



# **District Improvement Plan**

## **Centreville Public Schools**

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## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The District Curriculum Coordinating Council and members of our building level school improvement teams serve as the School Improvement Team. The Curriculum Coordinating Council consists of parents, students, community members, Board of Education members, school administration, and teachers. School Improvement Team/Curriculum Coordinating Council members are selected by the administration and Board of Education.

Curriculum Coordinating Council members, who meet on a monthly basis, were involved in the planning and design of this school improvement plan. During the 2017-18 school year, committee members will monitor the plan and assist with the evaluation.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The stakeholder groups represent parents from each of our buildings, teachers and administrators from all buildings, community members, and Board of Education members. In addition, the vice-presidents of each of the high school classes serve on the committee, when available. Committee members are involved with the planning and design of the school improvement plan. In addition, curriculum, assessment, and instruction are regular agenda items of our meetings, which are held on a monthly basis.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is communicated to all stakeholders through our Web site, parent meetings, and a presentation at a Board of Education meeting. Information regarding progress made on our school improvement goals is made through committee meetings, Board of Education meetings, staff meetings, our school Web site, as well as school and district newsletters. School newsletters are mailed on a monthly basis, district newsletters are mailed three times a year.

# **2017-18 District Improvement Plan Update**

## Overview

### Plan Name

2017-18 District Improvement Plan Update

### Plan Description

2017-18 District Improvement Plan Update



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name   | Goal Details                                     | Goal Type      | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All students at Centreville Public Schools will be proficient readers.  | Objectives: 1<br>Strategies: 5<br>Activities: 32 | Academic       | \$160394      |
| 2 | All students at Centreville Public Schools will be proficient in mathematics.   | Objectives: 1<br>Strategies: 4<br>Activities: 30 | Academic       | \$121344      |
| 3 | All students at Centreville Public Schools will be proficient in science.   | Objectives: 1<br>Strategies: 4<br>Activities: 25 | Academic       | \$137869      |
| 4 | All students at Centreville Public Schools will be proficient writers.  | Objectives: 1<br>Strategies: 3<br>Activities: 14 | Academic       | \$51644       |
| 5 | All students at Centreville Public Schools will be proficient in social studies.  | Objectives: 1<br>Strategies: 4<br>Activities: 20 | Academic       | \$70919       |
| 6 | Homeless Students   | Objectives: 1<br>Strategies: 2<br>Activities: 3  | Organizational | \$2600        |
| 7 | Centreville Public Schools will implement an effective early warning system to identify students in need of academic and behavioral interventions to ensure student success | Objectives: 1<br>Strategies: 1<br>Activities: 4  | Organizational | \$6500        |
| 8 | Centreville Public Schools will establish strategic policies, processes, and procedures to create a safe and positive school culture of continuous improvement.             | Objectives: 1<br>Strategies: 2<br>Activities: 4  | Organizational | \$3750        |

## Goal 1: All students at Centreville Public Schools will be proficient readers.

### Measurable Objective 1:

74% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or show growth in reading/ELA as demonstrated by achieving a Level 3, Level 4, or a college ready score in English Language Arts by 06/15/2018 as measured by state approved and/or district assessments. .

### Strategy 1:

Instruction - Elementary teachers will revisit and utilize research-based instructional strategies (common graphic organizers, literary elements organizers, and identification of key vocabulary to improve reading instruction.) These initiatives will continue to be supported with the tools being implemented from the Rewiring the Brain, Differentiated Instruction, and Dr. Robert Marzano vocabulary instruction techniques. Teachers will also utilize center-based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students.

At the junior high/high school, teachers will revisit and utilize research-based instructional strategies to improve reading instruction.

Category: English/Language Arts

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Tier: Tier 1

| Activity - Differentiated Instruction and Effective Instructional Strategies   | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Instructional staff will continue to revisit training from Alicia Duncan and Kathleen Kryza on effective learning strategies, including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and ISD trainings.<br><br>Schools: All Schools | Professional Learning, Direct Instruction | Tier 1 | Implement | 08/28/2013 | 06/15/2018 | \$1500            | General Fund, Title II Part A | Curriculum Director<br>Principals<br>Teachers<br>ISD consultants |

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| Activity - Instructional Strategies: Key Content Area Vocabulary  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
|---|--|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.<br><br>Schools: All Schools   | Direct Instruction, Academic Support Program   | Tier 1 | Implement | 08/23/2010 | 06/01/2018 | \$500             | General Fund                | All instructional staff, administration, and curriculum director.  |
| Activity - Targeted Instruction and Support   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
| Title I support in classrooms with guided instruction and co-teaching.<br>Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, Rewiring Phonics, 6-Minute Solutions, PALS, and REWARDS..<br>Special Education resource Room<br>Intervention Meetings.<br>Hands-On-Learning and Technology Integration.<br>M-STEP Practice items<br>Literature circles<br>Reading Street and My Sidewalks resources.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance.<br><br>Schools: Centreville Elementary School | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 09/10/2012 | 06/15/2018 | \$33144           | Section 31a, Title I Part A | Title I Staff, Administration, Title I Director, Elementary At-Risk Counselor<br>***Additional funding needed for implementation will be covered by general funds. |
| Activity - Increased Use of Technology  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
| Teachers have received training in how to utilize individual technology in the classroom to support and reinforce instruction, curriculum, and assessment. Training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training<br><br>Schools: All Schools   | Professional Learning                          | Tier 1 | Implement | 08/15/2014 | 06/01/2018 | \$500             | General Fund                | Administration, curriculum director, teaching staff, technology staff.   |
| Activity - Instructional Coaching   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |

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|  |  |             |              |                   |                 |                          |                              |  |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|------------------------------|--|
| Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.<br><br>Schools: All Schools  | Professional Learning                                | Tier 1      | Implement    | 09/08/2015        | 06/15/2018      | \$1000                   | Title II Part A, Section 31a | Instructional coach, teachers, principals.                             |
| <b>Activity - Summer School</b>  | <b>Activity Type</b>                                 | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>   |
| Summer school in reading for identified at-risk students. Instruction will include reinforcement of reading skills learned throughout the school year for students in 1st- 3th grades. Summer school will also provide additional instruction in preparation for successfully meeting the objectives of the next school year.<br><br>Schools: Centreville Elementary School            | Academic Support Program                             | Tier 2      | Implement    | 06/19/2017        | 08/24/2017      | \$9000                   | Other, Section 31a           | Elementary Principal, 3 classroom teachers, 1 teacher-leader, 2 aides. |
| <b>Activity - After School Tutoring</b>  | <b>Activity Type</b>                                 | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>   |
| After school tutoring is provided for at-risk students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.<br><br>Schools: Centreville Jr/Sr High School | Academic Support Program                             | Tier 1      | Implement    | 09/03/2013        | 06/15/2018      | \$1200                   | Section 31a                  | After school tutors. Principal.  |
| <b>Activity - Lesson Planning</b>  | <b>Activity Type</b>                                 | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>   |
| Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.<br><br>Schools: All Schools  | Professional Learning, Materials, Direct Instruction | Tier 1      | Monitor      | 08/03/2015        | 06/15/2018      | \$250                    | General Fund                 | Principals, K-12 teachers  |
| <b>Activity - Credit Recovery</b>  | <b>Activity Type</b>                                 | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>   |

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|  |                          |        |           |            |            |        |                           |  |
|--|--------------------------|--------|-----------|------------|------------|--------|---------------------------|--|
| Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 08/24/2018 | \$6000 | General Fund, Section 31a | Principal, Online Aide, Mentor Teacher, Guidance Counselor |
| Schools: Centreville Jr/Sr High School   |                          |        |           |            |            |        |                           |  |

| Activity - Covered Bridge  | Activity Type                                | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness. | Direct Instruction, Academic Support Program | Tier 1 | Monitor | 09/07/2004 | 06/15/2018 | \$20000           | Section 31a       | Classroom Teacher, Classroom Aide, High School Principal |
| Schools: Covered Bridge School   |  |        |         |            |            |                   |                   |  |

| Activity - Effective Classroom Instruction  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                 |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------------|
| Principals and teachers will receive ongoing training in effective teaching strategies and practices as outlined in "The Thoughtful Classroom." | Professional Learning | Tier 1 | Implement | 08/23/2016 | 06/15/2018 | \$500             | General Fund      | ISD trainer, Principals, Teachers |
| Schools: All Schools  |                       |        |           |            |            |                   |                   |                                   |

| Activity - Literacy Coach  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|--------------------|---|
| Literacy Network, ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction, and literacy assessments to improve reading instruction and meet the requirements of 3rd grade reading bill. Local coach to receive training through ISD and through participation in and attendance at the MDE Coaching Literacy: A Professional Development Learning Series. Jill Jackson's Coaching Modules will be used as a resource for our Literacy Coach. | Professional Learning, Teacher Collaboration, Direct Instruction, Academic Support Program | Tier 1 | Implement | 03/14/2016 | 06/15/2018 | \$52700           | Section 31a, Other | K-3 teachers, Curriculum Director, Principal, ISD trainer, Literacy Coaches |
| Schools: Centreville Elementary School   |  |        |           |            |            |                   |                    |   |

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| Activity - Cognitive Coaching / Adaptive Schools  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                          | Staff Responsible  |
|---|---|--------|-----------|------------|------------|-------------------|--|--|
| <p>Cognitive Training Coaching - training includes: a process that supports individuals and organizations in becoming self-directed; an approach to enhance performance and building learning organizations; a model that helps to convey thinkers from where they are to where they want to be. 2 principals and 3 teachers will be trained. We plan to continue this training with the addition of Adaptive Schools training in 2017-18.</p> <p>Schools: All Schools</p>  | Professional Learning                                   | Tier 1 | Implement | 03/01/2016 | 06/15/2018 | \$2400            | Section 31a, Other, Title II Part A        | Principals, Elementary Teachers                                    |
| Activity - Increased Use of Technology - Title I  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                          | Staff Responsible  |
| <p>Tablets were purchased for use in the Title I Classroom. Tablets will be used with students in kindergarten and first grade to reinforce and extend reading skills and as an aid in assessment of student skills.</p> <p>Schools: Centreville Elementary School</p>  | Direct Instruction, Academic Support Program            | Tier 2 | Implement | 01/09/2017 | 06/15/2018 | \$2500            | Title I Part A                             | Elementary Principal, Title I Director, Title I Classroom Teachers |
| Activity - Training - Instructional Student Support and ESSA Guidelines   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                          | Staff Responsible  |
| <p>Elementary Principal, Title I Director, and Title I Classroom Teacher will attend Michigan Association of State and Federal Program Specialists (MASFPS) workshop on ESSA Updates, Title I Flexibility, and Intentional and Targeted Teaching.</p> <p>Schools: Centreville Elementary School</p>   | Professional Learning                                   | Tier 1 | Implement | 02/01/2017 | 03/01/2018 | \$750             | Title I Part A                             | Elementary Principal, Title I Director, Title I Classroom Teacher  |
| Activity - Professional Learning Communities  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                          | Staff Responsible  |
| <p>All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.</p> <p>Schools: All Schools</p> | Professional Learning, Materials, Teacher Collaboration | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$3000            | Section 31a, Title II Part A, General Fund | Principals, Curriculum Directors, Teachers, Superintendent         |

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| Activity - Co-Teaching  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|--|
| Special education and regular education teachers will collaborate and use research based teaching strategies to co-teach classes of regular and special education students. Teachers will receive training in the best practices of co-teaching. Training will be provided by an ISD or outside consultant.<br>Schools: All Schools | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Getting Ready | 09/01/2017 | 06/15/2018 | \$500             | Section 31a       | Principal, regular education and special education teacher, consultant |
| Activity - Literacy Coach Training  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Centreville Elementary's Literacy Coach will attend the MDE Workshop: Coaching Literacy: A Professional Learning Series for K-3 Literary Coaches. Jill Jackson's Coaching Modules will also be purchased as a training module.<br>Schools: Centreville Elementary School  | Professional Learning, Supplemental Materials                          | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$1000            | Title II Part A   | Elementary Principal, Literacy Coach                                   |

**Strategy 2:**

Curriculum - Teachers will continue to review and revise the reading curriculum to create a guaranteed and viable curriculum which aligns with the Common Core using existing resources and initiatives while incorporating additional resources. The reading curriculum will be sequenced and organized into curriculum maps which will direct instruction to improve student achievement..

At the elementary school, teachers will implement the Reading Street and My Sidewalks reading curriculum.

Current resources and initiatives at the elementary school include: Reading Street, Curriculum Crafter, MAISA units.

Category: English/Language Arts

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Tier: Tier 1

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| Activity - On-Line Curriculum  | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
|--|---|--------|-----------|------------|------------|-------------------|-------------------------------|---|
| Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.<br><br>Schools: All Schools | Technology                                | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0               | No Funding Required           | Building and district administrators                                  |
| Activity - Reading Street  | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
| ELA teachers will continue to participate in professional development with ISD consultants and district staff on how to fully and effectively implement the program.<br><br>Schools: Centreville Elementary School   | Professional Learning, Direct Instruction | Tier 1 | Implement | 06/01/2015 | 06/15/2018 | \$1500            | Title II Part A, General Fund | All ELA staff, administration, and curriculum director.               |
| Activity - Curriculum Documentation  | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
| All reading curriculum and assessments will be sequenced and organized into curriculum maps .<br><br>Schools: All Schools  | Curriculum Development                    | Tier 1 | Implement | 06/15/2017 | 06/15/2018 | \$1000            | Title II Part A               | Curriculum Director, Principals, ELA instructional staff, ISD Coaches |

**Strategy 3:**

Assessment - Elementary - Teachers will implement and utilize universal and diagnostic screeners to target all students in reading for multi-tiered levels of support. Data from local assessments and screeners will determine the instructional strategies needed to meet the needs of students in our multi-tiered levels of support.

## Category:

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.



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Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Tier:

| Activity - Assessment Tools  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>All core reading teachers (general ed, special ed, and Title staff) will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will utilize the assessments available in Reading Street. STAR 360</p> <p>All assessment tools will be utilized by all staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies in a multi-tiered system of support.</p> <p>Schools: Centreville Elementary School</p> | Direct Instruction | Tier 1 | Monitor | 08/22/2011 | 06/15/2018 | \$1200            | General Fund      | Administration, curriculum director, all reading teachers, school improvement team members. |
| Activity - Parent Communication and Training   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| <p>Teachers will share student data with parents at conferences by explaining parent reports (Dibels, Star, and Reading Steet assessments). Additional information including training in how parents can help their children will be shared at conferences, through written communication, Web site, and through informational parent meetings and Family Reading Nights.</p> <p>Schools: Centreville Elementary School</p>  | Parent Involvement | Tier 1 | Monitor | 09/19/2011 | 06/15/2018 | \$500             | Title I Part A    | All staff.  |
| Activity - Use of Data   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

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|  |                    |        |         |            |            |     |                     |                                   |
|--|--------------------|--------|---------|------------|------------|-----|---------------------|-----------------------------------|
| All ELA staff are trained in utilizing the Dibels and STAR data. Early elementary staff will continue to grow in their understanding of STAR Early Literacy. Reading/Literacy data will be used to inform instructional decisions.<br><br>Schools: Centreville Elementary School | Direct Instruction | Tier 1 | Monitor | 09/19/2011 | 06/15/2018 | \$0 | No Funding Required | All ELA staff and administration. |
|--|--------------------|--------|---------|------------|------------|-----|---------------------|-----------------------------------|

| Activity - Reading Street / Aligned Assessments   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| With the implementation of the Reading Street curriculum assessments, teachers will determine the appropriate assessments to gain the intended information. Utilizing the on-line resources, including assessments, will be an additional goal.<br><br>Schools: Centreville Elementary School | Professional Learning | Tier 1 | Getting Ready | 06/01/2015 | 06/15/2018 | \$1000            | Title II Part A   | Reading teachers, principal, and Title I Staff, ISD Consultant, Literacy Coach |

| Activity - Standards Based Grading   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs.<br><br>Schools: Centreville Elementary School | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$1250            | Title II Part A   | Building Principals, Curriculum Director, Superintendent, Standards-Based Training Facilitator |

| Activity - Illuminate and Data Hub  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessment and student assessment data.<br><br>Schools: Centreville Elementary School | Professional Learning | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000            | Section 31a       | ISD Staff, Principals, Teachers, Curriculum Director |

### Strategy 4:

Assessment - JH/HS - To achieve consistency in grading format, ELA teachers will implement Marzano's 4-point grading scale for reading assessments in PowerSchool, per board approved adaptations.

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In addition, ELA teachers will develop a common reading assessment format to meet CCSS and monitor student reading proficiency.

Category:

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Tier:

| Activity - Professional Development - Grading Consistency  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| All ELA teachers will receive training on the development of grading alignment, consistency, and best practice for consistent teacher records in the implementation of CCSS.<br><br>Schools: Centreville Jr/Sr High School | Professional Learning | Tier 1 | Monitor       | 09/02/2013 | 06/15/2018 | \$1000            | Title II Part A   | ELA department staff<br>ISD Consultants                           |
| Activity - Assessment/Progress Monitoring  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will be trained in the new state assessment model and in effective progress monitoring at the junior high/high school<br><br>Schools: Centreville Jr/Sr High School   | Professional Learning | Tier 1 | Getting Ready | 01/05/2015 | 06/15/2018 | \$250             | Section 31a       | Building Principal<br>Teacher /<br>School Improvement Team Member |
| Activity - Standards Based Grading   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

## District Improvement Plan

Centreville Public Schools

|  |                       |        |               |            |            |        |                 |  |
|--|-----------------------|--------|---------------|------------|------------|--------|-----------------|--|
| Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/30/2018 | \$8250 | Title II Part A | Building Principals, Curriculum Director Standards-based Facilitator |
| Schools: Covered Bridge School, Centreville Jr/Sr High School  |                       |        |               |            |            |        |                 |  |

| Activity - Illuminate and Data Hub   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data. | Professional Learning | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000            | Section 31a       | Principals, Teachers, ISD Staff, Curriculum Director |
| Schools: Covered Bridge School, Centreville Jr/Sr High School  |                       |        |               |            |            |                   |                   |  |

### Strategy 5:

Student Support - A junior high counselor has been added to address the social, emotional, and educational needs of students. This is a part-time position which focuses on a reduction in student disciplinary referrals and an increase in student achievement. The counselor will be available to both students and teachers, will be a part of staff student concerns, and will help facilitate and coordinate RTI instruction.

Category: School Culture

Research Cited: Marzano, Robert J. "What Works in Schools" Alexandria, Virginia: ASCD, 2003

Tier: Tier 1

| Activity - Student Support   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                        |
|--|--|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Identified at-risk students will receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$6000            | Section 31a, General Fund | Jr/Sr High Principal, Counselor, Teacher |
| Schools: Centreville Jr/Sr High School   |  |        |           |            |            |                   |                           |  |

## Goal 2: All students at Centreville Public Schools will be proficient in mathematics.

## District Improvement Plan

Centreville Public Schools

### Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or show growth in mathematics as demonstrated by achieving a Level 3, Level 4, or college ready score in Mathematics by 06/15/2018 as measured by state approved and/or district assessments..

### Strategy 1:

Curriculum Alignment - At the elementary school, teachers will fully implement the Eureka Math curriculum in grades K-6. Eureka Math is aligned to the CCSS.

At the junior high/high school, all units of instruction will be aligned to the CCSS using the Eureka Math materials. The aligned units will ensure that students are taught what they need to be taught and assessed appropriately. The math department will monitor and review these units to ensure alignment to CCSS and implementation of Eureka Math curriculum.

Category: Mathematics

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Common Core State Standards, July 2010.

