summer of 2024, but did not occur in the summer of 2025.	Cathy Carpenter	10/30/2023	06/29/2027	COMPLETE
Expanded Learning Time - In-School Programming - At the junior/senior high a "focus room" was added to provide skills intervention and acceleration focused on course assignments, assessments, and course completion. At the elementary school, a	Cathy Carpenter	10/30/2023	06/29/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
computer-based assessment and remediation program which will focus on standards-based assessments, identification of skill gaps, and remediation of identified topics and standards was added in 2024-25. Costs of purchased program(s), teacher training. Program will be directed by Meredith Spicer, Special Education Coordinator, and Cathy Carpenter, MTSS Coordinator.				

23g Tutoring 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 and acceleration in reading and math in grades K-6, and content area skills in grades 7-12. Teachers, transportation costs, snacks, supplementary materials. Program will be directed by Bethany Bauman-Baker, EL Teacher/Coordinator, and Cathy Carpenter our MTSS Coordinator	Cathy Carpenter	10/30/2023	06/29/2027	ONTARGET

23g Intensive, Individualized Support Activities

Activity	Owner	Start Date	Due Date	Status
Intensive, Individualized Support: Targeted accelerated 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	06/29/2027	ONTARGET

Organization: Infrastructure - Organizational Structure Activities

Activity	Owner	Start Date	Due Date	Status
Ensure departments within the district uphold a high standard, meet stakeholder satisfaction and are efficient..	Chad Brady	06/09/2025	06/29/2027	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

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

Date	Note	Author
04/30/2024	23g funds will be used for our 2024 summer learning program.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	An activity-based summer program is scheduled for the summer of 2024.	Barb Lester

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

Date	Note	Author
04/30/2024	Plans for an activity-based summer program are currently being created.	Barb Lester

Monitoring Notes: 23g Intensive, Individualized Support

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

Date	Note	Author
04/30/2024	District and 23g funds will be used to provide focused intensive-individualized instruction during the 2024-25 school year.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	Intensive-Individualized support was provided to students during WIN time and Title I support at grades K-6. Individualized support at the junior/senior high level was limited to homework recovery during lunch, focused math exploratory classes, and "Bulldog Hour" enrichment classes.	Barb Lester

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

Date	Note	Author
04/30/2024	We are still in the beginning stages of implementing the concept of "accelerated learning" at both the elementary and junior/senior high school buildings. Expansion of the focused intensive-individualized support is planned for the 24-25 school year.	Barb Lester

Monitoring Notes: 23g Tutoring

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

Date	Note	Author
04/30/2024	23g funds were used to fund the program. Adequate staffing was available for students in grades 3-12. The lack of student participation in grades 7-12 resulted in the cancellation of the program.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	An after-school tutoring program was offered to all K-12 students in the spring of 2024. This program will be expanded in the 2024-25 school year. Our after-school program focused on the concept of acceleration.	Barb Lester

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

Date	Note	Author
04/30/2024	An after-school tutoring program was offered to all K-12 students in the spring of 2024. The accelerated focused program was piloted for students in grades 3-6. Our after-school program at grades 7-12 was cancelled due to lack of participation. After school tutoring will be expanded during the 2024-25 school year.	Barb Lester

Monitoring Notes: Data-Based Decision-Making

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

Date	Note	Author
04/30/2024	Sufficient time for professional development and assessment resources were provided through district and state funds.	Barb Lester
06/13/2023	Sufficient time and resources were provided through district and Title II, Part A funds.	Barb Lester
08/24/2022	Sufficient time and resources were provided through district and Title II, Part A funds.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	Our assessment system continues to include screeners, progress-monitoring, and summative results. Acadience, NWEA, PSAT, SAT, M-STEP assessments were used. A wellness screener was also added. School Leadership Teams met three times during the year for data review. Student assessment data is reviewed during administration, PLC, and professional development meetings. Teachers continued to receive training in the use of NWEA assessments and reports.	Barb Lester
06/13/2023	Our assessment system included screeners, progress-monitoring, and summative results. Acadience, NWEA, STAR, PSAT, SAT, M-STEP assessments were used. A wellness screener was also added. District and School Leadership Teams met three times during the year for data review. Teachers continued to receive training in the use of NWEA assessments and reports.	Barb Lester
08/24/2022	Our assessment system included screeners, progress-monitoring, and summative results. Acadience, NWEA, STAR, PSAT, SAT, M-STEP assessments were used. A wellness screener was also added. KRA was placed on hold. District and School Leadership Data Review Teams met three times during the year for data review. Teachers received training in the online NWEA assessment.	Barb Lester

