

MICIP Portfolio Report

Hesperia Community Schools

Goals Included

Active

- Achievement Goal
 - Close the ELA achievement gap -23G
 - Closing the Achievement Gap
 - SEL
-

Buildings Included

Open-Active

- David C. Outwin
 - Hesperia High School
 - Patricia St. Clair Elementary
-

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Hesperia Community Schools

Closing the Achievement Gap

Status: ACTIVE

Statement: Our goal is to provide opportunities for students to receive explicit small group instruction in order to close the achievement gap to be less than 5% for all measured subject areas.

Created Date: 05/01/2023

Target Completion Date: 06/30/2028

Strategies:

(1/5): Essential Instructional Practices Grades K-3

Owner: Denise Short

Start Date: 05/18/2023

Due Date: 06/30/2028

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Patricia St. Clair Elementary

Total Budget: \$100,000.00

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

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Formative Assessment	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small group instruction	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessment Training	Denise Short	05/18/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
small group instruction	Denise Short	05/18/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
training				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/5): Essential Instructional Practices Grades 4-5

Owner: Denise Short

Start Date: 05/18/2023

Due Date: 06/30/2028

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Patricia St. Clair Elementary

Total Budget: \$100,000.00

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

Communication:

Method

- Other
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
small group instruction	Denise Short	05/18/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Formative Assessment	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessment Training	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small group training	Denise Short	05/18/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Michigan Department of Education Early Literacy Coaching Model

Owner: Denise Short

Start Date: 05/18/2023

Due Date: 06/30/2028

Summary: "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan’s Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

Buildings

- Patricia St. Clair Elementary

Total Budget: \$150,000.00

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

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tier 1 Data Meetings	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Co-teaching/modeling reading instruction	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/5): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Denise Short

Start Date: 05/18/2023

Due Date: 06/30/2028

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students’ response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- Patricia St. Clair Elementary

Total Budget: \$400,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
universal screener	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
literacy interventionist	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
UFLI	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
UFLI Training	Denise Short	05/18/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
vocabulary grades 3-5	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
phonics	Denise Short	05/18/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/5): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Denise Short

Start Date: 06/09/2023

Due Date: 06/30/2025

Summary: The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children’s work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings

- David C. Outwin
- Hesperia High School

Total Budget: \$15,000.00

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

Communication:

<p>Method</p> <ul style="list-style-type: none"> • Other 	<p>Audience</p> <ul style="list-style-type: none"> • Educators • School Board • Parents
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Multisensory Approach to Reading	Chad Paine	06/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
coaching	Chad Paine	06/09/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Achievement Goal

Status: ACTIVE

Statement: Our goal is to provide opportunities for all students to receive explicit instruction in order to raise proficiency scores in all subject areas by 15%.

Created Date: 05/22/2023

Target Completion Date: 06/30/2028

Strategies:

(1/4): Bridges in Mathematics; A comprehensive Pre-K- 5 Curriculum

Owner: Denise Short

Start Date: 05/22/2023

Due Date: 06/30/2028

Summary: Bridges in Mathematics is a comprehensive PK–5 curriculum that equips teachers to fully implement the Michigan K-12 Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Buildings

- Patricia St. Clair Elementary

Total Budget: \$50,000.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Formative Assessments	Denise Short	05/22/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessment Training	Denise Short	05/22/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/4): Illustrative Mathematics Curricula

Owner: Denise Short

Start Date: 05/22/2023

Due Date: 06/30/2028

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings

- David C. Outwin

Total Budget: \$50,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- Other

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Formative Assessment	Denise Short	05/22/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Formative Assessment Training	Denise Short	05/22/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Denise Short

Start Date: 05/22/2023

Due Date: 06/30/2028

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- David C. Outwin
- Patricia St. Clair Elementary

Total Budget: \$300,000.00

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

Communication:

- | | |
|---|---|
| <p>Method</p> <ul style="list-style-type: none"> • Other | <p>Audience</p> <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
AVMR Screener	Denise Short	05/22/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
AVMR Training	Denise Short	05/22/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math Interventionist	Denise Short	05/22/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): Instructional Coaching/Consulting for Mathematics

Owner: Denise Short

Start Date: 05/22/2023

Due Date: 06/30/2028

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings

- David C. Outwin
- Patricia St. Clair Elementary

Total Budget: \$150,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Co-teaching/ modeling math instruction	Denise Short	05/22/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier 1 data meetings	Denise Short	05/22/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

SEL

Status: ACTIVE

Statement: Our goal is to research and obtain an SEL curriculum in order to support emotional needs.

Created Date: 06/19/2023

Target Completion Date: 06/30/2028

Strategies:

(1/3): Safe, Nurturing Environment for All Students

Owner: Denise Short

Start Date: 06/19/2023

Due Date: 06/30/2028

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

Total Budget: \$50,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
SEL curriculum	Denise Short	06/19/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): MTSS - PBIS (Behavior)

Owner: Denise Short

Start Date: 06/19/2023

Due Date: 06/30/2028

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

Buildings

- David C. Outwin
- Hesperia High School

Total Budget: \$50,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Training	Denise Short	06/19/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Denise Short

Start Date: 06/19/2023

Due Date: 06/30/2028

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

- Patricia St. Clair Elementary

Total Budget: \$50,000.00

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

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
training for sel curriculum	Denise Short	06/19/2023	06/30/2028	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

Close the ELA achievement gap -23G

Status: ACTIVE

Statement: Our goal is to provide opportunities for students to receive explicit small group instruction in order to increase the achievement proficiency for all measured subject areas.

Created Date: 11/07/2023

Target Completion Date: 06/30/2028

Strategies:

(1/3): 23g Expanded Learning Time

Owner: Chad Paine

Start Date: 11/07/2023

Due Date: 06/30/2028

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

- David C. Outwin
- Patricia St. Clair Elementary

Total Budget: \$15,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Address unfinished learning	Chad Paine	11/07/2023	06/30/2028	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • David C. Outwin 				
Hire math interventionist and a reading interventionist to provide individual support to students who are performing below grade level in grades 6-8 and math interventionist K-5. Person will work with students one on one or in small groups to target areas of reading and	Denise Short	11/07/2023	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
math specifically.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Materials needed to help increase student math skills include math manipulatives, cards, games, and take-home kits.	Denise Short	11/07/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Essential School-Wide and Center-Wide Practices in Literacy

Owner: Chad Paine

Start Date: 11/07/2023

Due Date: 06/30/2028

Summary: The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children. The practices are: 1) The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data. 2) The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space. 3) The learning environment reflects a strong commitment to literacy. 4) Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction. 5) There is a system for determining the allocation of literacy support in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level. 6) Organizational systems assess and respond to individual challenges that may impede literacy development. 7) Organizational systems assess and respond to individual challenges that may impede literacy development. 8) A consistent family engagement strategy includes specific attention to literacy development. 9) An ambitious summer reading initiative supports reading growth. 10) A network of connections in the community provides authentic purposes and audiences for children’s work and helps facilitate use of quality out-of-school programming.

"The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning"

Buildings

- David C. Outwin

Total Budget: \$15,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Multi sensory approach to reading curriculum	Chad Paine	11/07/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Intensive, Individualized Support

Owner: Chad Paine

Start Date: 11/07/2023

Due Date: 06/30/2028

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

- David C. Outwin
- Patricia St. Clair Elementary

Total Budget: \$250,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Hire math interventionist and a reading interventionist to provide individual support to students who are performing below grade level in grades 6-8. Person will work with students one on one or in small groups to target areas of reading and math specifically.	Chad Paine	11/07/2023	06/30/2026	ONTARGET

Activity Buildings:

- David C. Outwin