Tier: Tier 1

| Activity - Parent/Stakeholders Communication  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| Teachers will communicate classroom learning goals aligned to CCSS and embedded in Eureka Math to all stakeholders. Communication will include weekly newsletters that are posted to the Web site, e-mailed, and provided as a hard copy. In addition, curriculum will be shared at Family Math Night<br><br>Schools: Centreville Elementary School | Parent Involvement | Tier 1 | Monitor | 08/28/2012 | 06/15/2018 | \$500             | Title I Part A    | All staff and administration |

| Activity - On-Line Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Centreville Public Schools

|  |            |        |           |            |            |     |                     |                                      |
|--|------------|--------|-----------|------------|------------|-----|---------------------|--------------------------------------|
| Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. | Technology | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0 | No Funding Required | Building and district administrators |
| Schools: All Schools   |            |        |           |            |            |     |                     |                                      |

| Activity - Align Units of Instruction  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                 |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will create scope and sequence guides for all math courses utilizing the Engage NY curriculum. All assignments, activities, and assessments within each unit must be clearly aligned to CCSS and employ Eureka Math curricular materials. | Professional Learning | Tier 1 | Implement | 08/25/2015 | 06/15/2018 | \$1000            | Title II Part A   | Math department teachers. KRESA math consultants. |
| Schools: Centreville Jr/Sr High School   |                       |        |           |            |            |                   |                   |   |

| Activity - Eureka Math Training - Amy Pratt   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
|---|--|--------|---------|------------|------------|-------------------|-------------------------------|---|
| Continued implementation and monitoring of Eureka Math, which is a mathematics curriculum aligned to CCSS that includes instructional practices and assessments.  | Professional Learning, Materials, Curriculum Development | Tier 1 | Monitor | 08/01/2014 | 06/15/2018 | \$14000           | General Fund, Title II Part A | Administration, curriculum director, math teachers, math consultant/coach - Amy Pratt |
| During the 2017-18 school year, a math consultant/coach will continue to provide training for teachers in the implementation of Eureka Math. Training will include essential skills, lesson format, use of assessments, and unit pacing. Coaching in classroom delivery of the program will also be provided. |  |        |         |            |            |                   |                               |   |
| Funding requirements will be for training and for purchasing updated modules.   |  |        |         |            |            |                   |                               |   |
| Schools: All Schools  |  |        |         |            |            |                   |                               |   |

### Strategy 2:

Instruction - Teachers will use effective instructional strategies (vocabulary, writing, and incorporating more higher order thinking and real world applications) to improve mathematics instruction.

Category: Mathematics

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

## District Improvement Plan

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Bloom's Taxonomy (1956, 1990, etc.)

Tier: Tier 1

| Activity - Increased Use of Technology   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training. Moby Max, Zern, and Kahn Academy will be used to support the mathematics program.<br><br>Schools: All Schools | Technology    | Tier 1 | Implement | 08/12/2013 | 06/15/2018 | \$500             | General Fund      | Administration, curriculum director, all teaching staff. |

| Activity - Differentiation and Effective Instructional Strategies   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Instructional staff will receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Differentiation and instructional strategies will be addressed through staff meetings, PLCs, and work with ISD consultants.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/13/2012 | 06/15/2018 | \$1000            | Title I Schoolwide | Principals, curriculum director, all staff<br>Amy Pratt, Consultant |

| Activity - Key Content Vocabulary   | Activity Type                                | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--|--------|---------|------------|------------|-------------------|---------------------|---|
| All students will complete research-validated vocabulary activities for each unit of instruction.<br><br>Schools: All Schools | Direct Instruction, Academic Support Program | Tier 1 | Monitor | 08/15/2011 | 06/15/2018 | \$0               | No Funding Required | All elementary staff, math teachers in grades 7-12, administration, and curriculum director |

## District Improvement Plan

Centreville Public Schools

| Activity - Targeted Instruction and Support  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|-----------------------------|---|
| <p>Students will be supported by additional services:<br/>                     Title 1 support in classrooms with guided instruction and co-teaching.<br/>                     Title 1 support in pull-out setting with Number Worlds including hands-on instruction<br/>                     Special Education Resource Room<br/>                     Intervention Meetings<br/>                     Hands-on learning and use of technology<br/>                     M-STEP practice items.<br/>                     Identified at-risk students will also receive social/emotional support to enhance their academic performance.</p> <p>Schools: Centreville Elementary School</p> | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 01/09/2012 | 06/15/2018 | \$33144           | Section 31a, Title I Part A | Title I teacher, Title I aides, principal, Elementary At-Risk Counselor |
| Activity - Learning Goals / Exit Slips   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| <p>Students will improve achievement by clearly understanding what they are to learn by posted and communicated learning goals. In addition, they will be able to evaluate if they have learned the goal through exit assessments.</p> <p>Schools: Centreville Elementary School</p>   | Direct Instruction                             | Tier 1 | Monitor   | 09/02/2014 | 06/15/2018 | \$0               | No Funding Required         | Administrati on and instructiona l staff.                               |
| Activity - Data Notebooks  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| <p>Data notebooks will be developed for students to monitor their learning,</p> <p>Schools: Centreville Elementary School</p>  | Direct Instruction                             | Tier 1 | Implement | 09/16/2014 | 06/15/2018 | \$500             | General Fund                | Administrati on, School Improve ment Team, and instructiona l staff     |
| Activity - Effective Classroom Instruction   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| <p>Principals and teachers will be trained in effective teaching strategies and practices as outlined in "The Thoughtful Classroom."</p> <p>Schools: All Schools</p>   | Professiona l Learning                         | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$500             | General Fund                | Building principals, teachers.  |



## District Improvement Plan

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| Activity - Instructional Coaching and Training - Amy Pratt   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Teachers will receive training and guidance from an instructional coach. The instructional coach will provide training in the Eureka Math curriculum and will also observe classroom instruction and provide feedback and additional instruction on effective instructional strategies.<br><br>Schools: All Schools  | Professional Learning                                | Tier 1 | Implement | 09/08/2015 | 06/01/2018 | \$10000           | Title II Part A               | Teachers, Amy Pratt, KRESA Instructional Coach, Principal      |
| Activity - Credit Recovery   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
| Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)<br><br>Schools: Centreville Jr/Sr High School | Academic Support Program                             | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$6000            | General Fund, Section 31a     | Principal, On-line Aide, Mentor Teacher, High School Counselor |
| Activity - After School Tutoring   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
| After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.<br><br>Schools: Centreville Jr/Sr High School   | Academic Support Program                             | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$1200            | Section 31a, General Fund     | Principal, Teacher-Supervisors of Credit Recovery              |
| Activity - Lesson Planning   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
| Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.<br><br>Schools: All Schools  | Professional Learning, Materials, Direct Instruction | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$500             | Title II Part A, General Fund | Principals, curriculum director, K-12 teachers                 |
| Activity - Covered Bridge Classroom  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |

## District Improvement Plan

Centreville Public Schools

|  |                          |        |         |            |            |         |             |   |
|--|--------------------------|--------|---------|------------|------------|---------|-------------|---|
| Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness. | Academic Support Program | Tier 1 | Monitor | 09/07/2004 | 06/15/2018 | \$20000 | Section 31a | Covered Bridge teacher, aide, High School Principal |
| Schools: Covered Bridge School   |                          |        |         |            |            |         |             |   |

| Activity - Summer School  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Summer School will be offered to provide additional instruction in preparation for the 2017-18 school year. Tier 2 and Tier 3 students identified with STAR Math, Early Literacy, and other classroom assessments will be invited to participate. Additional Learning Time Early Literacy Grant and Section 31A funding will be used. | Academic Support Program | Tier 2 | Implement | 06/26/2017 | 08/25/2017 | \$4000            | Other             | Principal, Elementary Teachers, 1 Elementary Aide, Title I teacher. |
| Schools: Centreville Elementary School  |                          |        |           |            |            |                   |                   |   |

| Activity - Standards Based Grading   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/29/2018 | \$8250            | Title II Part A   | Principals, Curriculum Director, Superintendent Standards Based Training facilitator |
| Schools: All Schools   |                       |        |               |            |            |                   |                   |  |

| Activity - Increased Use of Technology - Title I  | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Tablets were purchased for use in the Title I Classroom. Tablets will be used with students in kindergarten and first grade to reinforce and extend mathematics skills and to aid in assessment of student skills | Direct Instruction, Academic Support Program | Tier 2 | Implement | 01/09/2017 | 06/15/2018 | \$2500            | Title I Part A    | Elementary Principal, Title I Director, Title I Teachers. |
| Schools: Centreville Elementary School  |  |        |           |            |            |                   |                   |   |

| Activity - Training - Instructional Student Support and ESSA Guidelines | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

## District Improvement Plan

Centreville Public Schools

|  |  |             |               |                   |                 |                          |  |   |
|--|--|-------------|---------------|-------------------|-----------------|--------------------------|--|---|
| Elementary Principal, Title I Director, and Title I Classroom Teacher will attend Michigan Association of State and Federal , Program Specialists (MASFPS) workshop on ESSA Updates, Title I Flexibility and Intentional and Targeted Teaching.<br><br>Schools: Centreville Elementary School  | Professional Learning  | Tier 1      | Getting Ready | 02/01/2017        | 03/01/2018      | \$750                    | Title I Part A                             | Elementary Principal, Title I Director, Title I Teacher         |
| <b>Activity - Professional Learning Communities</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                   | <b>Staff Responsible</b>  |
| All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.<br><br>Schools: All Schools | Professional Learning  | Tier 1      | Implement     | 09/01/2017        | 06/15/2018      | \$3000                   | Section 31a, General Fund, Title II Part A | Principals, Curriculum Directors, Teachers, Superintendent      |
| <b>Activity - Co-Teaching</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                   | <b>Staff Responsible</b>  |
| Special education and regular education teachers will collaborate and use research based teaching strategies to co-teach classes of regular and special education students. Teachers will receive training in the best practices of co-teaching. Training will be provided by an ISD or outside consultant.<br><br>Schools: Centreville Jr/Sr High School  | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1      | Getting Ready | 09/01/2017        | 06/15/2018      | \$500                    | Section 31a                                | Principal, regular ed and special education teacher, consultant |

### Strategy 3:

Assessment - At the elementary school, STAR Math and module assessments from Eureka Math will be utilized to determine strengths and weaknesses of all students in grades 1-6, and to determine effectiveness of instruction, curriculum, and local assessments as aligned to CCSS. State assessment item analysis will be utilized to target standards of weakness, to inform instruction, and to determine the level of understanding of CCSS content for all students and to further support instructional needs, such as enrichment, reinforcement, and intervention.

At the junior high/high school, Eureka Math and all local assessments, including mid-term and final exams, will be common and aligned to the CCSS..

Category: Mathematics

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn.

Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

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Marzano, Robert J. "Formative Assessment &amp; Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Tier: Tier 1

| Activity - Align Assessments   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive training in the use and administration of assessments embedded in the Eureka math curriculum. Teachers will also be trained in how to utilize the data from the assessments to inform instruction.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$2000            | Title II Part A   | Math Teachers, ISD Staff, KRESA Math Coach |

| Activity - Use of Data in PLCs  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will be trained in how to retrieve, utilize, and communicate STAR Math data and local assessments in a PLC community to inform instruction, support student specific needs, and share information with parents and stakeholders.<br><br>Schools: Centreville Elementary School | Direct Instruction | Tier 1 | Implement | 01/27/2012 | 06/15/2018 | \$500             | General Fund      | All K-3 teachers, math teachers in grades 4-6, administration, curriculum director |

| Activity - Parent Communication and Training   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Teachers will share student data with parents by explaining parent reports (STAR Math) and Eureka Math assessments at conferences, as well as with on-going written communication. Parents will receive a data sheet with report cards 2 times a year, reporting student progress on STAR math. Additional information, including training in how parents can help their child, will be shared at parent workshops, conferences, and during Math Game Night.<br><br>Schools: Centreville Elementary School | Parent Involvement | Tier 1 | Monitor | 08/28/2012 | 06/15/2018 | \$500             | Title I Part A    | All mathematics staff and administration. |

## District Improvement Plan

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| Activity - STAR Math   | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| <p>At the elementary, fall and winter screening allows us to select students for interventions and progress monitoring. We will be able to dis-aggregate the data to determine which students are on benchmark and those that are capable of enrichment activities. Based upon data, all students will be targeted for multi-tiered support from all teaching staff. Instructional strategies utilized by staff will address intervention, reinforcement, and/or enrichment for all students. Spring assessment will continue to offer progress monitoring on students targeted for intervention. Spring assessment will also assess all students on current grade level standards to determine effectiveness of current year's instruction and curriculum alignment.</p> <p>At the junior high, STAR math will be utilized to establish RTI groups and to direct assignment of KAHN Academy instruction.</p> <p>Elementary, junior high and high school teachers will receive further training in utilizing the reports and instructional recommendations available in the STAR Math software.</p> <p>Schools: Centreville Elementary School, Centreville Jr/Sr High School</p> | Professional Learning, Academic Support Program | Tier 1 | Implement     | 11/30/2011 | 06/15/2018 | \$2000            | General Fund      | K-3 teachers, 4-8th grade math teachers, principals, curriculum director, special education teachers. |
| Activity - New Standardized Test Training  | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| <p>Teachers will receiving training in the parameters of the new SAT math assessment and will receive training on the utilization of student assessment data in order to drive decision making.</p> <p>Schools: Centreville Jr/Sr High School</p>  | Professional Learning                           | Tier 1 | Getting Ready | 09/08/2015 | 06/15/2018 | \$1000            | Title II Part A   | Math department, building administration.   |
| Activity - Local Assessments   | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

## District Improvement Plan

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|   |   |        |           |            |            |        |                               |   |
|---|---|--------|-----------|------------|------------|--------|-------------------------------|---|
| Staff will utilize the assessments (exit, mid-, and end of module) available in Eureka Math to determine the depth of understanding of the students. Assessments are written as a 4.0 scale. The scales will be used to inform instruction and determine level of support needed in MTSS. At this time, assessments will be converted to percents for parents. Activity will be expanded this year to build topic quizzes and clarify mid and end of unit modules to make progress towards standards-based grading. | Professional Learning, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/24/2015 | 06/29/2018 | \$5000 | Title II Part A, General Fund | Mathematics Teachers<br>KRESA math consultant |
| Schools: Centreville Elementary School  |   |        |           |            |            |        |                               |   |

| Activity - Illuminate and Data Hub   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data. | Professional Learning | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$500             | Title II Part A   | Math Teachers, Principal, Curriculum Director, ISD Consultants |
| Schools: All Schools   |                       |        |               |            |            |                   |                   |  |

### Strategy 4:

Student Support - Junior High Counselor - A junior high counselor has been added to address the social, emotional, and educational needs of students. This is a part-time position which focuses on a reduction in student disciplinary referrals and an increase in student achievement. The counselor will be available to both students and teachers, will be a part of staff student concerns, and will help facilitate and coordinate RTI instruction.

Category: School Culture

Research Cited: Marzano, Robert J. "What Works in Schools." Alexandria, Virginia. 2003

Tier: Tier 1

| Activity - Student Support   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Identified at-risk students will receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$2000            | Section 31a       | Jr/Sr High Principal, Counselor, Teachers |
| Schools: Centreville Jr/Sr High School   |  |        |           |            |            |                   |                   |   |

## Goal 3: All students at Centreville Public Schools will be proficient in science.

## District Improvement Plan

Centreville Public Schools

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### Measurable Objective 1:

39% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or show growth in science as demonstrated by achieving a Level 3, Level 4, or college ready score in Science by 06/15/2018 as measured by state approved and district assessments..

### Strategy 1:

Assessment - At the elementary, teachers in grades K-2 will use assessments within the Reading Street curriculum that address science content. Teachers in grades 3-4 will continue to use local assessments. Fifth and sixth grade teachers will use assessments and writing journals from the BCMSC kits. Assessment data will be used to inform instruction, drive Rtl, and communicate with parents.

At the junior high/high school, teachers will continue to develop local assessments to improve achievement scores based on data collection/analysis.

Category: Science

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Tier: Tier 1

| Activity - Parent Communication and Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Centreville Public Schools

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|--|--------------------|--------|---------------|------------|------------|-------|--------------|---------------------------------------|
| Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs / Michigan Science Standards to be able to communicate the student's level of learning. Local assessments and data gathered regarding science knowledge found in local assessments will be used in grades K-4. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. | Parent Involvement | Tier 1 | Getting Ready | 08/22/2011 | 06/15/2018 | \$500 | General Fund | All science staff and administration. |
| Schools: Centreville Elementary School   |                    |        |               |            |            |       |              |                                       |

| Activity - Assessment Tools  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| Teachers will utilize local assessments, and assessments within BCMSC Kits, Mystery Science and Curriculum Crafter. Teachers in 4-6 will work towards creating scales or utilizing already built scales aligned to GLCEs and NGSS to assess the depth of knowledge of the students. Teachers are working toward standards-based grading. | Professional Learning | Tier 1 | Implement | 08/10/2011 | 06/01/2018 | \$500             | Title II Part A   | All staff, administration |
| Schools: Centreville Elementary School   |                       |        |           |            |            |                   |                   |                           |

| Activity - Use of Data - JH/HS   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                           |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Continue to develop unit assessments based on Marzano's research/The Art & Science of Teaching, continuing to align with NGSS (ongoing process). | Professional Learning | Tier 1 | Implement | 09/03/2013 | 06/15/2018 | \$2000            | Title II Part A   | Science Teachers, principal, ISD Consultant |
| Schools: Centreville Jr/Sr High School   |                       |        |           |            |            |                   |                   |   |

| Activity - Use of Data - Elementary  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| All teachers will analyze data from authentic, standards-based, common science assessments aligned to CCSS/NGSS to inform instruction and identify individual student needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment. | Professional Learning | Tier 1 | Getting Ready | 08/22/2011 | 06/15/2018 | \$0               | No Funding Required | All science instructional staff, administration, and curriculum director. |
| Schools: Centreville Elementary School   |                       |        |               |            |            |                   |                     |   |

| Activity - Development of Assessments and Use of Data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Centreville Public Schools

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|---|-----------------------|--------|-----------|------------|------------|-------|-------------|---|
| Teachers will receive additional training in the use of Exam View, Illuminate. or on-network testing to facilitate assessment data collection, interpretation, and use.<br><br>Schools: Centreville Jr/Sr High School | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/01/2018 | \$500 | Section 31a | ISD Staff, Science teachers, and Building Principal |
|---|-----------------------|--------|-----------|------------|------------|-------|-------------|---|

| Activity - Illuminate and Data Hub   | Activity Type                     | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.<br><br>Schools: All Schools | Professional Learning, Technology | Tier 1 | Getting Ready | 06/16/2017 | 06/15/2018 | \$500             | Title II Part A   | Principals, curriculum director, instructional staff, ISD staff |

### Strategy 2:

Curriculum - Elementary teachers will continue to modify and align curriculum to the Michigan Science Standards. In kindergarten through grade 2, we will use curriculum resources within the Reading Street curriculum. Grades 3 and 4 will continue to utilize and update present science units built to the Michigan GLCEs and Michigan Standards. Grades 4-6 will continue implementation of BCMSC kits as funds and professional development become available.

The junior high/high school science department will align units of instruction and assessments to the Michigan Standards.

Category: Science

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Tier: Tier 1

| Activity - Identify Key Content Vocabulary   | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents and Curriculum Crafter.<br><br>Schools: All Schools | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/23/2010 | 06/15/2018 | \$1000            | General Fund      | All science teachers, administration, and curriculum director |

## District Improvement Plan

Centreville Public Schools

| Activity - Re-align Science Curriculum   | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
|--|------------------------|--------|---------------|------------|------------|-------------------|---------------------------|---|
| Attend SJCISD training sessions and in-house work sessions using outside resources to align the curriculum to the Michigan Science Standards.<br><br>Schools: Centreville Jr/Sr High School  | Professional Learning  | Tier 1 | Getting Ready | 09/02/2013 | 06/15/2018 | \$1500            | Section 31a, General Fund | Science teachers  |
| Activity - On-Line Curriculum  | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.<br><br>Schools: All Schools           | Technology             | Tier 1 | Implement     | 05/01/2013 | 06/15/2018 | \$0               | No Funding Required       | Building and district administrators  |
| Activity - Curriculum Alignment  | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| Science teachers will attend ISD training on Michigan Science Standards. Teachers will also work with an instructional leader to ensure that our sequenced and written science curriculum incorporates all Michigan Science Standards. Local curricular units, Curriculum Crafter, Mystery Science, PLTW, and BCMSC kits will be used to develop the curriculum.<br><br>Schools: Centreville Elementary School | Professional Learning  | Tier 1 | Implement     | 08/23/2010 | 06/15/2018 | \$2500            | Title II Part A           | All science instructional staff, administration, and curriculum director, ISD presenter and staff |
| Activity - BCMSC Kits  | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| We are implementing the use of Battle Creek Math Science Kits that are aligned to the GLCEs and moving toward the demands of NGSS. Kits would be implemented in 5th and 6th grade, and 4th grade as resources are available. General fund money would be used to purchase kits. 31 A funds will be used for teacher training only.<br><br>Schools: Centreville Elementary School                               | Curriculum Development | Tier 1 | Getting Ready | 09/08/2014 | 06/15/2018 | \$4000            | General Fund, Section 31a | 5/6 grade science teacher, administration, curriculum director                                    |

## District Improvement Plan

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### Strategy 3:

Instruction - Teachers will use instructional strategies to improve science instruction. At the elementary, strategies will include the following: Marzano 6-Step Vocabulary, writing within science, hands-on, differentiation, and higher order learning.