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

Date	Note	Author
04/30/2024	Students were assessed using Acadience, NWEA, M-STEP, PSAT, and SAT. Teachers received training in the use of NWEA reports for instruction. An increase in scores was noted on the NWEA and Acadience assessments. M-STEP results continue to be a challenge.	Barb Lester
06/13/2023	Students were tested using STAR, Acadience, NWEA, M-STEP, PSAT, and SAT. Teachers received training in the use of NWEA reports for instruction. An increase in scores was noted on the NWEA and Acadience assessments.	Barb Lester
08/24/2022	Students were tested using STAR, Acadience, NWEA, M-STEP, PSAT, and SAT. Teachers received training in the use of NWEA. An increase in scores was noted on the NWEA and Acadience assessments.	Barb Lester

Monitoring Notes: Essential Coaching Practices for Elementary Literacy

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

Date	Note	Author
04/30/2024	KRESA consultants were funded by District and Title II, Part A resources.	Barb Lester
06/13/2023	ISD and KRESA consultants were funded by District and Title II, Part A resources.	Barb Lester
08/24/2022	ISD and KRESA consultants were funded by District and Title II, Part A resources.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	Literacy coaching support continued through building level coaches. KRESA consultants supported reading essentials.	Barb Lester
06/13/2023	Literacy coaching support through building level coaches. Local ISD and KRESA consultants supported reading essentials.	Barb Lester
08/24/2022	Literacy coaching support through building level coaches. Local ISD and KRESA consultants supported reading essentials.	Barb Lester

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

Date	Note	Author
04/30/2024	Teachers received continued support in implementing Tier 1 and Tier 2 reading essential practices, disciplinary literacy, phonics, and direct instruction.	Barb Lester
06/13/2023	Teachers received support in implementing reading essential practices, disciplinary literacy, phonics, and direct instruction.	Barb Lester
08/24/2022	Teachers received support in implementing reading essential practices.	Barb Lester

Monitoring Notes: Families as Supported Partners

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

Date	Note	Author
04/30/2024	During the 2023-24 school year, resources for supporting the implementation of the goal were available from local and grant resources.	Barb Lester
06/13/2023	Resources for supporting the implementation of the goal were available from local and grant resources.	Barb Lester

Date	Note	Author
08/24/2022	Resources for supporting the implementation of the goal were available from local and grant resources. The implementation, however, did not occur due to staffing changes and COVID.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	Literacy development, consistent with the third grade reading law was communicated with parents through the IRIP. Family math and reading nights occurred at the elementary. Monthly building and district letter communication through newsletters, emails, DOJO, and Remind. Building level parent advisory committees.	Barb Lester
06/13/2023	Literacy development, consistent with the third grade reading law was communicated with parents through the IRIP. Family math and reading nights occurred at the elementary.	Barb Lester
08/24/2022	Literacy development, consistent with the third grade reading law was communicated with parents through the IRIP. Due to continuing COVID issues, many family activities did occur during the school year. Due to a change in building and district leadership, many of the activities did not occur during the 2021-22 school year.	Barb Lester

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

Date	Note	Author
04/30/2024	*Family math and reading nights were held for elementary students and parents. *A family night for EL students/parents was held. *A high percentage of parents attended fall and spring parent-teacher conferences. *All parents were invited to participate in building level parent advisory committee meetings.	Barb Lester
06/13/2023	As previously noted, family math and reading nights were re-introduced during the 2022-23 school year. In addition a family night for EL students/parents was held..	Barb Lester
08/24/2022	As previously noted, limited progress was made in reaching the intended populations during the 2021-22 school year.	Barb Lester