At grades 5 and 6, teachers will utilize the BCAMSC kit.

At the junior high/high school, teachers will continue to integrate Marzano's 6-Step Vocabulary, CCSS reading and writing goals, and differentiation into the science curriculum.

Category:

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Tier:

| Activity - Differentiated Instruction and Effective Instructional Strategies   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional staff will continue to receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and during work with ISD consultants.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/28/2013 | 06/15/2018 | \$1000            | Title II Part A   | All staff, administration, curriculum director, ISD Staff |
| Activity - Targeted Instruction and Support  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

## District Improvement Plan

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|  |  |        |           |            |            |         |                             |   |
|--|--|--------|-----------|------------|------------|---------|-----------------------------|---|
| Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance.<br><br>Schools: Centreville Elementary School | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 09/04/2012 | 06/15/2018 | \$41144 | Section 31a, Title I Part A | Title I Staff, administration, curriculum director, elementary at-risk counselor.<br>**<br>Remaining cost for implementation will be covered by General Fund for special education teaching support, etc. |
|--|--|--------|-----------|------------|------------|---------|-----------------------------|---|

| Activity - Key Content Vocabulary   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.<br><br>Schools: Centreville Jr/Sr High School | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/15/2018 | \$500             | Title II Part A   | Science teachers, administration |

| Activity - Increase Use of Technology   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training<br><br>Schools: All Schools | Technology    | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$5500            | Section 31a, General Fund | Technology Staff, Administration, Instructional Staff, ISD Staff |

| Activity - Literacy Strategies - ISD Staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

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|--|---|-------------|--------------|-------------------|-----------------|--------------------------|---------------------------|--|
| Teachers will receive training in the integration of reading and writing goals into the science curriculum, including units and assessments. Training will also include vocabulary instruction, assessment and grading.<br><br>Schools: Centreville Jr/Sr High School  | Professional Learning, Academic Support Program | Tier 1      | Implement    | 09/02/2013        | 06/15/2018      | \$2000                   | Title II Part A           | Science department, principal, ISD Staff                       |
| <b>Activity - Credit Recovery</b>  | <b>Activity Type</b>                            | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |
| Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)<br><br>Schools: Centreville Jr/Sr High School | Academic Support Program                        | Tier 2      | Implement    | 09/03/2013        | 06/15/2018      | \$6000                   | General Fund, Section 31a | Principal, On-line Aide, Mentor Teacher, High School Counselor |
| <b>Activity - After School Tutoring</b>  | <b>Activity Type</b>                            | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |
| After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.<br><br>Schools: Centreville Jr/Sr High School   | Academic Support Program                        | Tier 2      | Implement    | 09/03/2013        | 06/15/2018      | \$1200                   | Section 31a, General Fund | Principal, Teacher-Supervisors                                 |
| <b>Activity - Covered Bridge Classroom</b>   | <b>Activity Type</b>                            | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |
| Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.<br><br>Schools: All Schools   | Academic Support Program                        | Tier 1      | Monitor      | 09/07/2004        | 06/15/2018      | \$20000                  | Section 31a               | Covered Bridge Teacher, Aide, High School Principal            |
| <b>Activity - Lesson Planning</b>  | <b>Activity Type</b>                            | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |

## District Improvement Plan

Centreville Public Schools

|  |  |             |              |                   |                 |                          |                           |   |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|---------------------------|---|
| Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.<br><br>Schools: All Schools  | Professional Learning, Materials           | Tier 1      | Implement    | 08/17/2015        | 06/15/2018      | \$250                    | General Fund              | Principals, Curriculum Director, K-12 Staff   |
| <b>Activity - Standards Based Grading</b>  | <b>Activity Type</b>                       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>  |
| Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs.<br><br>Schools: All Schools | Professional Learning                      | Tier 1      | Implement    | 09/06/2016        | 06/29/2018      | \$4275                   | Title II Part A           | Presenter, Principals, Curriculum Director, Superintendent,                         |
| <b>Activity - Project Lead the Way</b>   | <b>Activity Type</b>                       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>  |
| Project Lead the Way (PLTW) will be introduced in both the elementary and junior high school as supplements to our science curriculum. Selected elementary students will receive PLTW instruction during teacher enrichment and grade level content. At the 7th and 8th grade, students will participate in PLTW during an exploratory class. Our goal is to extend PLTW into the general education science curriculum.<br><br>Schools: Centreville Elementary School, Centreville Jr/Sr High School   | Curriculum Development, Direct Instruction | Tier 1      | Implement    | 09/06/2016        | 06/15/2018      | \$25000                  | Section 31a, Other        | PLTW teachers, Principals, Curriculum Director                                      |
| <b>Activity - Project Lead the Way Teacher Training</b>  | <b>Activity Type</b>                       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>  |
| Project Lead the Way (PLTW) teachers will receive training in PLTW concepts and modules. This training will begin prior to the implementation of the program and continue throughout the duration of the program.<br><br>Schools: Centreville Elementary School, Centreville Jr/Sr High School   | Professional Learning                      | Tier 1      | Implement    | 08/01/2016        | 06/15/2018      | \$9000                   | Section 31a, General Fund | Project Lead the Way Teachers, PLTW Training Staff, Principals, Curriculum Director |

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| Activity - Professional Learning Communities   | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                          | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|--|--|
| All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.<br><br>Schools: All Schools | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$3000            | General Fund, Section 31a, Title II Part A | Principals, Curriculum Directors, Teachers, Superintendent |

### Strategy 4:

Student Support - Junior High Counselor - A junior high counselor has been added to address the social, emotional, and educational needs of students. This is a part-time position which focuses on a reduction in student disciplinary referrals and an increase in student achievement. The counselor will be available to both students and teachers, will be a part of staff student concerns, and will help facilitate and coordinate RTI instruction.

Category: School Culture

Research Cited: Marzano, Robert J. "What Works in Schools." Alexandria, Virginia. 2003

Tier: Tier 1

| Activity - Student Support   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                           |
|--|--|--------|-----------|------------|------------|-------------------|---------------------------|---|
| Identified at-risk students will also receive social/emotional support to enhance their academic performance<br><br>Schools: Centreville Jr/Sr High School | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$6000            | Section 31a, General Fund | Jr./Sr. High Principal, Counselor, Teachers |

## Goal 4: All students at Centreville Public Schools will be proficient writers.

### Measurable Objective 1:

55% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or show growth in ELA as demonstrated by achieving a Level 3, Level 4, or college ready score in English Language Arts by 06/15/2018 as measured by on state approved and/or district writing assessments..

## District Improvement Plan

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### Strategy 1:

Assessment - At the elementary, all ELA teachers will implement CCSS aligned rubrics that assess student achievement in narrative, persuasive, and informative writing. Data from rubrics will guide the writing curriculum and instructional strategies to meet the needs of students in our multi-tiered system of support. Scales and assessments will be written to CCSS and incorporated into curriculum maps by all grade level teams.

At the junior high/high school, teachers will continue the development and utilization of local writing assessments which will use common assessment format aligned to the writing CCSS. The development and utilization will be monitored by the ELA department and administration to ensure alignment to the CCSS. Each assessment will utilize a four-point mastery scale for student performance in each targeted Common Core writing standard.

Category: English/Language Arts

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Tier: Tier 1

| Activity - Writing Assessments - JH/HS  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The ELA department will continue to develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four-point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs. The department will work with ISD staff to create and modify argumentative, narrative, and informational writing to drive writing instruction. | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/15/2018 | \$1000            | Title II Part A   | ELA department staff, principal, ISD staff |
| Schools: Centreville Jr/Sr High School  |                       |        |           |            |            |                   |                   |  |

| Activity - Parent Communication and Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

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|   |                    |        |           |            |            |       |                |               |
|---|--------------------|--------|-----------|------------|------------|-------|----------------|---------------|
| Teachers will share student data with parents by explaining writing rubrics and M-STEP reports. Additional information including training in how parents can help their children will be shared at conferences, through written communications, and through the Web site. | Parent Involvement | Tier 1 | Implement | 10/01/2013 | 06/15/2018 | \$500 | Title I Part A | All ELA staff |
| Schools: Centreville Elementary School  |                    |        |           |            |            |       |                |               |

| Activity - Use of Data   | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| ELA Staff will be trained to analyze and utilize writing data from common prompts and universal rubrics three times a year. Teachers will work in teams to score writing and gather data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support. | Professional Learning, Direct Instruction | Tier 1 | Implement | 09/10/2012 | 06/15/2018 | \$1000            | General Fund      | All ELA staff and administration |
| Schools: Centreville Elementary School   |   |        |           |            |            |                   |                   |                                  |

### Strategy 2:

Curriculum - Teachers will adjust/and align the writing curriculum to create a guaranteed and viable curriculum which aligns with the Common Core, using existing resources and Reading Street, while still incorporating additional resources. The writing curriculum will be sequenced, organized, and embedded into ELA curriculum maps that include reading standards. The curriculum will direct instruction to improve student achievement.

Category: English/Language Arts

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Tier: Tier 1

| Activity - Curriculum Alignment  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Grade level teachers will meet with ISD support staff to ensure ELA curriculum maps include scope and sequence and are aligned to Common Core ELA standards for writing. | Professional Learning | Tier 1 | Implement | 06/11/2015 | 06/15/2018 | \$1000            | General Fund, Title II Part A | Administrators, ELA teachers, ISD staff, and curriculum director |
| Schools: Centreville Elementary School   |                       |        |           |            |            |                   |                               |  |

## District Improvement Plan

Centreville Public Schools

| Activity - On-Line Curriculum  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                    |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------------------|
| Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.<br><br>Schools: All Schools | Technology    | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0               | No Funding Required | Building and district administrators |

### Strategy 3:

Instruction - Teachers will revisit and utilize research-based instructional strategies to improve writing instruction. (Strategies include common graphic organizers, literary elements organizers, and identification of key vocabulary to support writing instruction.) These initiatives will continue to be supported with the tools being implemented from the John Collins Model, 6-Traits Writing, Write Well, and Dr. Robert Marzano's vocabulary instruction techniques.

An instructional coach will also be provided to observe instruction and provide individual coaching.

Category: English/Language Arts

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Tier: Tier 1

| Activity - Development of Rubrics  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible                                       |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------------------|---|
| Instructional staff will utilize<br><br>and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support.<br><br>At the elementary, rubrics for narrative, opinion, and information will be utilized to assess students at least 2 times a year (per rubric) to inform instruction. Rubrics are written in 4.0 scale and specific to skills being assessed.<br><br>Schools: All Schools | Direct Instruction | Tier 1 | Implement | 09/07/2012 | 06/15/2018 | \$2000            | Title II Part A, General Fund | All ELA Staff, administration, and curriculum director. |

## District Improvement Plan

Centreville Public Schools

| Activity - Targeted Instruction and Support   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|-----------------------------|---|
| <p>Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; M-STEP practice items. Reading Street and My Sidewalks resources. Identified at-risk students will also receive social/emotional support to enhance their academic performance.</p> <p>Schools: Centreville Elementary School</p> | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 09/04/2012 | 06/15/2018 | \$23144           | Title I Part A, Section 31a | Title I staff, administration, and Title I director, Elementary At-Risk Counselor **<br><br>Additional funding for SE and general ed staff will be general funds. |
| Activity - Increase Use of Technology   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| <p>Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training</p> <p>Schools: All Schools</p>  | Technology                                     | Tier 1 | Implement | 08/25/2014 | 06/15/2018 | \$0               | No Funding Required         | Administration, instructional staff,  |
| Activity - Differentiated Instruction and Instructional Strategies  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| <p>Instructional staff will receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur in staff meetings, PLCs, and during professional development with ISD staff.</p> <p>Schools: All Schools</p>   | Professional Learning                          | Tier 1 | Implement | 08/24/2015 | 06/15/2018 | \$1000            | Title II Part A             | Principals, teachers, Curriculum Director, ISD staff  |
| Activity - Covered Bridge Classroom   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |

## District Improvement Plan

Centreville Public Schools

|  |                          |        |         |            |            |         |             |   |
|--|--------------------------|--------|---------|------------|------------|---------|-------------|---|
| Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.<br><br>Schools: Covered Bridge School | Academic Support Program | Tier 1 | Monitor | 09/07/2004 | 06/15/2018 | \$20000 | Section 31a | Covered Bridge Teacher, Aide, High School Principal |
|--|--------------------------|--------|---------|------------|------------|---------|-------------|---|

| Activity - Lesson Planning  | Activity Type                    | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible                              |
|---|----------------------------------|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.<br><br>Schools: All Schools | Professional Learning, Materials | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$500             | Title II Part A, General Fund | Principals, Curriculum Director, K-12 Teachers |

| Activity - Standards Based Grading   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$500             | Title II Part A   | Standards-based consultant, Principals, Curriculum Director, Superintendent |

| Activity - Instructional Coaching  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                        |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.<br>Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2017 | 06/15/2018 | \$1000            | General Fund      | Principals, teacher, instructional coach |

## District Improvement Plan

Centreville Public Schools

| Activity - Professional Learning Communities   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|--|
| All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.<br><br>Schools: All Schools | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$0               | No Funding Required | Principals, Curriculum Directors, Teachers, Superintendent |

## Goal 5: All students at Centreville Public Schools will be proficient in social studies.

### Measurable Objective 1:

53% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or show growth in social studies as demonstrated by achieving a Level 3 or Level 4 score in Social Studies by 06/15/2018 as measured by state approved and/or district social studies assessments..

### Strategy 1:

Instruction - Teachers will employ research-based instructional strategies to improve social studies instruction. Teachers will revisit and utilize research-based instructional strategies to improve student achievement in social studies.

Category: Social Studies

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Tier: Tier 1

| Activity - Key Content Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Centreville Public Schools

|   |                    |        |           |            |            |       |              |   |
|---|--------------------|--------|-----------|------------|------------|-------|--------------|---|
| Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.<br><br>Schools: All Schools | Direct Instruction | Tier 1 | Implement | 08/20/2012 | 06/15/2018 | \$500 | General Fund | All social studies teachers, administration, and curriculum director. |
|---|--------------------|--------|-----------|------------|------------|-------|--------------|---|

| Activity - Differentiation and Effective Instructional Strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional staff will continue to revisit training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Differentiation will be revisited through staff meetings, PLCS, and ISD trainings.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/19/2013 | 06/01/2018 | \$500             | Title II Part A   | Social studies teachers, administration, and curriculum director, ISD staff |

| Activity - Targeted Instruction and Support  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance.<br><br>Schools: Centreville Elementary School | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 01/09/2012 | 06/15/2018 | \$23144           | Title I Part A, Section 31a | Title I teacher, Title I aide, principal, elementary at-risk counselor.<br>***<br>Additional funding needed for implementation will be covered by general funds. |

| Activity - Increase Use of Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Centreville Public Schools

|  |                                  |             |              |                   |                 |                          |                           |  |
|--|----------------------------------|-------------|--------------|-------------------|-----------------|--------------------------|---------------------------|--|
| Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training<br><br>Schools: All Schools  | Technology                       | Tier 1      | Implement    | 08/01/2014        | 06/15/2018      | \$500                    | General Fund              | administration, instructional staff.                           |
| <b>Activity - Credit Recovery</b>  | <b>Activity Type</b>             | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |
| Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)<br><br>Schools: Centreville Jr/Sr High School | Academic Support Program         | Tier 2      | Implement    | 09/03/2013        | 06/15/2018      | \$6000                   | General Fund, Section 31a | Principal, On-line Aide, Mentor Teacher, High School Counselor |
| <b>Activity - After School Tutoring</b>  | <b>Activity Type</b>             | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |
| After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.<br><br>Schools: Centreville Jr/Sr High School   | Academic Support Program         | Tier 2      | Implement    | 09/03/2013        | 06/15/2018      | \$1200                   | Section 31a, General Fund | Principal, Teacher-Supervisors of Credit Recovery              |
| <b>Activity - Lesson Planning</b>  | <b>Activity Type</b>             | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |
| Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.<br><br>Schools: All Schools  | Professional Learning, Materials | Tier 1      | Implement    | 08/17/2015        | 06/15/2018      | \$250                    | General Fund              | Principals, Curriculum Director, K-12 Staff                    |
| <b>Activity - Covered Bridge Classroom</b>   | <b>Activity Type</b>             | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                                       |

## District Improvement Plan

Centreville Public Schools

|  |                          |        |         |            |            |         |                           |   |
|--|--------------------------|--------|---------|------------|------------|---------|---------------------------|---|
| Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.<br><br>Schools: Covered Bridge School | Academic Support Program | Tier 1 | Monitor | 09/07/2004 | 06/15/2018 | \$20000 | Section 31a, General Fund | Covered Bridge Teacher, Aide, High School Principal |
|--|--------------------------|--------|---------|------------|------------|---------|---------------------------|---|

| Activity - Learning Targets and Goals  | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate student mastery.<br><br>Schools: Centreville Elementary School | Professional Learning, Direct Instruction | Tier 1 | Implement | 09/01/2014 | 06/29/2018 | \$1000            | Title II Part A   | District administration, building principal, instructional staff |

| Activity - Professional Learning Communities   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                          | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|--|--|
| All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.<br><br>Schools: All Schools | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$3000            | Title II Part A, Section 31a, General Fund | Principals, Curriculum Directors, Teachers, Superintendent |

### Strategy 2:

Assessment - At the elementary, teachers in grades k-2 will use assessments within the Reading Street curriculum, where it addresses social studies content. Teachers in grades 3-6 will continue to use local assessments. Assessment data will be used to inform instruction, support students in a multi-tiered system of support, and communicate to parents.

At the junior high/high school, teachers will develop high level assessments across social studies disciplines. Data from these assessments will be analyzed to target proficiency and under-performing areas of achievement, using this information to inform further instruction and assessment.

Category: Social Studies

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.



## District Improvement Plan

Centreville Public Schools

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Tier: Tier 1

| Activity - Assessment Tools   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be trained in the use of local assessments. Teachers in grades 4-6 will work toward creating scales or utilizing already built scales aligned to GLCEs to assess the depth of knowledge of the students. Resources used will be Curriculum Crafter, MC3, and local resources. To prepare for standards-based report cards, all assessments will be aligned to standards. Teachers will work toward aligning assessment and creating scales.<br><br>Schools: Centreville Elementary School | Professional Learning | Tier 1 | Implement | 08/22/2011 | 06/15/2018 | \$100             | General Fund      | Social studies teachers, administration, and curriculum director, ISD staff |
| Activity - Parent Communication and Training  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will share data from local assessments and/or information gained through Reading Street assessments with parents to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.<br><br>Schools: Centreville Elementary School  | Parent Involvement    | Tier 1 | Implement | 10/10/2011 | 06/15/2018 | \$100             | Title I Part A    | Social studies teachers and administration.                                 |
| Activity - Use of Data  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

## District Improvement Plan

Centreville Public Schools

|  |                       |             |               |                   |                 |                          |                                  |  |
|--|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|----------------------------------|--|
| All teachers will analyze and utilize data from authentic, standards-based, common social studies assessments to inform instruction and identify individual student needs. Data will be utilized in a multi-tiered system of support for intervention, reinforcement, and/or enrichment.<br><br>Schools: Centreville Elementary School   | Professional Learning | Tier 1      | Implement     | 09/04/2012        | 06/15/2018      | \$1000                   | General Fund                     | Social studies teachers and administration.                  |
| <b>Activity - Data Analysis - JH/HS</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>                                     |
| Social studies department will analyze SAT and local assessment data to identify under performing areas, creating focused practice activities on SAT-type reading passages,<br><br>Schools: Centreville Jr/Sr High School  | Professional Learning | Tier 1      | Implement     | 09/02/2013        | 06/15/2018      | \$0                      | No Funding Required              | Social studies department staff                              |
| <b>Activity - Create Assessments - JH/HS</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>                                     |
| The social studies department will be trained by ISD staff in the creation of common standards-based assessments for social studies units which are aligned and which require higher-order thinking. Training will also include a focus on vocabulary instruction and assessment.<br><br>Schools: Centreville Jr/Sr High School  | Professional Learning | Tier 1      | Implement     | 09/03/2013        | 06/15/2018      | \$1000                   | Title II Part A                  | Social studies department, principal, ISD staff              |
| <b>Activity - Standards Based Grading</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>                                     |
| Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs.<br><br>Schools: All Schools | Professional Learning | Tier 1      | Getting Ready | 09/06/2016        | 06/15/2018      | \$4625                   | Title II Part A, Title II Part A | Consultant, Principals, Curriculum Director, Superintendent, |

### Strategy 3:

Curriculum - Teachers will continue to modify and align curriculum to Michigan GLCEs with Curriculum Crafter, Michigan Citizenship Curriculum, and local text resources to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into curriculum maps and a scope and sequence to improve student achievement.

## District Improvement Plan

Centreville Public Schools

Category: Social Studies

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

MDE Social Studies Documents

Tier: Tier 1

| Activity - Curriculum Alignment, Revision, and Evaluation   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will work with an instructional leader to align and revise current curriculum to GLCEs and Reading Common Core. Teachers will continue to explore/utilize aligned curriculum such as Curriculum Crafter, MC3, and MDE Companion Documents. Curriculum will be sequenced vertically and organized into written curriculum maps which include assessments as well as instructional strategies.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/22/2011 | 06/15/2018 | \$1000            | General Fund        | Social studies teachers, administration, and curriculum director, ISD staff |
| Activity - Identify Key Content Vocabulary  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Teachers will continue to identify the key content vocabulary for social studies from MDE Companion Documents, MC3, and Curriculum Crafter.<br><br>Schools: Centreville Elementary School   | Direct Instruction    | Tier 1 | Monitor   | 08/22/2011 | 06/15/2018 | \$1000            | General Fund        | Social studies teachers, administration, and curriculum director.           |
| Activity - On-Line Curriculum   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.<br><br>Schools: All Schools                              | Technology            | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0               | No Funding Required | Building and district administrators.                                       |

## District Improvement Plan

Centreville Public Schools

### Strategy 4:

Student Support - Junior High Counselor - A junior high counselor has been added to address the social, emotional, and educational needs of students. This is a part-time position which focuses on a reduction in student disciplinary referrals and an increase in student achievement. The counselor will be available to both students and teachers, will be a part of staff student concerns, and will help facilitate and coordinate RTI instruction.

Category: School Culture

Research Cited: Marzano, Robert J. "What Works in Schools." Alexandria, Virginia. 2003

Tier: Tier 1

| Activity - Student Support   | Activity Type  | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                         |
|--|--|--------|-------|------------|------------|-------------------|---------------------------|---|
| Identified at-risk students will receive social/emotional support to enhance their academic performance.<br><br>Schools: Centreville Jr/Sr High School | Behavioral Support Program, Academic Support Program | Tier 1 |       | 09/08/2015 | 06/15/2018 | \$6000            | General Fund, Section 31a | Jr/Sr High Principal, Counselor, Teachers |

## Goal 6: Homeless Students

### Measurable Objective 1:

collaborate to serve the needs of homeless students while they are attending Centreville Public Schools by 06/15/2018 as measured by students receiving at least a "C" in all courses/subject areas in which they are enrolled.

### Strategy 1:

Providing for Physical Needs - A Title I Set-Aside has been established to provide food and required clothing (for example, gym shoes for physical education) for homeless students enrolled in our district. Payment for sports physicals, immunizations, and/or payment for a copy of the student's birth certificate will also be provided on a case-by-case basis.

Category: Other - Personal Needs and District Requirements

Research Cited: Title IA Requirement

Tier: Tier 1

| Activity - Homeless Students - Physical Needs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Centreville Public Schools

|   |  |               |                  |                   |                   |               |                       |   |
|---|--|---------------|------------------|-------------------|-------------------|---------------|-----------------------|---|
| <p>A Title I Set-Aside has been established to provide food and required clothing (gym shoes for physical education) for homeless students enrolled in our district. Payment for sports physicals, immunizations, and/or payment for a copy of the student's birth certificate will also be provided on a case-by-case basis.</p> <p>Schools: All Schools</p> | <p>Behavioral Support Program, Materials, Academic Support Program, Other - Providing for the physical and educational needs of homeless students.</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/06/2016</p> | <p>06/15/2018</p> | <p>\$1200</p> | <p>Title I Part A</p> | <p>Homeless Liaison, Building Principal, Title I Director, Counselors</p> |
|---|--|---------------|------------------|-------------------|-------------------|---------------|-----------------------|---|

**Strategy 2:**

Homeless Students - Educational Needs - In the elementary school, homeless students identified in need of educational support will receive assistance through our Title I program. Junior high/high schools will have access to our after school tutoring. If additional educational support is needed, additional tutoring sessions will be established and qualified staff hired to fill that need. Homeless students will also have access to summer school programs at no cost.

Category: Learning Support Systems

Research Cited: Title I Requirement

Tier: Tier 1

| Activity - Homeless Students - Educational Needs   | Activity Type                   | Tier          | Phase            | Begin Date        | End Date          | Resource Assigned | Source Of Funding     | Staff Responsible   |
|--|---------------------------------|---------------|------------------|-------------------|-------------------|-------------------|-----------------------|---|
| <p>In the elementary school, homeless students identified in need of educational support will receive assistance through our Title I program. Junior high/high schools will have access to our after school tutoring. If additional educational support is needed, additional tutoring sessions will be established and qualified staff hired to fill that need. Homeless students will also have access to summer school programs at no cost.</p> <p>Schools: All Schools</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/06/2016</p> | <p>06/15/2018</p> | <p>\$1000</p>     | <p>Title I Part A</p> | <p>Homeless Liaison, Principals, Title I Director, Counselors</p> |
| Activity - Homeless Students - Transportation  | Activity Type                   | Tier          | Phase            | Begin Date        | End Date          | Resource Assigned | Source Of Funding     | Staff Responsible   |

**District Improvement Plan**

Centreville Public Schools

|   |  |        |           |            |            |       |                |   |
|---|--|--------|-----------|------------|------------|-------|----------------|---|
| Title I set-aside will provide revenues for transportation over and above what the district would normally provide. This includes county transportation to and from school, after school tutoring, and/or summer school programs.<br><br>Schools: All Schools | Academic Support Program, Other - Transportation | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$400 | Title I Part A | Homeless Liaison, Building Principals, Transportation Supervisor, Counselors, Title I Director. |
|---|--|--------|-----------|------------|------------|-------|----------------|---|

**Goal 7: Centreville Public Schools will implement an effective early warning system to identify students in need of academic and behavioral interventions to ensure student success**

**Measurable Objective 1:**

collaborate to establish and implement an Early Warning System to identify and to provide assistance for students in need of academic and behavior interventions by 06/30/2020 as measured by an increase in the percentage of students scoring at proficient levels on State and local assessments, and a decrease in the number office referrals and in the number of in-school and out of school suspensions..

**Strategy 1:**

District and Building Leadership - District and building leadership teams will be established to support effective early warning systems within an MTSS model that will follow systematic and explicit processes to develop and implement an effective Early Warning System.

Category: Other - Early Warning System

Research Cited: State Requirement, American Institutes for Research, Educational Leadership, ASCD

Tier: Tier 1

| Activity - Early Warning System Leadership Training  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| Building and District Early Warning System teams will receive training to identify, implement, and evaluate effective academic and behavioral intervention and support programs.<br><br>Schools: All Schools | Professional Learning, Behavioral Support Program, Policy and Process, Academic Support Program | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$3000            | Section 31a       | Superintendent, administrative staff, Early Warning System Leadership Teams |

| Activity - Effective Support and Intervention Systems | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Centreville Public Schools

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|---|--|--------|-----------|------------|------------|--------|--------------|---|
| Early Warning Systems Leadership Team will identify and implement effective academic and behavioral intervention programs and procedures to ensure student success.<br><br>Schools: All Schools | Professional Learning, Behavioral Support Program, Materials, Technology, Academic Support Program | Tier 1 | Implement | 08/01/2017 | 06/29/2018 | \$1000 | General Fund | Early Warning Systems Leadership Team members |
|---|--|--------|-----------|------------|------------|--------|--------------|---|

| Activity - Assessment of Early Warning System   | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---|--------|---------|------------|------------|-------------------|-------------------|---|
| Early Warning Systems District and Building Leadership Team members will conduct a data review of the effectiveness of the implemented academic and behavioral intervention programs. Intervention programs will be revised or recommended for continuation as a result of the data review.<br><br>Schools: All Schools | Behavioral Support Program, Academic Support Program, Other | Tier 1 | Monitor | 06/01/2018 | 06/28/2019 | \$500             | General Fund      | Superintendent, District and Building Early Warning System Teams. |

| Activity - S.W.I.S.   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                                 |
|---|---|--------|-----------|------------|------------|-------------------|---------------------------|---|
| S.W.I.S. is a confidential, web-based information system to collect, summarize, and use student behavior data for decision making. S.W.I.S. will be purchased and staff trained in the use of the program. Data will be used in our Early Warning System to identify and provide behavioral support for students.<br><br>Schools: All Schools | Professional Learning, Behavioral Support Program, Technology | Tier 1 | Implement | 08/14/2017 | 06/14/2019 | \$2000            | General Fund, Section 31a | Superintendent, principals, counselors, teachers. |

## Goal 8: Centreville Public Schools will establish strategic policies, processes, and procedures to create a safe and positive school culture of continuous improvement.

### Measurable Objective 1:

collaborate to establish and implement school policies, procedures, and procedures which will ensure a safe and positive school culture for all students by 06/29/2018 as measured by the successful development and implementation of district policies which are compliant with State mandates.

### Strategy 1:

Emergency Use of Seclusion and Restraint - School policies and procedures will be developed to ensure that the district is in compliance with the State of Michigan policy for the emergency use of seclusion and restraint.

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Category: Other - Policies and Procedures

Research Cited: Required policy

Tier: Tier 1

| Activity - Policies and Procedures - Training   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| All staff will be trained in the policies and procedures regarding the Emergency Use of Seclusion and Restraint<br><br>Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 08/15/2017 | 06/15/2018 | \$1000            | General Fund      | Superintendent, administrative team, training facilitator |

| Activity - Implementation and Evaluation   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Policies and procedures regarding the use of seclusion and restraint will be implemented, monitored, and evaluated through the use of observations, disciplinary referrals, and implementation checklists. Following a review of relevant implementation data, procedures will be modified, as needed.<br><br>Schools: All Schools | Policy and Process | Tier 1 | Implement | 01/01/2018 | 06/14/2019 | \$1000            | General Fund      | Superintendent, administrative team, staff |

| Activity - Policies and Procedures - Development  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Current policies regarding seclusion and restraint will be reviewed and revised, as necessary, to ensure compliance with the State of Michigan's Policy for the Emergency Use of Seclusion and Restraint.<br><br>Schools: All Schools | Policy and Process | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$1000            | General Fund      | Superintendent, Board of Education, NEOLA, Administrative Team |

**Strategy 2:**

Positive School Culture - Administrative staff will receive training in the implementation of policies, processes, and procedures to create a positive school culture of continuous improvement.

Category: School Culture

Research Cited: ASCD, numerous articles and books

Speed of Trust, Stephen Covey

Tier: Tier 1



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| Activity - Positive School Culture   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible                           |
|--|--|--------|---------------|------------|------------|-------------------|-------------------------------|---|
| Administrative team members will receive training in processes and procedures needed to build a positive school culture.<br><br>Schools: All Schools | Community Engagement, Professional Learning, Policy and Process, Recruitment and Retention | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$750             | Title II Part A, General Fund | Superintendent, administrative team members |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

| Activity Name                      | Activity Description   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|------------------------------------|--|--|--------|-----------|------------|------------|-------------------|---|
| Targeted Instruction and Support   | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 09/04/2012 | 06/15/2018 | \$38000           | Title I Staff, administration, curriculum director, elementary at-risk counselor.<br>**<br>Remaining cost for implementation will be covered by General Fund for special education teaching support, etc. |
| Parent Communication and Training  | Teachers will share student data with parents by explaining writing rubrics and M-STEP reports. Additional information including training in how parents can help their children will be shared at conferences, through written communications, and through the Web site.  | Parent Involvement                                   | Tier 1 | Implement | 10/01/2013 | 06/15/2018 | \$500             | All ELA staff   |
| Homeless Students - Transportation | Title I set-aside will provide revenues for transportation over and above what the district would normally provide. This includes county transportation to and from school, after school tutoring, and/or summer school programs.  | Academic Support Program, Other - Transportation     | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$400             | Homeless Liaison, Building Principals, Transportation Supervisor, Counselors, Title I Director.   |

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|--|---|--|--------|---------------|------------|------------|---------|--|
| Training - Instructional Student Support and ESSA Guidelines | Elementary Principal, Title I Director, and Title I Classroom Teacher will attend Michigan Association of State and Federal , Program Specialists (MASFPS) workshop on ESSA Updates, Title I Flexibility and Intentional and Targeted Teaching.   | Professional Learning                          | Tier 1 | Getting Ready | 02/01/2017 | 03/01/2018 | \$750   | Elementary Principal, Title I Director, Title I Teacher  |
| Increased Use of Technology - Title I                        | Tablets were purchased for use in the Title I Classroom. Tablets will be used with students in kindergarten and first grade to reinforce and extend reading skills and as an aid in assessment of student skills.   | Direct Instruction, Academic Support Program   | Tier 2 | Implement     | 01/09/2017 | 06/15/2018 | \$2500  | Elementary Principal, Title I Director, Title I Classroom Teachers   |
| Targeted Instruction and Support                             | Title I support in classrooms with guided instruction and co-teaching.<br>Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, Rewiring Phonics, 6-Minute Solutions, PALS, and REWARDS..<br>Special Education resource Room<br>Intervention Meetings.<br>Hands-On-Learning and Technology Integration.<br>M-STEP Practice items<br>Literature circles<br>Reading Street and My Sidewalks resources.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction | Tier 2 | Implement     | 09/10/2012 | 06/15/2018 | \$30000 | Title I Staff, Administration, Title I Director, Elementary At-Risk Counselor<br>***Additional funding needed for implementation will be covered by general funds. |
| Targeted Instruction and Support                             | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; M-STEP practice items. Reading Street and My Sidewalks resources.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance.                           | Behavioral Support Program, Direct Instruction | Tier 2 | Implement     | 09/04/2012 | 06/15/2018 | \$20000 | Title I staff, administration, and Title I director, Elementary At-Risk Counselor<br>**<br>Additional funding for SE and general ed staff will be general funds.   |

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|--|--|---|--------|-----------|------------|------------|---------|---|
| Homeless Students - Physical Needs                           | A Title I Set-Aside has been established to provide food and required clothing (gym shoes for physical education) for homeless students enrolled in our district. Payment for sports physicals, immunizations, and/or payment for a copy of the student's birth certificate will also be provided on a case-by-case basis.   | Behavioral Support Program, Materials, Academic Support Program, Other - Providing for the physical and educational needs of homeless students. | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$1200  | Homeless Liaison, Building Principal, Title I Director, Counselors      |
| Targeted Instruction and Support                             | Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull-out setting with Number Worlds including hands-on instruction Special Education Resource Room Intervention Meetings Hands-on learning and use of technology M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction  | Tier 2 | Implement | 01/09/2012 | 06/15/2018 | \$30000 | Title I teacher, Title I aides, principal, Elementary At-Risk Counselor |
| Parent Communication and Training                            | Teachers will share data from local assessments and/or information gained through Reading Street assessments with parents to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.   | Parent Involvement  | Tier 1 | Implement | 10/10/2011 | 06/15/2018 | \$100   | Social studies teachers and administration.                             |
| Training - Instructional Student Support and ESSA Guidelines | Elementary Principal, Title I Director, and Title I Classroom Teacher will attend Michigan Association of State and Federal Program Specialists (MASFPS) workshop on ESSA Updates, Title I Flexibility, and Intentional and Targeted Teaching.   | Professional Learning   | Tier 1 | Implement | 02/01/2017 | 03/01/2018 | \$750   | Elementary Principal, Title I Director, Title I Classroom Teacher       |

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|                                       |   |  |        |           |            |            |         |  |
|---------------------------------------|---|--|--------|-----------|------------|------------|---------|--|
| Targeted Instruction and Support      | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance.                    | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 01/09/2012 | 06/15/2018 | \$20000 | Title I teacher, Title I aide, principal, elementary at-risk counselor.<br>***<br>Additional funding needed for implementation will be covered by general funds. |
| Increased Use of Technology - Title I | Tablets were purchased for use in the Title I Classroom. Tablets will be used with students in kindergarten and first grade to reinforce and extend mathematics skills and to aid in assessment of student skills   | Direct Instruction, Academic Support Program   | Tier 2 | Implement | 01/09/2017 | 06/15/2018 | \$2500  | Elementary Principal, Title I Director, Title I Teachers.  |
| Homeless Students - Educational Needs | In the elementary school, homeless students identified in need of educational support will receive assistance through our Title I program. Junior high/high schools will have access to our after school tutoring. If additional educational support is needed, additional tutoring sessions will be established and qualified staff hired to fill that need. Homeless students will also have access to summer school programs at no cost. | Academic Support Program                       | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$1000  | Homeless Liaison, Principals, Title I Director, Counselors   |
| Parent/Stakeholders Communication     | Teachers will communicate classroom learning goals aligned to CCSS and embedded in Eureka Math to all stakeholders. Communication will include weekly newsletters that are posted to the Web site, e-mailed, and provided as a hard copy. In addition, curriculum will be shared at Family Math Night   | Parent Involvement                             | Tier 1 | Monitor   | 08/28/2012 | 06/15/2018 | \$500   | All staff and administration   |
| Parent Communication and Training     | Teachers will share student data with parents at conferences by explaining parent reports (Dibels, Star, and Reading Street assessments). Additional information including training in how parents can help their children will be shared at conferences, through written communication, Web site, and through informational parent meetings and Family Reading Nights.   | Parent Involvement                             | Tier 1 | Monitor   | 09/19/2011 | 06/15/2018 | \$500   | All staff.   |

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|                                   |  |                    |        |         |            |            |       |   |
|-----------------------------------|--|--------------------|--------|---------|------------|------------|-------|---|
| Parent Communication and Training | Teachers will share student data with parents by explaining parent reports (STAR Math) and Eureka Math assessments at conferences, as well as with on-going written communication. Parents will receive a data sheet with report cards 2 times a year, reporting student progress on STAR math. Additional information, including training in how parents can help their child, will be shared at parent workshops, conferences, and during Math Game Night. | Parent Involvement | Tier 1 | Monitor | 08/28/2012 | 06/15/2018 | \$500 | All mathematics staff and administration. |
|-----------------------------------|--|--------------------|--------|---------|------------|------------|-------|---|

### Title II Part A

| Activity Name                     | Activity Description   | Activity Type                                | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-----------------------------------|--|--|--------|---------------|------------|------------|-------------------|--|
| Standards Based Grading           | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning                        | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$4125            | Consultant, Principals, Curriculum Director, Superintendent, |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.   | Professional Learning, Teacher Collaboration | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000            | Principals, Curriculum Directors, Teachers, Superintendent   |
| Assessment Tools                  | Teachers will utilize local assessments, and assessments within BCMSC Kits, Mystery Science and Curriculum Crafter. Teachers in 4-6 will work towards creating scales or utilizing already built scales aligned to GLCEs and NGSS to assess the depth of knowledge of the students. Teachers are working toward standards-based grading.   | Professional Learning                        | Tier 1 | Implement     | 08/10/2011 | 06/01/2018 | \$500             | All staff, administration                                    |

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|                         |  |   |        |           |            |            |        |   |
|-------------------------|--|---|--------|-----------|------------|------------|--------|---|
| Curriculum Alignment    | Science teachers will attend ISD training on Michigan Science Standards. Teachers will also work with an instructional leader to ensure that our sequenced and written science curriculum incorporates all Michigan Science Standards. Local curricular units, Curriculum Crafter, Mystery Science, PLTW, and BCMSC kits will be used to develop the curriculum.   | Professional Learning   | Tier 1 | Implement | 08/23/2010 | 06/15/2018 | \$2500 | All science instructional staff, administration, and curriculum director, ISD presenter and staff |
| Development of Rubrics  | Instructional staff will utilize<br><br>and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support.<br><br>At the elementary, rubrics for narrative, opinion, and information will be utilized to assess students at least 2 times a year (per rubric) to inform instruction. Rubrics are written in 4.0 scale and specific to skills being assessed.   | Direct Instruction  | Tier 1 | Implement | 09/07/2012 | 06/15/2018 | \$1000 | All ELA Staff, administration, and curriculum director.   |
| Instructional Coaching  | Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.  | Professional Learning   | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$500  | Instructional coach, teachers, principals.  |
| Local Assessments       | Staff will utilize the assessments (exit, mid-, and end of module) available in Eureka Math to determine the depth of understanding of the students. Assessments are written as a 4.0 scale. The scales will be used to inform instruction and determine level of support needed in MTSS. At this time, assessments will be converted to percents for parents. Activity will be expanded this year to build topic quizzes and clarify mid and end of unit modules to make progress towards standards-based grading.  | Professional Learning, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/24/2015 | 06/29/2018 | \$2000 | Mathematics Teachers<br>KRESA math consultant   |
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning   | Tier 1 | Implement | 09/06/2016 | 06/29/2018 | \$4275 | Presenter, Principals, Curriculum Director, Superintendent,                                       |