Monitoring Notes: Guaranteed and Viable Curriculum

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

Date	Note	Author
04/18/2024	District resources were used to provide teacher pull-out days allowing teachers to review and revise grade level/subject area curriculum maps.	Barb Lester
06/13/2023	District resources were used to purchase the new reading and math curriculum. Continued training in the new curriculum was funded through Title II funding.	Barb Lester
08/24/2022	District resources were used to purchase the new reading and math curriculum. Training in the new curriculum was funded by Title II funding.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/18/2024	Curriculum alignment continues as a focus for all subject areas. PLCs and teacher release time were used to collaborate on curriculum and to review and revise curriculum maps across grade levels and departments. K-9 teachers continued to be trained in and implement a new reading curriculum.	Barb Lester
06/13/2023	Curriculum alignment continues as a focus for all subject areas. Teachers received training in the effective use of online and virtual curriculum. PLCs were used to collaborate on curriculum across grade levels and departments. NWEA testing occurred for the first time in 2021-22. Vertical and horizontal alignment using NWEA growth assessments occurred during the school year. K-8 teachers continued to be trained in and implement a new reading curriculum.	Barb Lester
08/24/2022	A new math curriculum was added in grades 7-12. Review of alignment to be scheduled. Teachers received training in the effective use of online and virtual curriculum. PLCs were used to collaborate on curriculum across grade levels and departments. NWEA testing occurred for the first time in 2021-22. Vertical and horizontal alignment using NWEA growth assessments will occur during the next school year. Teachers piloted and were trained in a	Barb Lester

Date	Note	Author
	new reading curriculum which will be implemented in the 2022-23 school year.	

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

Date	Note	Author
04/18/2024	Teachers began the process of reviewing and revising grade level/subject area curriculum maps. We also continued the implementation of a new reading and mathematics curriculum. NWEA scores were reviewed and increases in achievement were noted at most grade levels. Demographic information is also being reviewed.	Barb Lester
06/13/2023	We continued the implementation of a new reading and mathematics curriculum. NWEA scores were reviewed and increases in achievement were noted at most grade levels. Demographic information is also being reviewed.	Barb Lester
08/24/2022	The new reading and mathematics curriculum were added.	Barb Lester

Monitoring Notes: Mathematics Coaching

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

Date	Note	Author
04/30/2024	Mathematics coaching for teachers in grades 3-12 resumed during the 2023-24 school year and focused on standards alignment, research-based teaching strategies, and assessment. Ten days were contracted through KRESA. Additional days would strengthen our capacity and the effectiveness of the coaching.	Barb Lester
06/13/2023	Mathematics coaching for teachers in grades K-12 was on-hold due to a change	Barb Lester

Date	Note	Author
	in staffing at KRESA. Coaching will resume in 2023-24 with a focus on math recovery, research-based teaching strategies, and assessment.	
08/24/2022	Teachers were given released time for mathematics coaching funded by district and Title II.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	A math coach was contracted through KRESA. Coaching focused on standards alignment, research-based teaching strategies, and assessment with grades 3-12.	Barb Lester
06/13/2023	Mathematics coaching for teachers in grades K-12 was on-hold due to a change in staffing at KRESA. Coaching will resume in 2023-24 with a focus on math recovery, research-based teaching strategies, and assessment.	Barb Lester
08/24/2022	Mathematics coaching for teachers in grades K-6 occurred with a focus on math recovery and research-based teaching strategies. Junior high/high school teachers received training in the implementation of the Reveal math program and focused on effective instruction and assessment.	Barb Lester

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

Date	Note	Author
04/30/2024	Mathematics coaching for teachers in grades 3-12 resumed in 2023-24 and focused on standards alignment, research-based teaching strategies, and assessment. Coaching was provided by a KRESA math consultant.	Barb Lester

Date	Note	Author
	ensure that student scores correctly demonstrated actual student growth.	