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|---|--|--|--------|---------------|------------|------------|--------|--|
| New Standardized Test Training                          | Teachers will receive training in the parameters of the new SAT math assessment and will receive training on the utilization of student assessment data in order to drive decision making.   | Professional Learning  | Tier 1 | Getting Ready | 09/08/2015 | 06/15/2018 | \$1000 | Math department, building administration.                        |
| Professional Development - Grading Consistency          | All ELA teachers will receive training on the development of grading alignment, consistency, and best practice for consistent teacher records in the implementation of CCSS.   | Professional Learning  | Tier 1 | Monitor       | 09/02/2013 | 06/15/2018 | \$1000 | ELA department staff<br>ISD Consultants                          |
| Differentiated Instruction and Instructional Strategies | Instructional staff will receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur in staff meetings, PLCs, and during professional development with ISD staff.       | Professional Learning  | Tier 1 | Implement     | 08/24/2015 | 06/15/2018 | \$1000 | Principals, teachers, Curriculum Director, ISD staff             |
| Illuminate and Data Hub                                 | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.   | Professional Learning, Technology                                      | Tier 1 | Getting Ready | 06/16/2017 | 06/15/2018 | \$500  | Principals, curriculum director, instructional staff, ISD staff  |
| Professional Learning Communities                       | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent       |
| Curriculum Alignment                                    | Grade level teachers will meet with ISD support staff to ensure ELA curriculum maps include scope and sequence and are aligned to Common Core ELA standards for writing.   | Professional Learning  | Tier 1 | Implement     | 06/11/2015 | 06/15/2018 | \$500  | Administrators, ELA teachers, ISD staff, and curriculum director |
| Literacy Strategies - ISD Staff                         | Teachers will receive training in the integration of reading and writing goals into the science curriculum, including units and assessments. Training will also include vocabulary instruction, assessment and grading.  | Professional Learning, Academic Support Program                        | Tier 1 | Implement     | 09/02/2013 | 06/15/2018 | \$2000 | Science department, principal, ISD Staff                         |



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|---|--|---|--------|---------------|------------|------------|--------|--|
| Key Content Vocabulary  | Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.  | Direct Instruction                        | Tier 1 | Implement     | 09/03/2013 | 06/15/2018 | \$500  | Science teachers, administration   |
| Reading Street  | ELA teachers will continue to participate in professional development with ISD consultants and district staff on how to fully and effectively implement the program.   | Professional Learning, Direct Instruction | Tier 1 | Implement     | 06/01/2015 | 06/15/2018 | \$1000 | All ELA staff, administration, and curriculum director.                        |
| Reading Street / Aligned Assessments                              | With the implementation of the Reading Street curriculum assessments, teachers will determine the appropriate assessments to gain the intended information. Utilizing the on-line resources, including assessments, will be an additional goal.  | Professional Learning                     | Tier 1 | Getting Ready | 06/01/2015 | 06/15/2018 | \$1000 | Reading teachers, principal, and Title I Staff, ISD Consultant, Literacy Coach |
| Use of Data - JH/HS   | Continue to develop unit assessments based on Marzano's research/The Art & Science of Teaching, continuing to align with NGSS (ongoing process).   | Professional Learning                     | Tier 1 | Implement     | 09/03/2013 | 06/15/2018 | \$2000 | Science Teachers, principal, ISD Consultant                                    |
| Professional Learning Communities                                 | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning                     | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent                     |
| Differentiated Instruction and Effective Instructional Strategies | Instructional staff will continue to receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and during work with ISD consultants.     | Professional Learning                     | Tier 1 | Implement     | 08/28/2013 | 06/15/2018 | \$1000 | All staff, administration, curriculum director, ISD Staff                      |

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|                             |  |  |        |               |            |            |        |  |
|-----------------------------|--|--|--------|---------------|------------|------------|--------|--|
| Positive School Culture     | Administrative team members will receive training in processes and procedures needed to build a positive school culture.   | Community Engagement, Professional Learning, Policy and Process, Recruitment and Retention | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$250  | Superintendent, administrative team members  |
| Create Assessments - JH/HS  | The social studies department will be trained by ISD staff in the creation of common standards-based assessments for social studies units which are aligned and which require higher-order thinking. Training will also include a focus on vocabulary instruction and assessment.  | Professional Learning  | Tier 1 | Implement     | 09/03/2013 | 06/15/2018 | \$1000 | Social studies department, principal, ISD staff                                      |
| Standards Based Grading     | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning  | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$500  | Consultant, Principals, Curriculum Director, Superintendent,                         |
| Standards Based Grading     | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning  | Tier 1 | Getting Ready | 09/06/2016 | 06/29/2018 | \$8250 | Principals, Curriculum Director, Superintendent Standards Based Training facilitator |
| Writing Assessments - JH/HS | The ELA department will continue to develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four-point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs. The department will work with ISD staff to create and modify argumentative, narrative, and informational writing to drive writing instruction.  | Professional Learning  | Tier 1 | Implement     | 09/02/2013 | 06/15/2018 | \$1000 | ELA department staff, principal, ISD staff   |

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|---|--|---|--------|-----------|------------|------------|--------|---|
| Professional Learning Communities                                 | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.                 | Professional Learning, Materials, Teacher Collaboration | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent            |
| Curriculum Documentation  | All reading curriculum and assessments will be sequenced and organized into curriculum maps .  | Curriculum Development                                  | Tier 1 | Implement | 06/15/2017 | 06/15/2018 | \$1000 | Curriculum Director, Principals, ELA instructional staff, ISD Coaches |
| Cognitive Coaching / Adaptive Schools                             | Cognitive Training Coaching - training includes: a process that supports individuals and organizations in becoming self-directed; an approach to enhance performance and building learning organizations; a model that helps to convey thinkers from where they are to where they want to be. 2 principals and 3 teachers will be trained. We plan to continue this training with the addition of Adaptive Schools training in 2017-18.  | Professional Learning                                   | Tier 1 | Implement | 03/01/2016 | 06/15/2018 | \$1200 | Principals, Elementary Teachers                                       |
| Align Units of Instruction  | Teachers will create scope and sequence guides for all math courses utilizing the Engage NY curriculum. All assignments, activities, and assessments within each unit must be clearly aligned to CCSS and employ Eureka Math curricular materials.   | Professional Learning                                   | Tier 1 | Implement | 08/25/2015 | 06/15/2018 | \$1000 | Math department teachers. KRESA math consultants .                    |
| Differentiated Instruction and Effective Instructional Strategies | Instructional staff will continue to revisit training from Alicia Duncan and Kathleen Kryza on effective learning strategies, including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and ISD trainings. | Professional Learning, Direct Instruction               | Tier 1 | Implement | 08/28/2013 | 06/15/2018 | \$1000 | Curriculum Director Principals Teachers ISD consultants               |

## District Improvement Plan

Centreville Public Schools

|  |  |   |        |               |            |            |        |  |
|--|--|---|--------|---------------|------------|------------|--------|--|
| Standards Based Grading                                | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning                     | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$1250 | Building Principals, Curriculum Director, Superintendent, Standards-Based Training Facilitator |
| Standards Based Grading                                | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning                     | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$500  | Standards-based consultant, Principals, Curriculum Director, Superintendent                    |
| Learning Targets and Goals                             | Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate student mastery.   | Professional Learning, Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 06/29/2018 | \$1000 | District administration, building principal, instructional staff                               |
| Differentiation and Effective Instructional Strategies | Instructional staff will continue to revisit training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Differentiation will be revisited through staff meetings, PLCS, and ISD trainings.   | Professional Learning                     | Tier 1 | Implement     | 08/19/2013 | 06/01/2018 | \$500  | Social studies teachers, administration, and curriculum director, ISD staff                    |
| Lesson Planning  | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professional Learning, Materials          | Tier 1 | Implement     | 08/17/2015 | 06/15/2018 | \$250  | Principals, Curriculum Director, K-12 Teachers   |

## District Improvement Plan

Centreville Public Schools

|   |  |  |        |               |            |            |         |   |
|---|--|--|--------|---------------|------------|------------|---------|---|
| Instructional Coaching and Training - Amy Pratt | Teachers will receive training and guidance from an instructional coach. The instructional coach will provide training in the Eureka Math curriculum and will also observe classroom instruction and provide feedback and additional instruction on effective instructional strategies.  | Professional Learning                                    | Tier 1 | Implement     | 09/08/2015 | 06/01/2018 | \$10000 | Teachers, Amy Pratt, KRESA Instructional Coach, Principal                             |
| Align Assessments                               | Teachers will receive training in the use and administration of assessments embedded in the Eureka math curriculum. Teachers will also be trained in how to utilize the data from the assessments to inform instruction.   | Professional Learning                                    | Tier 1 | Implement     | 09/06/2016 | 06/15/2018 | \$2000  | Math Teachers, ISD Staff, KRESA Math Coach  |
| Literacy Coach Training                         | Centreville Elementary's Literacy Coach will attend the MDE Workshop: Coaching Literacy: A Professional Learning Series for K-3 Literacy Coaches. Jill Jackson's Coaching Modules will also be purchased as a training module.   | Professional Learning, Supplemental Materials            | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$1000  | Elementary Principal, Literacy Coach  |
| Eureka Math Training - Amy Pratt                | Continued implementation and monitoring of Eureka Math, which is a mathematics curriculum aligned to CCSS that includes instructional practices and assessments.<br><br>During the 2017-18 school year, a math consultant/coach will continue to provide training for teachers in the implementation of Eureka Math. Training will include essential skills, lesson format, use of assessments, and unit pacing. Coaching in classroom delivery of the program will also be provided.<br><br>Funding requirements will be for training and for purchasing updated modules. | Professional Learning, Materials, Curriculum Development | Tier 1 | Monitor       | 08/01/2014 | 06/15/2018 | \$4000  | Administration, curriculum director, math teachers, math consultant/coach - Amy Pratt |
| Illuminate and Data Hub                         | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.   | Professional Learning                                    | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$500   | Math Teachers, Principal, Curriculum Director, ISD Consultants                        |

## District Improvement Plan

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|                         |  |  |        |               |            |            |        |  |
|-------------------------|--|--|--------|---------------|------------|------------|--------|--|
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning                                | Tier 1 | Getting Ready | 09/06/2016 | 06/30/2018 | \$8250 | Building Principals, Curriculum Director Standards-based Facilitator |
| Lesson Planning         | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professional Learning, Materials, Direct Instruction | Tier 1 | Implement     | 08/17/2015 | 06/15/2018 | \$250  | Principals, curriculum director, K-12 teachers                       |

### Section 31a

| Activity Name                     | Activity Description   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-----------------------------------|--|---|--------|-----------|------------|------------|-------------------|--|
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Materials, Teacher Collaboration | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$1000            | Principals, Curriculum Directors, Teachers, Superintendent |
| After School Tutoring             | After school tutoring is provided for at-risk students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program                                | Tier 1 | Implement | 09/03/2013 | 06/15/2018 | \$1200            | After school tutors. Principal.                            |
| Student Support                   | Identified at-risk students will receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program    | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$2000            | Jr/Sr High Principal, Counselor, Teachers                  |

## District Improvement Plan

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|                                   |  |  |        |               |            |            |         |   |
|-----------------------------------|--|--|--------|---------------|------------|------------|---------|---|
| After School Tutoring             | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program   | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$600   | Principal, Teacher-Supervisors of Credit Recovery               |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration                           | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000  | Principals, Curriculum Directors, Teachers, Superintendent      |
| Credit Recovery                   | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)   | Academic Support Program   | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$3000  | Principal, On-line Aide, Mentor Teacher, High School Counselor  |
| Assessment/Progress Monitoring    | Teachers will be trained in the new state assessment model and in effective progress monitoring at the junior high/high school   | Professional Learning  | Tier 1 | Getting Ready | 01/05/2015 | 06/15/2018 | \$250   | Building Principal Teacher / School Improvement Team Member     |
| Covered Bridge Classroom          | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.   | Academic Support Program   | Tier 1 | Monitor       | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge teacher, aide, High School Principal             |
| Co-Teaching                       | Special education and regular education teachers will collaborate and use research based teaching strategies to co-teach classes of regular and special education students. Teachers will receive training in the best practices of co-teaching. Training will be provided by an ISD or outside consultant.  | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Getting Ready | 09/01/2017 | 06/15/2018 | \$500   | Principal, regular ed and special education teacher, consultant |

## District Improvement Plan

Centreville Public Schools

|                                  |  |  |        |               |            |            |        |   |
|----------------------------------|--|--|--------|---------------|------------|------------|--------|---|
| Student Support                  | Identified at-risk students will receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program                   | Tier 1 |               | 09/08/2015 | 06/15/2018 | \$2000 | Jr/Sr High Principal, Counselor, Teachers                               |
| After School Tutoring            | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program   | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$600  | Principal, Teacher-Supervisors of Credit Recovery                       |
| Illuminate and Data Hub          | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessment and student assessment data.  | Professional Learning  | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000 | ISD Staff, Principals, Teachers, Curriculum Director                    |
| Co-Teaching                      | Special education and regular education teachers will collaborate and use research based teaching strategies to co-teach classes of regular and special education students. Teachers will receive training in the best practices of co-teaching. Training will be provided by an ISD or outside consultant.  | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Getting Ready | 09/01/2017 | 06/15/2018 | \$500  | Principal, regular education and special education teacher, consultant  |
| Targeted Instruction and Support | Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull-out setting with Number Worlds including hands-on instruction Special Education Resource Room Intervention Meetings Hands-on learning and use of technology M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance.               | Behavioral Support Program, Direct Instruction                         | Tier 2 | Implement     | 01/09/2012 | 06/15/2018 | \$3144 | Title I teacher, Title I aides, principal, Elementary At-Risk Counselor |
| Credit Recovery                  | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program   | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$3000 | Principal, On-line Aide, Mentor Teacher, High School Counselor          |



## District Improvement Plan

Centreville Public Schools

|                                       |   |  |        |           |            |            |         |  |
|---------------------------------------|---|--|--------|-----------|------------|------------|---------|--|
| Covered Bridge Classroom              | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.  | Academic Support Program                       | Tier 1 | Monitor   | 09/07/2004 | 06/15/2018 | \$10000 | Covered Bridge Teacher, Aide, High School Principal  |
| Targeted Instruction and Support      | Title I support in classrooms with guided instruction and co-teaching.<br>Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, Rewiring Phonics, 6-Minute Solutions, PALS, and REWARDS..<br>Special Education resource Room<br>Intervention Meetings.<br>Hands-On-Learning and Technology Integration.<br>M-STEP Practice items<br>Literature circles<br>Reading Street and My Sidewalks resources.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 09/10/2012 | 06/15/2018 | \$3144  | Title I Staff, Administration, Title I Director, Elementary At-Risk Counselor<br>***Additional funding needed for implementation will be covered by general funds. |
| Covered Bridge Classroom              | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.  | Academic Support Program                       | Tier 1 | Monitor   | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge Teacher, Aide, High School Principal  |
| Summer School                         | Summer school in reading for identified at-risk students. Instruction will include reinforcement of reading skills learned throughout the school year for students in 1st- 3th grades. Summer school will also provide additional instruction in preparation for successfully meeting the objectives of the next school year.   | Academic Support Program                       | Tier 2 | Implement | 06/19/2017 | 08/24/2017 | \$1000  | Elementary Principal, 3 classroom teachers, 1 teacher-leader, 2 aides.   |
| Project Lead the Way Teacher Training | Project Lead the Way (PLTW) teachers will receive training in PLTW concepts and modules. This training will begin prior to the implementation of the program and continue throughout the duration of the program.   | Professional Learning                          | Tier 1 | Implement | 08/01/2016 | 06/15/2018 | \$7000  | Project Lead the Way Teachers, PLTW Training Staff, Principals, Curriculum Director  |

## District Improvement Plan

Centreville Public Schools

|  |  |   |        |               |            |            |         |   |
|--|--|---|--------|---------------|------------|------------|---------|---|
| After School Tutoring                      | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.                                       | Academic Support Program  | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$600   | Principal, Teacher-Supervisors  |
| Illuminate and Data Hub                    | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.   | Professional Learning   | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000  | Principals, Teachers, ISD Staff, Curriculum Director                        |
| Early Warning System Leadership Training   | Building and District Early Warning System teams will receive training to identify, implement, and evaluate effective academic and behavioral intervention and support programs.   | Professional Learning, Behavioral Support Program, Policy and Process, Academic Support Program | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$3000  | Superintendent, administrative staff, Early Warning System Leadership Teams |
| Student Support                            | Identified at-risk students will receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program  | Tier 1 | Implement     | 09/08/2015 | 06/15/2018 | \$2000  | Jr/Sr High Principal, Counselor, Teacher                                    |
| Covered Bridge Classroom                   | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness. | Academic Support Program  | Tier 1 | Monitor       | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge Teacher, Aide, High School Principal                         |
| Development of Assessments and Use of Data | Teachers will receive additional training in the use of Exam View, Illuminate. or on-network testing to facilitate assessment data collection, interpretation, and use.  | Professional Learning   | Tier 1 | Implement     | 09/02/2013 | 06/01/2018 | \$500   | ISD Staff, Science teachers, and Building Principal                         |

## District Improvement Plan

Centreville Public Schools

|                                       |  |  |        |           |            |            |         |   |
|---------------------------------------|--|--|--------|-----------|------------|------------|---------|---|
| Cognitive Coaching / Adaptive Schools | Cognitive Training Coaching - training includes: a process that supports individuals and organizations in becoming self-directed; an approach to enhance performance and building learning organizations; a model that helps to convey thinkers from where they are to where they want to be. 2 principals and 3 teachers will be trained. We plan to continue this training with the addition of Adaptive Schools training in 2017-18.  | Professional Learning  | Tier 1 | Implement | 03/01/2016 | 06/15/2018 | \$600   | Principals, Elementary Teachers   |
| Literacy Coach                        | Literacy Network, ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction, and literacy assessments to improve reading instruction and meet the requirements of 3rd grade reading bill. Local coach to receive training through ISD and through participation in and attendance at the MDE Coaching Literacy: A Professional Development Learning Series. Jill Jackson's Coaching Modules will be used as a resource for our Literacy Coach. | Professional Learning, Teacher Collaboration, Direct Instruction, Academic Support Program | Tier 1 | Implement | 03/14/2016 | 06/15/2018 | \$51200 | K-3 teachers, Curriculum Director, Principal, ISD trainer, Literacy Coaches   |
| Targeted Instruction and Support      | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program                                       | Tier 2 | Implement | 09/04/2012 | 06/15/2018 | \$3144  | Title I Staff, administration, curriculum director, elementary at-risk counselor.<br>**<br>Remaining cost for implementation will be covered by General Fund for special education teaching support, etc. |
| Covered Bridge                        | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.   | Direct Instruction, Academic Support Program   | Tier 1 | Monitor   | 09/07/2004 | 06/15/2018 | \$20000 | Classroom Teacher, Classroom Aide, High School Principal  |

## District Improvement Plan

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|                                   |  |  |        |               |            |            |        |  |
|-----------------------------------|--|--|--------|---------------|------------|------------|--------|--|
| Project Lead the Way              | Project Lead the Way (PLTW) will be introduced in both the elementary and junior high school as supplements to our science curriculum. Selected elementary students will receive PLTW instruction during teacher enrichment and grade level content. At the 7th and 8th grade, students will participate in PLTW during an exploratory class. Our goal is to extend PLTW into the general education science curriculum.  | Curriculum Development, Direct Instruction                             | Tier 1 | Implement     | 09/06/2016 | 06/15/2018 | \$5000 | PLTW teachers, Principals, Curriculum Director   |
| BCMSC Kits                        | We are implementing the use of Battle Creek Math Science Kits that are aligned to the GLCEs and moving toward the demands of NGSS. Kits would be implemented in 5th and 6th grade, and 4th grade as resources are available. General fund money would be used to purchase kits. 31 A funds will be used for teacher training only.   | Curriculum Development   | Tier 1 | Getting Ready | 09/08/2014 | 06/15/2018 | \$1000 | 5/6 grade science teacher, administration, curriculum director   |
| Targeted Instruction and Support  | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; M-STEP practice items. Reading Street and My Sidewalks resources. Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction                         | Tier 2 | Implement     | 09/04/2012 | 06/15/2018 | \$3144 | Title I staff, administration, and Title I director, Elementary At-Risk Counselor<br>**<br>Additional funding for SE and general ed staff will be general funds. |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.   | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent   |

## District Improvement Plan

Centreville Public Schools

|                                   |  |  |        |           |            |            |        |  |
|-----------------------------------|--|--|--------|-----------|------------|------------|--------|--|
| Credit Recovery                   | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)   | Academic Support Program                             | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$3000 | Principal, On-line Aide, Mentor Teacher, High School Counselor   |
| Instructional Coaching            | Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.  | Professional Learning                                | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$500  | Instructional coach, teachers, principals.                       |
| Student Support                   | Identified at-risk students will also receive social/emotional support to enhance their academic performance   | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$2000 | Jr./Sr. High Principal, Counselor, Teachers                      |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning                                | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent       |
| Credit Recovery                   | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)   | Academic Support Program                             | Tier 2 | Implement | 09/03/2013 | 08/24/2018 | \$3000 | Principal, Online Aide, Mentor Teacher, Guidance Counselor       |
| Increase Use of Technology        | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Technology   | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$5000 | Technology Staff, Administration, Instructional Staff, ISD Staff |

## District Improvement Plan

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|                                  |  |   |        |               |            |            |        |  |
|----------------------------------|--|---|--------|---------------|------------|------------|--------|--|
| S.W.I.S.                         | S.W.I.S. is a confidential, web-based information system to collect, summarize, and use student behavior data for decision making. S.W.I.S. will be purchased and staff trained in the use of the program. Data will be used in our Early Warning System to identify and provide behavioral support for students.  | Professional Learning, Behavioral Support Program, Technology | Tier 1 | Implement     | 08/14/2017 | 06/14/2019 | \$1000 | Superintendent, principals, counselors, teachers.  |
| Targeted Instruction and Support | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction                | Tier 2 | Implement     | 01/09/2012 | 06/15/2018 | \$3144 | Title I teacher, Title I aide, principal, elementary at-risk counselor.<br>***<br>Additional funding needed for implementation will be covered by general funds. |
| Re-align Science Curriculum      | Attend SJCISD training sessions and in-house work sessions using outside resources to align the curriculum to the Michigan Science Standards.  | Professional Learning   | Tier 1 | Getting Ready | 09/02/2013 | 06/15/2018 | \$500  | Science teachers   |

### Title I Schoolwide

| Activity Name  | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Differentiation and Effective Instructional Strategies | Instructional staff will receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Differentiation and instructional strategies will be addressed through staff meetings, PLCs, and work with ISD consultants. | Professional Learning | Tier 1 | Implement | 08/13/2012 | 06/15/2018 | \$1000            | Principals, curriculum director, all staff<br>Amy Pratt, Consultant |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

## District Improvement Plan

Centreville Public Schools

|                             |  |                    |        |           |            |            |     |   |
|-----------------------------|--|--------------------|--------|-----------|------------|------------|-----|---|
| On-Line Curriculum          | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. | Technology         | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0 | Building and district administrators    |
| On-Line Curriculum          | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. | Technology         | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0 | Building and district administrators    |
| On-Line Curriculum          | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. | Technology         | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0 | Building and district administrators    |
| Increase Use of Technology  | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Technology         | Tier 1 | Implement | 08/25/2014 | 06/15/2018 | \$0 | Administration, instructional staff,    |
| Learning Goals / Exit Slips | Students will improve achievement by clearly understanding what they are to learn by posted and communicated learning goals. In addition, they will be able to evaluate if they have learned the goal through exit assessments.  | Direct Instruction | Tier 1 | Monitor   | 09/02/2014 | 06/15/2018 | \$0 | Administration and instructional staff. |
| On-Line Curriculum          | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. | Technology         | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0 | Building and district administrators    |

## District Improvement Plan

Centreville Public Schools

|                                   |  |  |        |               |            |            |     |   |
|-----------------------------------|--|--|--------|---------------|------------|------------|-----|---|
| Key Content Vocabulary            | All students will complete research-validated vocabulary activities for each unit of instruction.  | Direct Instruction, Academic Support Program                           | Tier 1 | Monitor       | 08/15/2011 | 06/15/2018 | \$0 | All elementary staff, math teachers in grades 7-12, administration, and curriculum director |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$0 | Principals, Curriculum Directors, Teachers, Superintendent                                  |
| On-Line Curriculum                | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.   | Technology   | Tier 1 | Implement     | 05/01/2013 | 06/15/2018 | \$0 | Building and district administrators.   |
| Use of Data                       | All ELA staff are trained in utilizing the Dibels and STAR data. Early elementary staff will continue to grow in their understanding of STAR Early Literacy. Reading/Literacy data will be used to inform instructional decisions.   | Direct Instruction   | Tier 1 | Monitor       | 09/19/2011 | 06/15/2018 | \$0 | All ELA staff and administration.   |
| Data Analysis - JH/HS             | Social studies department will analyze SAT and local assessment data to identify under performing areas, creating focused practice activities on SAT-type reading passages,  | Professional Learning  | Tier 1 | Implement     | 09/02/2013 | 06/15/2018 | \$0 | Social studies department staff   |
| Use of Data - Elementary          | All teachers will analyze data from authentic, standards-based, common science assessments aligned to CCSS/NGSS to inform instruction and identify individual student needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment.   | Professional Learning  | Tier 1 | Getting Ready | 08/22/2011 | 06/15/2018 | \$0 | All science instructional staff, administration, and curriculum director.                   |

### General Fund



## District Improvement Plan

Centreville Public Schools

| Activity Name           | Activity Description   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-------------------------|--|--|--------|---------------|------------|------------|-------------------|---|
| Lesson Planning         | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professional Learning, Materials, Direct Instruction                                       | Tier 1 | Monitor       | 08/03/2015 | 06/15/2018 | \$250             | Principals, K-12 teachers   |
| Positive School Culture | Administrative team members will receive training in processes and procedures needed to build a positive school culture.   | Community Engagement, Professional Learning, Policy and Process, Recruitment and Retention | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$500             | Superintendent, administrative team members   |
| STAR Math               | <p>At the elementary, fall and winter screening allows us to select students for interventions and progress monitoring. We will be able to disaggregate the data to determine which students are on benchmark and those that are capable of enrichment activities. Based upon data, all students will be targeted for multi-tiered support from all teaching staff. Instructional strategies utilized by staff will address intervention, reinforcement, and/or enrichment for all students. Spring assessment will continue to offer progress monitoring on students targeted for intervention. Spring assessment will also assess all students on current grade level standards to determine effectiveness of current year's instruction and curriculum alignment.</p> <p>At the junior high, STAR math will be utilized to establish RTI groups and to direct assignment of KAHN Academy instruction.</p> <p>Elementary, junior high and high school teachers will receive further training in utilizing the reports and instructional recommendations available in the STAR Math software.</p> | Professional Learning, Academic Support Program  | Tier 1 | Implement     | 11/30/2011 | 06/15/2018 | \$2000            | K-3 teachers, 4-8th grade math teachers, principals, curriculum director, special education teachers. |
| Student Support         | Identified at-risk students will also receive social/emotional support to enhance their academic performance   | Behavioral Support Program, Academic Support Program                                       | Tier 1 | Implement     | 09/08/2015 | 06/15/2018 | \$4000            | Jr./Sr. High Principal, Counselor, Teachers   |

## District Improvement Plan

Centreville Public Schools

|                             |   |                                  |        |               |            |            |        |   |
|-----------------------------|---|----------------------------------|--------|---------------|------------|------------|--------|---|
| After School Tutoring       | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.  | Academic Support Program         | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$600  | Principal, Teacher-Supervisors of Credit Recovery   |
| After School Tutoring       | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.  | Academic Support Program         | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$600  | Principal, Teacher-Supervisors  |
| Re-align Science Curriculum | Attend SJCISD training sessions and in-house work sessions using outside resources to align the curriculum to the Michigan Science Standards.   | Professional Learning            | Tier 1 | Getting Ready | 09/02/2013 | 06/15/2018 | \$1000 | Science teachers  |
| Assessment Tools            | All core reading teachers (general ed, special ed, and Title staff) will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will utilize the assessments available in Reading Street. STAR 360<br>All assessment tools will be utilized by all staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies in a multi-tiered system of support. | Direct Instruction               | Tier 1 | Monitor       | 08/22/2011 | 06/15/2018 | \$1200 | Administration, curriculum director, all reading teachers, school improvement team members. |
| Lesson Planning             | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.   | Professional Learning, Materials | Tier 1 | Implement     | 08/17/2015 | 06/15/2018 | \$250  | Principals, Curriculum Director, K-12 Staff   |
| Use of Data                 | All teachers will analyze and utilize data from authentic, standards-based, common social studies assessments to inform instruction and identify individual student needs. Data will be utilized in a multi-tiered system of support for intervention, reinforcement, and/or enrichment.  | Professional Learning            | Tier 1 | Implement     | 09/04/2012 | 06/15/2018 | \$1000 | Social studies teachers and administration.   |

## District Improvement Plan

Centreville Public Schools

|                                    |  |  |        |               |            |            |        |  |
|------------------------------------|--|--|--------|---------------|------------|------------|--------|--|
| Professional Learning Communities  | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.     | Professional Learning, Teacher Collaboration | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent     |
| Policies and Procedures - Training | All staff will be trained in the policies and procedures regarding the Emergency Use of Seclusion and Restraint  | Professional Learning                        | Tier 1 | Getting Ready | 08/15/2017 | 06/15/2018 | \$1000 | Superintendent, administrative team, training facilitator      |
| Credit Recovery                    | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)   | Academic Support Program                     | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$3000 | Principal, On-line Aide, Mentor Teacher, High School Counselor |
| Credit Recovery                    | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.)   | Academic Support Program                     | Tier 2 | Implement     | 09/03/2013 | 08/24/2018 | \$3000 | Principal, Online Aide, Mentor Teacher, Guidance Counselor     |
| Parent Communication and Training  | Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs / Michigan Science Standards to be able to communicate the student's level of learning. Local assessments and data gathered regarding science knowledge found in local assessments will be used in grades K-4. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. | Parent Involvement                           | Tier 1 | Getting Ready | 08/22/2011 | 06/15/2018 | \$500  | All science staff and administration.                          |

## District Improvement Plan

Centreville Public Schools

|   |  |  |        |           |            |            |         |   |
|---|--|--|--------|-----------|------------|------------|---------|---|
| Lesson Planning   | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professional Learning, Materials, Direct Instruction     | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$250   | Principals, curriculum director, K-12 teachers  |
| Lesson Planning   | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professional Learning, Materials                         | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$250   | Principals, Curriculum Director, K-12 Staff   |
| Key Content Vocabulary  | Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.  | Direct Instruction                                       | Tier 1 | Implement | 08/20/2012 | 06/15/2018 | \$500   | All social studies teachers, administration, and curriculum director.                 |
| Differentiated Instruction and Effective Instructional Strategies | Instructional staff will continue to revisit training from Alicia Duncan and Kathleen Kryza on effective learning strategies, including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and ISD trainings.   | Professional Learning, Direct Instruction                | Tier 1 | Implement | 08/28/2013 | 06/15/2018 | \$500   | Curriculum Director<br>Principals<br>Teachers<br>ISD consultants                      |
| Eureka Math Training - Amy Pratt                                  | Continued implementation and monitoring of Eureka Math, which is a mathematics curriculum aligned to CCSS that includes instructional practices and assessments.<br><br>During the 2017-18 school year, a math consultant/coach will continue to provide training for teachers in the implementation of Eureka Math. Training will include essential skills, lesson format, use of assessments, and unit pacing. Coaching in classroom delivery of the program will also be provided.<br><br>Funding requirements will be for training and for purchasing updated modules. | Professional Learning, Materials, Curriculum Development | Tier 1 | Monitor   | 08/01/2014 | 06/15/2018 | \$10000 | Administration, curriculum director, math teachers, math consultant/coach - Amy Pratt |

## District Improvement Plan

Centreville Public Schools

|                                    |  |   |        |               |            |            |        |   |
|------------------------------------|--|---|--------|---------------|------------|------------|--------|---|
| Assessment of Early Warning System | Early Warning Systems District and Building Leadership Team members will conduct a data review of the effectiveness of the implemented academic and behavioral intervention programs. Intervention programs will be revised or recommended for continuation as a result of the data review.  | Behavioral Support Program, Academic Support Program, Other | Tier 1 | Monitor       | 06/01/2018 | 06/28/2019 | \$500  | Superintendent, District and Building Early Warning System Teams. |
| Reading Street                     | ELA teachers will continue to participate in professional development with ISD consultants and district staff on how to fully and effectively implement the program.   | Professional Learning, Direct Instruction                   | Tier 1 | Implement     | 06/01/2015 | 06/15/2018 | \$500  | All ELA staff, administration, and curriculum director.           |
| Increased Use of Technology        | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training. Moby Max, Zern, and Kahn Academy will be used to support the mathematics program.   | Technology  | Tier 1 | Implement     | 08/12/2013 | 06/15/2018 | \$500  | Administration, curriculum director, all teaching staff.          |
| BCMSC Kits                         | We are implementing the use of Battle Creek Math Science Kits that are aligned to the GLCEs and moving toward the demands of NGSS. Kits would be implemented in 5th and 6th grade, and 4th grade as resources are available. General fund money would be used to purchase kits. 31 A funds will be used for teacher training only.   | Curriculum Development                                      | Tier 1 | Getting Ready | 09/08/2014 | 06/15/2018 | \$3000 | 5/6 grade science teacher, administration, curriculum director    |
| Student Support                    | Identified at-risk students will receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program        | Tier 1 | Implement     | 09/08/2015 | 06/15/2018 | \$4000 | Jr/Sr High Principal, Counselor, Teacher                          |
| Professional Learning Communities  | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning                                       | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent        |

## District Improvement Plan

Centreville Public Schools

|                                 |  |                       |        |           |            |            |        |  |
|---------------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|
| Identify Key Content Vocabulary | Teachers will continue to identify the key content vocabulary for social studies from MDE Companion Documents, MC3, and Curriculum Crafter.  | Direct Instruction    | Tier 1 | Monitor   | 08/22/2011 | 06/15/2018 | \$1000 | Social studies teachers, administration, and curriculum director.                  |
| Use of Data in PLCs             | Teachers will be trained in how to retrieve, utilize, and communicate STAR Math data and local assessments in a PLC community to inform instruction, support student specific needs, and share information with parents and stakeholders.  | Direct Instruction    | Tier 1 | Implement | 01/27/2012 | 06/15/2018 | \$500  | All K-3 teachers, math teachers in grades 4-6, administration, curriculum director |
| Instructional Coaching          | Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.<br>Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies. | Professional Learning | Tier 1 | Implement | 08/01/2017 | 06/15/2018 | \$1000 | Principals, teacher, instructional coach   |
| Effective Classroom Instruction | Principals and teachers will be trained in effective teaching strategies and practices as outlined in "The Thoughtful Classroom."  | Professional Learning | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$500  | Building principals, teachers.   |
| Increase Use of Technology      | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Technology            | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$500  | Technology Staff, Administration, Instructional Staff, ISD Staff                   |
| Data Notebooks                  | Data notebooks will be developed for students to monitor their learning,   | Direct Instruction    | Tier 1 | Implement | 09/16/2014 | 06/15/2018 | \$500  | Administration, School Improvement Team, and instructional staff                   |

## District Improvement Plan

Centreville Public Schools

|   |  |   |        |               |            |            |        |   |
|---|--|---|--------|---------------|------------|------------|--------|---|
| Instructional Strategies:<br>Key Content Area<br>Vocabulary | Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.  | Direct Instruction, Academic Support Program                  | Tier 1 | Implement     | 08/23/2010 | 06/01/2018 | \$500  | All instructional staff, administration, and curriculum director. |
| Policies and Procedures - Development                       | Current policies regarding seclusion and restraint will be reviewed and revised, as necessary, to ensure compliance with the State of Michigan's Policy for the Emergency Use of Seclusion and Restraint.  | Policy and Process  | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$1000 | Superintendent, Board of Education, NEOLA, Administrative Team    |
| S.W.I.S.  | S.W.I.S. is a confidential, web-based information system to collect, summarize, and use student behavior data for decision making. S.W.I.S. will be purchased and staff trained in the use of the program. Data will be used in our Early Warning System to identify and provide behavioral support for students.  | Professional Learning, Behavioral Support Program, Technology | Tier 1 | Implement     | 08/14/2017 | 06/14/2019 | \$1000 | Superintendent, principals, counselors, teachers.                 |
| Credit Recovery   | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program                                      | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$3000 | Principal, On-line Aide, Mentor Teacher, High School Counselor    |
| Development of Rubrics                                      | Instructional staff will utilize<br><br>and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support.<br><br>At the elementary, rubrics for narrative, opinion, and information will be utilized to assess students at least 2 times a year (per rubric) to inform instruction. Rubrics are written in 4.0 scale and specific to skills being assessed.   | Direct Instruction  | Tier 1 | Implement     | 09/07/2012 | 06/15/2018 | \$1000 | All ELA Staff, administration, and curriculum director.           |

## District Improvement Plan

Centreville Public Schools

|                                 |  |  |        |           |            |            |        |   |
|---------------------------------|--|--|--------|-----------|------------|------------|--------|---|
| Credit Recovery                 | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program                     | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$3000 | Principal, On-line Aide, Mentor Teacher, High School Counselor              |
| Increased Use of Technology     | Teachers have received training in how to utilize individual technology in the classroom to support and reinforce instruction, curriculum, and assessment. Training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Professional Learning                        | Tier 1 | Implement | 08/15/2014 | 06/01/2018 | \$500  | Administration, curriculum director, teaching staff, technology staff.      |
| Assessment Tools                | Teachers will be trained in the use of local assessments. Teachers in grades 4-6 will work toward creating scales or utilizing already built scales aligned to GLCEs to assess the depth of knowledge of the students. Resources used will be Curriculum Crafter, MC3, and local resources. To prepare for standards-based report cards, all assessments will be aligned to standards. Teachers will work toward aligning assessment and creating scales.        | Professional Learning                        | Tier 1 | Implement | 08/22/2011 | 06/15/2018 | \$100  | Social studies teachers, administration, and curriculum director, ISD staff |
| Identify Key Content Vocabulary | Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents and Curriculum Crafter.   | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/23/2010 | 06/15/2018 | \$1000 | All science teachers, administration, and curriculum director               |
| Use of Data                     | ELA Staff will be trained to analyze and utilize writing data from common prompts and universal rubrics three times a year. Teachers will work in teams to score writing and gather data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support.   | Professional Learning, Direct Instruction    | Tier 1 | Implement | 09/10/2012 | 06/15/2018 | \$1000 | All ELA staff and administration  |



## District Improvement Plan

Centreville Public Schools

|  |   |  |        |           |            |            |         |  |
|--|---|--|--------|-----------|------------|------------|---------|--|
| Effective Support and Intervention Systems | Early Warning Systems Leadership Team will identify and implement effective academic and behavioral intervention programs and procedures to ensure student success.   | Professional Learning, Behavioral Support Program, Materials, Technology, Academic Support Program | Tier 1 | Implement | 08/01/2017 | 06/29/2018 | \$1000  | Early Warning Systems Leadership Team members              |
| Increase Use of Technology                 | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training   | Technology   | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$500   | administration, instructional staff.                       |
| Professional Learning Communities          | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day.        | Professional Learning, Materials, Teacher Collaboration  | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$1000  | Principals, Curriculum Directors, Teachers, Superintendent |
| Local Assessments                          | Staff will utilize the assessments (exit, mid-, and end of module) available in Eureka Math to determine the depth of understanding of the students. Assessments are written as a 4.0 scale. The scales will be used to inform instruction and determine level of support needed in MTSS. At this time, assessments will be converted to percents for parents. Activity will be expanded this year to build topic quizzes and clarify mid and end of unit modules to make progress towards standards-based grading. | Professional Learning, Curriculum Development, Direct Instruction                                  | Tier 1 | Implement | 08/24/2015 | 06/29/2018 | \$3000  | Mathematics Teachers KRESA math consultant                 |
| Covered Bridge Classroom                   | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.  | Academic Support Program   | Tier 1 | Monitor   | 09/07/2004 | 06/15/2018 | \$10000 | Covered Bridge Teacher, Aide, High School Principal        |