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/18/2024	In grades K-6 we continue to support students through Title I, Part A and 31A interventions. Our District Leadership Team meets weekly. Homework recovery continued at the junior/senior high. At the elementary school, after school tutoring was held for six-weeks in February and March. At the junior/senior high, after school tutoring was held each week on Tuesday and Thursday. Title I/Curriculum Director and MTSS Coordinator participated in MASFPS training/update sessions throughout the year. School Leadership Team meets monthly and completed the TFI and RTFI. The superintendent and curriculum director attended a virtual accelerated learning webinar. Throughout the school year, K-12 teachers attended professional development trainings on use of assessment results, differentiation, engagement strategies, and SIOP.	Barb Lester

Evidence Data Set for 'In grades K-6 w...'

Date	Data Name	Provider
04/18/2024	MICIP NWEA Progress Report Fall 2021 - Winter 2024	MICIP NWEA Progress Report - Fall 2021 - Fall 2022 - Fall 2023 - Google Docs.pdf
06/13/2023	In grades K-6 we continue to support	Barb Lester

Date	Note	Author
	students through Title I, Part A and 31A interventions. Our District Leadership Team meets weekly. Homework recovery was added at the junior/senior high. After school tutoring was held for six-weeks in April and May Title I/Curriculum Director and MTSS Coordinator participated in MASFPS training sessions throughout the year. School Leadership Team meets monthly and completed the TFI and RTFI.	
08/24/2022	In grades K-6 we continue to support students through Title I, Part A and 31A interventions. Our District Leadership Team meets monthly and completed the DCA. Title I/Curriculum Director and MTSS Coordinator participated in MASFPS training sessions throughout the year. School Leadership Team meets monthly and completed the TFI and RTFI.	Barb Lester

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

Date	Note	Author
04/18/2024	Fall of 2021 to Winter of 2024 Acadience and NWEA data continues to demonstrate an increase in student achievement.	Barb Lester
06/13/2023	End of year Acadience and NWEA data continues to demonstrate an increase in student achievement.	Barb Lester
08/24/2022	End of year Acadience and NWEA data demonstrated an increase in student achievement.	Barb Lester

Monitoring Notes: Organization: Infrastructure - Organizational Structure

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: Positive Behavioral Intervention and Supports (PBIS)

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

Date	Note	Author
04/18/2024	The district continued the best-practices of PBIS through a full-time dean of students at both the elementary and junior/senior-high buildings. Student resources/incentives and time devoted to discussion of PBIS at district administrative meetings continued.	Barb Lester
06/13/2023	The district supported the implementation of PBIS through the addition of an elementary dean of students in addition to a full-time dean of students at the junior/senior high school. Student resources/incentives and time devoted to discussion of PBIS at district administrative meetings continued.	Barb Lester
08/24/2022	The district supported the implementation of PBIS through the funding of building PBIS coaches, and through student resources/incentives and time devoted to discussion of PBIS at district administrative meetings.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

Date	Note	Author
04/18/2024	PBIS was supported through the Dean of Students at each building who strengthened Tier I PBIS implementation. Building Leadership Teams monitored PBIS implementation through completion of the TFI. Both buildings implemented CICO (Check-In, Check-Out). District and School Leadership Teams reviewed SIS, Panorama, and building level data.	Barb Lester
06/13/2023	PBIS was supported through building Dean of Students who strengthened Tier I PBIS implementation. Building Leadership Teams monitored PBIS implementation through completion of the TFI. Both buildings implemented CICO (Check-In, Check-Out). District and School Leadership Teams reviewed SIS, SWIS, and building level data.	Barb Lester
08/24/2022	PBIS was supported through building PBIS Coaches who strengthened Tier I PBIS implementation. Building Leadership Teams monitored PBIS implementation through completion of the TFI. Both building implemented CICO (Check-In, Check-Out). District and School Leadership Teams reviewed SWIS data.	Barb Lester

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

Date	Note	Author
04/18/2024	We continue to see a decrease in the number of daily referrals in both buildings. We have created student support groups to build positive interactions and behavior. A system of breaks has been established at both buildings for students who struggle to focus in the classroom setting. District data includes individual student names and will not be uploaded for confidentiality reasons.	Barb Lester
06/13/2023	We continue to see a decrease in the number of daily referrals in both buildings.	Barb Lester
08/24/2022	The daily referral rate was reduced in both buildings.	Barb Lester

Monitoring Notes: Safe, Nurturing Environment for All Students

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

Date	Note	Author
04/30/2024	31N grant money was used to fund the school-based therapist position. District and 31A funds supported our counselor and elementary dean of students. The Panorama program was purchased to survey students as well as to track student attendance and discipline. Data is reviewed monthly.	Barb Lester
06/13/2023	31N grant money was used to fund the school-based therapist position. District and 31A funds supported our counselor and elementary dean of students. Title IV was used to purchase the Second Steps program.	Barb Lester
08/24/2022	31N grant money was used to fund the school-based therapist position. District	Barb Lester

Date	Note	Author
	and 31A funds supported our counselor and behavior specialist.	

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	*A Title I set-aside continues to provide educational, transportation, and added cost support for homeless students. *Identification of students who need social and emotional support continues under the leadership of our school-based therapist, who also directed Tier 1, Tier 2, and Tier 3 supports. *Our school-based therapist provided training for staff in identifying and supporting students in trauma. *District-wide training in de-escalation strategies is being sought.	Barb Lester
06/13/2023	A Title I set-aside provided educational, transportation, and added cost support for homeless students. District-wide training in restorative practices and problem solving strategies has not yet occurred. Identification of students who need social and emotional support continues under the leadership of our school-based therapist, who also directed Tier 1, Tier 2, and Tier 3 supports. Our school-based therapist provided training for staff in identifying and supporting students in trauma.	Barb Lester
08/24/2022	A Title I set-aside provided educational, transportation, and added cost support for homeless students. District-wide training in restorative practices and problem solving strategies has not yet occurred. Identification of students who need social and emotional support was led by our newly hired school-based therapist.	Barb Lester

Date	Note	Author
	Our school-based therapist provided training for staff in identifying and supporting students in trauma.	

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

Date	Note	Author
04/30/2024	Our school-based therapist has a full caseload. In addition to the school-based therapist, Identified students received support through our junior/senior high counselor and our elementary and secondary dean of students. Small groups based on student emotional and behavioral needs are being held in both buildings.	Barb Lester
06/13/2023	Our school-based therapist has a full caseload. In addition to the school-based therapist, Identified students received support through our jr/senior high counselor and our elementary dean of students.	Barb Lester
08/24/2022	Our school-based therapist has a full caseload. In addition to the school-based therapist, Identified students received support through our jr/senior high counselor and an elementary behavior specialist.	Barb Lester

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?

Date	Note	Author
04/30/2024	The implementation of SIOP protocols continues to be supported through the use of district, federal, and state grants	Barb Lester
06/13/2023	The implementation of SIOP proocols is supported through the use of district,	Barb Lester

Date	Note	Author
	federal, and state grants.	
08/24/2022	The implementation of SIOP protocols is supported through the use of district, federal, and state grants.	Barb Lester

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/30/2024	Students received instruction through SIOP protocols and a certified EL instructor. Additional professional development and PLC time was used for continued training is SIOPS. The focuses of this year's professional development were: Interaction and Engagement Strategies and Review and Assessment.	Barb Lester
06/13/2023	Students received instruction through SIOP protocols and a certified EL instructor. Additional professional development and PLC time was used for continued training is SIOPS. Teachers included academic vocabulary in their lesson plans.	Barb Lester
08/24/2022	Students received instruction through SIOP protocols. Teachers included academic vocabulary in their lesson plans.	Barb Lester
08/24/2022	Teachers and administrators were trained in SIOP.	Barb Lester

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

Date	Note	Author
04/30/2024	Training in SIOP continued during professional development and PLC time with emphasis on use of protocols in the classroom. Protocols emphasized were Interaction and Engagement Strategies and Review and Assessment.	Barb Lester
06/13/2023	Training in SIOP continued during	Barb Lester

Date	Note	Author
	professional development and PLC time with emphasis on use of protocols in the classroom.	
08/24/2022	Training in SIOP will continue with emphasis on use of protocols in the classroom.	Barb Lester

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 20.0% for 2019 MSTEP Report	06/29/2027	ONTARGET

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