## District Improvement Plan

Centreville Public Schools

|  |   |  |        |           |            |            |        |   |
|--|---|--|--------|-----------|------------|------------|--------|---|
| Curriculum Alignment                           | Grade level teachers will meet with ISD support staff to ensure ELA curriculum maps include scope and sequence and are aligned to Common Core ELA standards for writing.  | Professional Learning                                | Tier 1 | Implement | 06/11/2015 | 06/15/2018 | \$500  | Administrators, ELA teachers, ISD staff, and curriculum director            |
| Lesson Planning                                | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.   | Professional Learning, Materials                     | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$250  | Principals, Curriculum Director, K-12 Teachers                              |
| Curriculum Alignment, Revision, and Evaluation | Teachers will work with an instructional leader to align and revise current curriculum to GLCEs and Reading Common Core. Teachers will continue to explore/utilize aligned curriculum such as Curriculum Crafter, MC3, and MDE Companion Documents. Curriculum will be sequenced vertically and organized into written curriculum maps which include assessments as well as instructional strategies. | Professional Learning                                | Tier 1 | Implement | 08/22/2011 | 06/15/2018 | \$1000 | Social studies teachers, administration, and curriculum director, ISD staff |
| Implementation and Evaluation                  | Policies and procedures regarding the use of seclusion and restraint will be implemented, monitored, and evaluated through the use of observations, disciplinary referrals, and implementation checklists. Following a review of relevant implementation data, procedures will be modified, as needed.  | Policy and Process                                   | Tier 1 | Implement | 01/01/2018 | 06/14/2019 | \$1000 | Superintendent, administrative team, staff                                  |
| Student Support                                | Identified at-risk students will receive social/emotional support to enhance their academic performance.  | Behavioral Support Program, Academic Support Program | Tier 1 |           | 09/08/2015 | 06/15/2018 | \$4000 | Jr/Sr High Principal, Counselor, Teachers                                   |
| After School Tutoring                          | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.  | Academic Support Program                             | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$600  | Principal, Teacher-Supervisors of Credit Recovery                           |

## District Improvement Plan

Centreville Public Schools

|                                       |  |  |        |           |            |            |        |   |
|---------------------------------------|--|--|--------|-----------|------------|------------|--------|---|
| Professional Learning Communities     | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$1000 | Principals, Curriculum Directors, Teachers, Superintendent                          |
| Project Lead the Way Teacher Training | Project Lead the Way (PLTW) teachers will receive training in PLTW concepts and modules. This training will begin prior to the implementation of the program and continue throughout the duration of the program.  | Professional Learning  | Tier 1 | Implement | 08/01/2016 | 06/15/2018 | \$2000 | Project Lead the Way Teachers, PLTW Training Staff, Principals, Curriculum Director |
| Effective Classroom Instruction       | Principals and teachers will receive ongoing training in effective teaching strategies and practices as outlined in "The Thoughtful Classroom."  | Professional Learning  | Tier 1 | Implement | 08/23/2016 | 06/15/2018 | \$500  | ISD trainer, Principals, Teachers   |

### Other

| Activity Name        | Activity Description  | Activity Type                              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------|---|--|--------|-----------|------------|------------|-------------------|---|
| Project Lead the Way | Project Lead the Way (PLTW) will be introduced in both the elementary and junior high school as supplements to our science curriculum. Selected elementary students will receive PLTW instruction during teacher enrichment and grade level content. At the 7th and 8th grade, students will participate in PLTW during an exploratory class. Our goal is to extend PLTW into the general education science curriculum. | Curriculum Development, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$20000           | PLTW teachers, Principals, Curriculum Director                      |
| Summer School        | Summer School will be offered to provide additional instruction in preparation for the 2017-18 school year. Tier 2 and Tier 3 students identified with STAR Math, Early Literacy, and other classroom assessments will be invited to participate. Additional Learning Time Early Literacy Grant and Section 31A funding will be used.   | Academic Support Program                   | Tier 2 | Implement | 06/26/2017 | 08/25/2017 | \$4000            | Principal, Elementary Teachers, 1 Elementary Aide, Title I teacher. |

## District Improvement Plan

Centreville Public Schools

|                                       |  |  |        |           |            |            |        |   |
|---------------------------------------|--|--|--------|-----------|------------|------------|--------|---|
| Cognitive Coaching / Adaptive Schools | Cognitive Training Coaching - training includes: a process that supports individuals and organizations in becoming self-directed; an approach to enhance performance and building learning organizations; a model that helps to convey thinkers from where they are to where they want to be. 2 principals and 3 teachers will be trained. We plan to continue this training with the addition of Adaptive Schools training in 2017-18.  | Professional Learning  | Tier 1 | Implement | 03/01/2016 | 06/15/2018 | \$600  | Principals, Elementary Teachers   |
| Summer School                         | Summer school in reading for identified at-risk students. Instruction will include reinforcement of reading skills learned throughout the school year for students in 1st- 3th grades. Summer school will also provide additional instruction in preparation for successfully meeting the objectives of the next school year.  | Academic Support Program   | Tier 2 | Implement | 06/19/2017 | 08/24/2017 | \$8000 | Elementary Principal, 3 classroom teachers, 1 teacher-leader, 2 aides.      |
| Literacy Coach                        | Literacy Network, ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction, and literacy assessments to improve reading instruction and meet the requirements of 3rd grade reading bill. Local coach to receive training through ISD and through participation in and attendance at the MDE Coaching Literacy: A Professional Development Learning Series. Jill Jackson's Coaching Modules will be used as a resource for our Literacy Coach. | Professional Learning, Teacher Collaboration, Direct Instruction, Academic Support Program | Tier 1 | Implement | 03/14/2016 | 06/15/2018 | \$1500 | K-3 teachers, Curriculum Director, Principal, ISD trainer, Literacy Coaches |

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

| Activity Name   | Activity Description  | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|---|--|--------|-----------|------------|------------|-------------------|---|
| Differentiated Instruction and Effective Instructional Strategies | Instructional staff will continue to revisit training from Alicia Duncan and Kathleen Kryza on effective learning strategies, including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and ISD trainings.      | Professional Learning, Direct Instruction    | Tier 1 | Implement | 08/28/2013 | 06/15/2018 | \$1500            | Curriculum Director<br>Principals<br>Teachers<br>ISD consultants    |
| Instructional Strategies: Key Content Area Vocabulary             | Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.   | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/23/2010 | 06/01/2018 | \$500             | All instructional staff, administration, and curriculum director.   |
| Increased Use of Technology                                       | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training. Moby Max, Zern, and Kahn Academy will be used to support the mathematics program.  | Technology                                   | Tier 1 | Implement | 08/12/2013 | 06/15/2018 | \$500             | Administration, curriculum director, all teaching staff.            |
| Differentiation and Effective Instructional Strategies            | Instructional staff will receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Differentiation and instructional strategies will be addressed through staff meetings, PLCs, and work with ISD consultants. | Professional Learning                        | Tier 1 | Implement | 08/13/2012 | 06/15/2018 | \$1000            | Principals, curriculum director, all staff<br>Amy Pratt, Consultant |

## District Improvement Plan

Centreville Public Schools

|   |  |  |        |           |            |            |        |   |
|---|--|--|--------|-----------|------------|------------|--------|---|
| Key Content Vocabulary  | All students will complete research-validated vocabulary activities for each unit of instruction.  | Direct Instruction, Academic Support Program | Tier 1 | Monitor   | 08/15/2011 | 06/15/2018 | \$0    | All elementary staff, math teachers in grades 7-12, administration, and curriculum director |
| Identify Key Content Vocabulary                                   | Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents and Curriculum Crafter.   | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/23/2010 | 06/15/2018 | \$1000 | All science teachers, administration, and curriculum director                               |
| Differentiated Instruction and Effective Instructional Strategies | Instructional staff will continue to receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur during staff meetings, PLCs, and during work with ISD consultants. | Professional Learning                        | Tier 1 | Implement | 08/28/2013 | 06/15/2018 | \$1000 | All staff, administration, curriculum director, ISD Staff                                   |
| Development of Rubrics  | Instructional staff will utilize<br><br>and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support.<br><br>At the elementary, rubrics for narrative, opinion, and information will be utilized to assess students at least 2 times a year (per rubric) to inform instruction. Rubrics are written in 4.0 scale and specific to skills being assessed.   | Direct Instruction                           | Tier 1 | Implement | 09/07/2012 | 06/15/2018 | \$2000 | All ELA Staff, administration, and curriculum director.                                     |
| Key Content Vocabulary  | Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.  | Direct Instruction                           | Tier 1 | Implement | 08/20/2012 | 06/15/2018 | \$500  | All social studies teachers, administration, and curriculum director.                       |

## District Improvement Plan

Centreville Public Schools

|  |  |                       |        |           |            |            |        |   |
|--|--|-----------------------|--------|-----------|------------|------------|--------|---|
| Differentiation and Effective Instructional Strategies | Instructional staff will continue to revisit training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Differentiation will be revisited through staff meetings, PLCS, and ISD trainings. | Professional Learning | Tier 1 | Implement | 08/19/2013 | 06/01/2018 | \$500  | Social studies teachers, administration, and curriculum director, ISD staff |
| Curriculum Alignment, Revision, and Evaluation         | Teachers will work with an instructional leader to align and revise current curriculum to GLCEs and Reading Common Core. Teachers will continue to explore/utilize aligned curriculum such as Curriculum Crafter, MC3, and MDE Companion Documents. Curriculum will be sequenced vertically and organized into written curriculum maps which include assessments as well as instructional strategies.  | Professional Learning | Tier 1 | Implement | 08/22/2011 | 06/15/2018 | \$1000 | Social studies teachers, administration, and curriculum director, ISD staff |
| Increased Use of Technology                            | Teachers have received training in how to utilize individual technology in the classroom to support and reinforce instruction, curriculum, and assessment. Training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Professional Learning | Tier 1 | Implement | 08/15/2014 | 06/01/2018 | \$500  | Administration, curriculum director, teaching staff, technology staff.      |
| Align Assessments                                      | Teachers will receive training in the use and administration of assessments embedded in the Eureka math curriculum. Teachers will also be trained in how to utilize the data from the assessments to inform instruction.   | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$2000 | Math Teachers, ISD Staff, KRESA Math Coach                                  |
| On-Line Curriculum                                     | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.   | Technology            | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0    | Building and district administrators  |
| On-Line Curriculum                                     | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.   | Technology            | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0    | Building and district administrators  |

**District Improvement Plan**

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|                                  |  |  |        |           |            |            |         |   |
|----------------------------------|--|--|--------|-----------|------------|------------|---------|---|
| On-Line Curriculum               | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.   | Technology   | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0     | Building and district administrators  |
| On-Line Curriculum               | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.   | Technology   | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0     | Building and district administrators  |
| On-Line Curriculum               | Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.   | Technology   | Tier 1 | Implement | 05/01/2013 | 06/15/2018 | \$0     | Building and district administrators.   |
| Eureka Math Training - Amy Pratt | Continued implementation and monitoring of Eureka Math, which is a mathematics curriculum aligned to CCSS that includes instructional practices and assessments.<br><br>During the 2017-18 school year, a math consultant/coach will continue to provide training for teachers in the implementation of Eureka Math. Training will include essential skills, lesson format, use of assessments, and unit pacing. Coaching in classroom delivery of the program will also be provided.<br><br>Funding requirements will be for training and for purchasing updated modules. | Professional Learning, Materials, Curriculum Development | Tier 1 | Monitor   | 08/01/2014 | 06/15/2018 | \$14000 | Administration, curriculum director, math teachers, math consultant/coach - Amy Pratt |
| Increase Use of Technology       | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Technology   | Tier 1 | Implement | 08/25/2014 | 06/15/2018 | \$0     | Administration, instructional staff,  |



## District Improvement Plan

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|   |  |   |        |           |            |            |         |   |
|---|--|---|--------|-----------|------------|------------|---------|---|
| Increase Use of Technology                              | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Technology  | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$500   | administrati on, instructiona l staff.                              |
| Increase Use of Technology                              | Teachers have received training in how to utilize technology in the classroom to support and reinforce instruction, curriculum, and assessment. This training will be continued during the 17-18 school year with Illuminate, Data Hub, and Google Classroom training  | Technology  | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$5500  | Technology Staff , Administrati on, Instructiona l Staff, ISD Staff |
| Effective Classroom Instruction                         | Principals and teachers will be trained in effective teaching strategies and practices as outlined in "The Thoughtful Classroom."  | Professiona l Learning                                | Tier 1 | Implement | 08/01/2014 | 06/15/2018 | \$500   | Building principals, teachers.                                      |
| Instructional Coaching                                  | Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.  | Professiona l Learning                                | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$1000  | Instructiona l coach, teachers, principals.                         |
| Instructional Coaching and Training - Amy Pratt         | Teachers will receive training and guidance from an instructional coach. The instructional coach will provide training in the Eureka Math curriculum and will also observe classroom instruction and provide feedback and additional instruction on effective instructional strategies.  | Professiona l Learning                                | Tier 1 | Implement | 09/08/2015 | 06/01/2018 | \$10000 | Teachers, Amy Pratt, KRESA Instructiona l Coach, Principal          |
| Differentiated Instruction and Instructional Strategies | Instructional staff will receive training on effective learning strategies including how to differentiate classroom instruction, active engagement, and the use of learning goals and learning targets to increase student achievement. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Training will occur in staff meetings, PLCs, and during professional development with ISD staff. | Professiona l Learning                                | Tier 1 | Implement | 08/24/2015 | 06/15/2018 | \$1000  | Principals, teachers, Curriculum Director, ISD staff                |
| Lesson Planning   | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professiona l Learning, Materials, Direct Instruction | Tier 1 | Monitor   | 08/03/2015 | 06/15/2018 | \$250   | Principals, K-12 teachers   |
| Lesson Planning   | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.  | Professiona l Learning, Materials, Direct Instruction | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$500   | Principals, curriculum director, K-12 teachers                      |

## District Improvement Plan

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|                                       |   |  |        |           |            |            |         |   |
|---------------------------------------|---|--|--------|-----------|------------|------------|---------|---|
| Covered Bridge Classroom              | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.  | Academic Support Program   | Tier 1 | Monitor   | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge Teacher, Aide, High School Principal   |
| Lesson Planning                       | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.   | Professional Learning, Materials                                       | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$250   | Principals, Curriculum Director, K-12 Staff   |
| Lesson Planning                       | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.   | Professional Learning, Materials                                       | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$250   | Principals, Curriculum Director, K-12 Staff   |
| Lesson Planning                       | Teachers will receive instruction in essential components of a lesson plan and on an on-line lesson planning program.   | Professional Learning, Materials                                       | Tier 1 | Implement | 08/17/2015 | 06/15/2018 | \$500   | Principals, Curriculum Director, K-12 Teachers  |
| Homeless Students - Physical Needs    | A Title I Set-Aside has been established to provide food and required clothing (gym shoes for physical education) for homeless students enrolled in our district. Payment for sports physicals, immunizations, and/or payment for a copy of the student's birth certificate will also be provided on a case-by-case basis.  | Behavioral Support Program, Materials, Academic Support Program, Other | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$1200  | Homeless Liaison, Building Principal, Title I Director, Counselors                              |
| Homeless Students - Educational Needs | In the elementary school, homeless students identified in need of educational support will receive assistance through our Title I program. Junior high/high schools will have access to our after school tutoring. If additional educational support is needed, additional tutoring sessions will be established and qualified staff hired to fill that need. Homeless students will also have access to summer school programs at no cost. | Academic Support Program   | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$1000  | Homeless Liaison, Principals, Title I Director, Counselors                                      |
| Homeless Students - Transportation    | Title I set-aside will provide revenues for transportation over and above what the district would normally provide. This includes county transportation to and from school, after school tutoring, and/or summer school programs.   | Academic Support Program, Other  | Tier 1 | Implement | 09/06/2016 | 06/15/2018 | \$400   | Homeless Liaison, Building Principals, Transportation Supervisor, Counselors, Title I Director. |

**District Improvement Plan**

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|                         |  |                       |        |               |            |            |        |  |
|-------------------------|--|-----------------------|--------|---------------|------------|------------|--------|--|
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$500  | Standards-based consultant, Principals, Curriculum Director, Superintendent          |
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/29/2018 | \$8250 | Principals, Curriculum Director, Superintendent Standards Based Training facilitator |
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning | Tier 1 | Implement     | 09/06/2016 | 06/29/2018 | \$4275 | Presenter, Principals, Curriculum Director, Superintendent,                          |
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$4625 | Consultant, Principals, Curriculum Director, Superintendent,                         |

## District Improvement Plan

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|                                       |   |                                   |        |               |            |            |        |   |
|---------------------------------------|---|-----------------------------------|--------|---------------|------------|------------|--------|---|
| Effective Classroom Instruction       | Principals and teachers will receive ongoing training in effective teaching strategies and practices as outlined in "The Thoughtful Classroom."   | Professional Learning             | Tier 1 | Implement     | 08/23/2016 | 06/15/2018 | \$500  | ISD trainer, Principals, Teachers                                     |
| Cognitive Coaching / Adaptive Schools | Cognitive Training Coaching - training includes: a process that supports individuals and organizations in becoming self-directed; an approach to enhance performance and building learning organizations; a model that helps to convey thinkers from where they are to where they want to be. 2 principals and 3 teachers will be trained. We plan to continue this training with the addition of Adaptive Schools training in 2017-18. | Professional Learning             | Tier 1 | Implement     | 03/01/2016 | 06/15/2018 | \$2400 | Principals, Elementary Teachers                                       |
| Curriculum Documentation              | All reading curriculum and assessments will be sequenced and organized into curriculum maps .   | Curriculum Development            | Tier 1 | Implement     | 06/15/2017 | 06/15/2018 | \$1000 | Curriculum Director, Principals, ELA instructional staff, ISD Coaches |
| Illuminate and Data Hub               | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.  | Professional Learning, Technology | Tier 1 | Getting Ready | 06/16/2017 | 06/15/2018 | \$500  | Principals, curriculum director, instructional staff, ISD staff       |
| Illuminate and Data Hub               | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.  | Professional Learning             | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$500  | Math Teachers, Principal, Curriculum Director, ISD Consultants        |
| Instructional Coaching                | Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.<br>Teachers will receive training and guidance from an instructional coach. The instructional coach will observe classroom instruction and provide feedback and instruction on effective instructional strategies.      | Professional Learning             | Tier 1 | Implement     | 08/01/2017 | 06/15/2018 | \$1000 | Principals, teacher, instructional coach                              |

## District Improvement Plan

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|  |  |  |        |               |            |            |        |   |
|--|--|--|--------|---------------|------------|------------|--------|---|
| Early Warning System Leadership Training   | Building and District Early Warning System teams will receive training to identify, implement, and evaluate effective academic and behavioral intervention and support programs.   | Professional Learning, Behavioral Support Program, Policy and Process, Academic Support Program    | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$3000 | Superintendent, administrative staff, Early Warning System Leadership Teams |
| Effective Support and Intervention Systems | Early Warning Systems Leadership Team will identify and implement effective academic and behavioral intervention programs and procedures to ensure student success.  | Professional Learning, Behavioral Support Program, Materials, Technology, Academic Support Program | Tier 1 | Implement     | 08/01/2017 | 06/29/2018 | \$1000 | Early Warning Systems Leadership Team members                               |
| Assessment of Early Warning System         | Early Warning Systems District and Building Leadership Team members will conduct a data review of the effectiveness of the implemented academic and behavioral intervention programs. Intervention programs will be revised or recommended for continuation as a result of the data review.            | Behavioral Support Program, Academic Support Program, Other  | Tier 1 | Monitor       | 06/01/2018 | 06/28/2019 | \$500  | Superintendent, District and Building Early Warning System Teams.           |
| Policies and Procedures - Training         | All staff will be trained in the policies and procedures regarding the Emergency Use of Seclusion and Restraint  | Professional Learning  | Tier 1 | Getting Ready | 08/15/2017 | 06/15/2018 | \$1000 | Superintendent, administrative team, training facilitator                   |
| Implementation and Evaluation              | Policies and procedures regarding the use of seclusion and restraint will be implemented, monitored, and evaluated through the use of observations, disciplinary referrals, and implementation checklists. Following a review of relevant implementation data, procedures will be modified, as needed. | Policy and Process   | Tier 1 | Implement     | 01/01/2018 | 06/14/2019 | \$1000 | Superintendent, administrative team, staff                                  |
| Policies and Procedures - Development      | Current policies regarding seclusion and restraint will be reviewed and revised, as necessary, to ensure compliance with the State of Michigan's Policy for the Emergency Use of Seclusion and Restraint.  | Policy and Process   | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$1000 | Superintendent, Board of Education, NEOLA, Administrative Team              |

## District Improvement Plan

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|                                   |  |  |        |               |            |            |        |  |
|-----------------------------------|--|--|--------|---------------|------------|------------|--------|--|
| S.W.I.S.                          | S.W.I.S. is a confidential, web-based information system to collect, summarize, and use student behavior data for decision making. S.W.I.S. will be purchased and staff trained in the use of the program. Data will be used in our Early Warning System to identify and provide behavioral support for students.  | Professional Learning, Behavioral Support Program, Technology          | Tier 1 | Implement     | 08/14/2017 | 06/14/2019 | \$2000 | Superintendent, principals, counselors, teachers.                      |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning  | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$3000 | Principals, Curriculum Directors, Teachers, Superintendent             |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Materials, Teacher Collaboration                | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$3000 | Principals, Curriculum Directors, Teachers, Superintendent             |
| Co-Teaching                       | Special education and regular education teachers will collaborate and use research based teaching strategies to co-teach classes of regular and special education students. Teachers will receive training in the best practices of co-teaching. Training will be provided by an ISD or outside consultant.  | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Getting Ready | 09/01/2017 | 06/15/2018 | \$500  | Principal, regular education and special education teacher, consultant |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration                           | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$3000 | Principals, Curriculum Directors, Teachers, Superintendent             |

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|                                   |  |  |        |               |            |            |        |  |
|-----------------------------------|--|--|--------|---------------|------------|------------|--------|--|
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration, Academic Support Program                     | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$3000 | Principals, Curriculum Directors, Teachers, Superintendent |
| Professional Learning Communities | All teachers will participate in one or more PLCs which will be created on the basis of grade-level, subject area, or on a specific instructional strategy or topic. PLCs will be used to receive training or to collaborate on curriculum, assessment, data, student achievement, and/or grading practices. Meeting agendas and minutes will be kept of PLC topics, collaborative decisions, and goals set and accomplished. Teachers will receive stipends if PLCs are held outside the instructional day. | Professional Learning, Teacher Collaboration, Academic Support Program                     | Tier 1 | Implement     | 09/01/2017 | 06/15/2018 | \$0    | Principals, Curriculum Directors, Teachers, Superintendent |
| Positive School Culture           | Administrative team members will receive training in processes and procedures needed to build a positive school culture.   | Community Engagement, Professional Learning, Policy and Process, Recruitment and Retention | Tier 1 | Getting Ready | 08/01/2017 | 06/29/2018 | \$750  | Superintendent, administrative team members                |

### Covered Bridge School

| Activity Name  | Activity Description   | Activity Type                                | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------|--|--|--------|---------|------------|------------|-------------------|--|
| Covered Bridge | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness. | Direct Instruction, Academic Support Program | Tier 1 | Monitor | 09/07/2004 | 06/15/2018 | \$20000           | Classroom Teacher, Classroom Aide, High School Principal |

## District Improvement Plan

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|                          |  |                          |        |               |            |            |         |  |
|--------------------------|--|--------------------------|--------|---------------|------------|------------|---------|--|
| Covered Bridge Classroom | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.   | Academic Support Program | Tier 1 | Monitor       | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge teacher, aide, High School Principal                  |
| Covered Bridge Classroom | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.   | Academic Support Program | Tier 1 | Monitor       | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge Teacher, Aide, High School Principal                  |
| Covered Bridge Classroom | Covered Bridge School, our alternative education program provides identified at-risk students with a learning lab classroom located within a community college setting. Students are provided with a full online curriculum and will also have access to college and career classes provided at the college. The focus of the program is college and career readiness.   | Academic Support Program | Tier 1 | Monitor       | 09/07/2004 | 06/15/2018 | \$20000 | Covered Bridge Teacher, Aide, High School Principal                  |
| Standards Based Grading  | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning    | Tier 1 | Getting Ready | 09/06/2016 | 06/30/2018 | \$8250  | Building Principals, Curriculum Director Standards-based Facilitator |
| Illuminate and Data Hub  | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.   | Professional Learning    | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000  | Principals, Teachers, ISD Staff, Curriculum Director                 |

### Centreville Jr/Sr High School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|



## District Improvement Plan

Centreville Public Schools

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|--|---|-----------------------|--------|---------------|------------|------------|--------|---|
| Writing Assessments - JH/HS                    | The ELA department will continue to develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four-point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs. The department will work with ISD staff to create and modify argumentative, narrative, and informational writing to drive writing instruction. | Professional Learning | Tier 1 | Implement     | 09/02/2013 | 06/15/2018 | \$1000 | ELA department staff, principal, ISD staff          |
| Data Analysis - JH/HS                          | Social studies department will analyze SAT and local assessment data to identify under performing areas, creating focused practice activities on SAT-type reading passages,   | Professional Learning | Tier 1 | Implement     | 09/02/2013 | 06/15/2018 | \$0    | Social studies department staff                     |
| Re-align Science Curriculum                    | Attend SJCISD training sessions and in-house work sessions using outside resources to align the curriculum to the Michigan Science Standards.   | Professional Learning | Tier 1 | Getting Ready | 09/02/2013 | 06/15/2018 | \$1500 | Science teachers                                    |
| Professional Development - Grading Consistency | All ELA teachers will receive training on the development of grading alignment, consistency, and best practice for consistent teacher records in the implementation of CCSS.  | Professional Learning | Tier 1 | Monitor       | 09/02/2013 | 06/15/2018 | \$1000 | ELA department staff<br>ISD Consultants             |
| Use of Data - JH/HS                            | Continue to develop unit assessments based on Marzano's research/The Art & Science of Teaching, continuing to align with NGSS (ongoing process).  | Professional Learning | Tier 1 | Implement     | 09/03/2013 | 06/15/2018 | \$2000 | Science Teachers, principal, ISD Consultant         |
| Key Content Vocabulary                         | Teachers will continue ongoing implementation and coaching of research-based vocabulary instruction strategies. The focus of instruction will be content area vocabulary.   | Direct Instruction    | Tier 1 | Implement     | 09/03/2013 | 06/15/2018 | \$500  | Science teachers, administration                    |
| Create Assessments - JH/HS                     | The social studies department will be trained by ISD staff in the creation of common standards-based assessments for social studies units which are aligned and which require higher-order thinking. Training will also include a focus on vocabulary instruction and assessment.   | Professional Learning | Tier 1 | Implement     | 09/03/2013 | 06/15/2018 | \$1000 | Social studies department, principal, ISD staff     |
| Development of Assessments and Use of Data     | Teachers will receive additional training in the use of Exam View, Illuminate. or on-network testing to facilitate assessment data collection, interpretation, and use.   | Professional Learning | Tier 1 | Implement     | 09/02/2013 | 06/01/2018 | \$500  | ISD Staff, Science teachers, and Building Principal |

## District Improvement Plan

Centreville Public Schools

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|---------------------------------|--|---|--------|---------------|------------|------------|--------|---|
| Align Units of Instruction      | Teachers will create scope and sequence guides for all math courses utilizing the Engage NY curriculum. All assignments, activities, and assessments within each unit must be clearly aligned to CCSS and employ Eureka Math curricular materials.   | Professional Learning                           | Tier 1 | Implement     | 08/25/2015 | 06/15/2018 | \$1000 | Math department teachers. KRESA math consultants.   |
| STAR Math                       | <p>At the elementary, fall and winter screening allows us to select students for interventions and progress monitoring. We will be able to disaggregate the data to determine which students are on benchmark and those that are capable of enrichment activities. Based upon data, all students will be targeted for multi-tiered support from all teaching staff. Instructional strategies utilized by staff will address intervention, reinforcement, and/or enrichment for all students. Spring assessment will continue to offer progress monitoring on students targeted for intervention. Spring assessment will also assess all students on current grade level standards to determine effectiveness of current year's instruction and curriculum alignment.</p> <p>At the junior high, STAR math will be utilized to establish RTI groups and to direct assignment of KAHN Academy instruction.</p> <p>Elementary, junior high and high school teachers will receive further training in utilizing the reports and instructional recommendations available in the STAR Math software.</p> | Professional Learning, Academic Support Program | Tier 1 | Implement     | 11/30/2011 | 06/15/2018 | \$2000 | K-3 teachers, 4-8th grade math teachers, principals, curriculum director, special education teachers. |
| Assessment/Progress Monitoring  | Teachers will be trained in the new state assessment model and in effective progress monitoring at the junior high/high school   | Professional Learning                           | Tier 1 | Getting Ready | 01/05/2015 | 06/15/2018 | \$250  | Building Principal Teacher / School Improvement Team Member   |
| New Standardized Test Training  | Teachers will receive training in the parameters of the new SAT math assessment and will receive training on the utilization of student assessment data in order to drive decision making.   | Professional Learning                           | Tier 1 | Getting Ready | 09/08/2015 | 06/15/2018 | \$1000 | Math department, building administration.   |
| Literacy Strategies - ISD Staff | Teachers will receive training in the integration of reading and writing goals into the science curriculum, including units and assessments. Training will also include vocabulary instruction, assessment and grading.  | Professional Learning, Academic Support Program | Tier 1 | Implement     | 09/02/2013 | 06/15/2018 | \$2000 | Science department, principal, ISD Staff  |

## District Improvement Plan

Centreville Public Schools

|                       |  |                          |        |           |            |            |        |   |
|-----------------------|--|--------------------------|--------|-----------|------------|------------|--------|---|
| After School Tutoring | After school tutoring is provided for at-risk students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/15/2018 | \$1200 | After school tutors.<br>Principal.                                      |
| Credit Recovery       | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 08/24/2018 | \$6000 | Principal,<br>Online Aide,<br>Mentor Teacher,<br>Guidance Counselor     |
| Credit Recovery       | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$6000 | Principal,<br>On-line Aide,<br>Mentor Teacher,<br>High School Counselor |
| Credit Recovery       | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$6000 | Principal,<br>On-line Aide,<br>Mentor Teacher,<br>High School Counselor |
| Credit Recovery       | Credit Recovery will be provided for 7-12th students in the core subject areas. During the regular school year, online credit recovery classes are provided during the regular school day. A 6-weeks summer school is also provided for those students needing additional time for online credit recovery. A certified teacher serves as the mentor for the online classes. (Identified 31A students receive a scholarship to attend the summer school program.) | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/15/2018 | \$6000 | Principal,<br>On-line Aide,<br>Mentor Teacher,<br>High School Counselor |

## District Improvement Plan

Centreville Public Schools

|                         |  |  |        |               |            |            |        |  |
|-------------------------|--|--|--------|---------------|------------|------------|--------|--|
| After School Tutoring   | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program                             | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$1200 | Principal, Teacher-Supervisors                                       |
| After School Tutoring   | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program                             | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$1200 | Principal, Teacher-Supervisors of Credit Recovery                    |
| After School Tutoring   | After school tutoring is provided for students who need assistance with core academic classes. After school tutoring is supervised by certified teachers. Core subject teachers rotate their supervision so that students may receive assistance in multiple core classes. Transportation will be provided for at-risk students.   | Academic Support Program                             | Tier 2 | Implement     | 09/03/2013 | 06/15/2018 | \$1200 | Principal, Teacher-Supervisors of Credit Recovery                    |
| Standards Based Grading | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning                                | Tier 1 | Getting Ready | 09/06/2016 | 06/30/2018 | \$8250 | Building Principals, Curriculum Director Standards-based Facilitator |
| Student Support         | Identified at-risk students will receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program | Tier 1 | Implement     | 09/08/2015 | 06/15/2018 | \$6000 | Jr/Sr High Principal, Counselor, Teacher                             |
| Student Support         | Identified at-risk students will receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program | Tier 1 | Implement     | 09/08/2015 | 06/15/2018 | \$2000 | Jr/Sr High Principal, Counselor, Teachers                            |

## District Improvement Plan

Centreville Public Schools

|                                       |   |  |        |               |            |            |         |   |
|---------------------------------------|---|--|--------|---------------|------------|------------|---------|---|
| Student Support                       | Identified at-risk students will receive social/emotional support to enhance their academic performance.  | Behavioral Support Program, Academic Support Program                   | Tier 1 |               | 09/08/2015 | 06/15/2018 | \$6000  | Jr/Sr High Principal, Counselor, Teachers   |
| Student Support                       | Identified at-risk students will also receive social/emotional support to enhance their academic performance  | Behavioral Support Program, Academic Support Program                   | Tier 1 | Implement     | 09/08/2015 | 06/15/2018 | \$6000  | Jr./Sr. High Principal, Counselor, Teachers   |
| Project Lead the Way                  | Project Lead the Way (PLTW) will be introduced in both the elementary and junior high school as supplements to our science curriculum. Selected elementary students will receive PLTW instruction during teacher enrichment and grade level content. At the 7th and 8th grade, students will participate in PLTW during an exploratory class. Our goal is to extend PLTW into the general education science curriculum. | Curriculum Development, Direct Instruction                             | Tier 1 | Implement     | 09/06/2016 | 06/15/2018 | \$25000 | PLTW teachers, Principals, Curriculum Director                                      |
| Project Lead the Way Teacher Training | Project Lead the Way (PLTW) teachers will receive training in PLTW concepts and modules. This training will begin prior to the implementation of the program and continue throughout the duration of the program.   | Professional Learning  | Tier 1 | Implement     | 08/01/2016 | 06/15/2018 | \$9000  | Project Lead the Way Teachers, PLTW Training Staff, Principals, Curriculum Director |
| Illuminate and Data Hub               | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessments and student assessment data.  | Professional Learning  | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000  | Principals, Teachers, ISD Staff, Curriculum Director                                |
| Co-Teaching                           | Special education and regular education teachers will collaborate and use research based teaching strategies to co-teach classes of regular and special education students. Teachers will receive training in the best practices of co-teaching. Training will be provided by an ISD or outside consultant.   | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 1 | Getting Ready | 09/01/2017 | 06/15/2018 | \$500   | Principal, regular ed and special education teacher, consultant                     |

### Centreville Elementary School

## District Improvement Plan

Centreville Public Schools

| Activity Name                     | Activity Description   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-----------------------------------|--|--|--------|---------------|------------|------------|-------------------|---|
| Parent Communication and Training | Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs / Michigan Science Standards to be able to communicate the student's level of learning. Local assessments and data gathered regarding science knowledge found in local assessments will be used in grades K-4. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. | Parent Involvement                                   | Tier 1 | Getting Ready | 08/22/2011 | 06/15/2018 | \$500             | All science staff and administration.   |
| Assessment Tools                  | Teachers will utilize local assessments, and assessments within BCMSC Kits, Mystery Science and Curriculum Crafter. Teachers in 4-6 will work towards creating scales or utilizing already built scales aligned to GLCEs and NGSS to assess the depth of knowledge of the students. Teachers are working toward standards-based grading.   | Professional Learning                                | Tier 1 | Implement     | 08/10/2011 | 06/01/2018 | \$500             | All staff, administration   |
| Targeted Instruction and Support  | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance.   | Behavioral Support Program, Academic Support Program | Tier 2 | Implement     | 09/04/2012 | 06/15/2018 | \$41144           | Title I Staff, administration, curriculum director, elementary at-risk counselor.<br>**<br>Remaining cost for implementation will be covered by General Fund for special education teaching support, etc. |
| Curriculum Alignment              | Grade level teachers will meet with ISD support staff to ensure ELA curriculum maps include scope and sequence and are aligned to Common Core ELA standards for writing.   | Professional Learning                                | Tier 1 | Implement     | 06/11/2015 | 06/15/2018 | \$1000            | Administrators, ELA teachers, ISD staff, and curriculum director  |

## District Improvement Plan

Centreville Public Schools

|                                   |   |  |        |           |            |            |         |   |
|-----------------------------------|---|--|--------|-----------|------------|------------|---------|---|
| Targeted Instruction and Support  | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; M-STEP practice items. Reading Street and My Sidewalks resources.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 09/04/2012 | 06/15/2018 | \$23144 | Title I staff, administration, and Title I director, Elementary At-Risk Counselor **<br>Additional funding for SE and general ed staff will be general funds. |
| Assessment Tools                  | Teachers will be trained in the use of local assessments. Teachers in grades 4-6 will work toward creating scales or utilizing already built scales aligned to GLCEs to assess the depth of knowledge of the students. Resources used will be Curriculum Crafter, MC3, and local resources. To prepare for standards-based report cards, all assessments will be aligned to standards. Teachers will work toward aligning assessment and creating scales.   | Professional Learning                          | Tier 1 | Implement | 08/22/2011 | 06/15/2018 | \$100   | Social studies teachers, administration, and curriculum director, ISD staff   |
| Parent Communication and Training | Teachers will share data from local assessments and/or information gained through Reading Street assessments with parents to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.  | Parent Involvement                             | Tier 1 | Implement | 10/10/2011 | 06/15/2018 | \$100   | Social studies teachers and administration.   |
| Use of Data                       | All teachers will analyze and utilize data from authentic, standards-based, common social studies assessments to inform instruction and identify individual student needs. Data will be utilized in a multi-tiered system of support for intervention, reinforcement, and/or enrichment.  | Professional Learning                          | Tier 1 | Implement | 09/04/2012 | 06/15/2018 | \$1000  | Social studies teachers and administration.   |
| Identify Key Content Vocabulary   | Teachers will continue to identify the key content vocabulary for social studies from MDE Companion Documents, MC3, and Curriculum Crafter.   | Direct Instruction                             | Tier 1 | Monitor   | 08/22/2011 | 06/15/2018 | \$1000  | Social studies teachers, administration, and curriculum director.   |

## District Improvement Plan

Centreville Public Schools

|                                   |   |  |        |           |            |            |         |  |
|-----------------------------------|---|--|--------|-----------|------------|------------|---------|--|
| Targeted Instruction and Support  | Title I support in classrooms with guided instruction and co-teaching.<br>Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, Rewiring Phonics, 6-Minute Solutions, PALS, and REWARDS..<br>Special Education resource Room<br>Intervention Meetings.<br>Hands-On-Learning and Technology Integration.<br>M-STEP Practice items<br>Literature circles<br>Reading Street and My Sidewalks resources.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 09/10/2012 | 06/15/2018 | \$33144 | Title I Staff, Administration, Title I Director, Elementary At-Risk Counselor<br>***Additional funding needed for implementation will be covered by general funds. |
| Assessment Tools                  | All core reading teachers (general ed, special ed, and Title staff) will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will utilize the assessments available in Reading Street.<br>STAR 360<br>All assessment tools will be utilized by all staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies in a multi-tiered system of support.  | Direct Instruction                             | Tier 1 | Monitor   | 08/22/2011 | 06/15/2018 | \$1200  | Administration, curriculum director, all reading teachers, school improvement team members.  |
| Parent Communication and Training | Teachers will share student data with parents at conferences by explaining parent reports (Dibels, Star, and Reading Steet assessments). Additional information including training in how parents can help their children will be shared at conferences, through written communication, Web site, and through informational parent meetings and Family Reading Nights.  | Parent Involvement                             | Tier 1 | Monitor   | 09/19/2011 | 06/15/2018 | \$500   | All staff.   |
| Use of Data                       | All ELA staff are trained in utilizing the Dibels and STAR data. Early elementary staff will continue to grow in their understanding of STAR Early Literacy. Reading/Literacy data will be used to inform instructional decisions.  | Direct Instruction                             | Tier 1 | Monitor   | 09/19/2011 | 06/15/2018 | \$0     | All ELA staff and administration.  |
| Use of Data in PLCs               | Teachers will be trained in how to retrieve, utilize, and communicate STAR Math data and local assessments in a PLC community to inform instruction, support student specific needs, and share information with parents and stakeholders.   | Direct Instruction                             | Tier 1 | Implement | 01/27/2012 | 06/15/2018 | \$500   | All K-3 teachers, math teachers in grades 4-6, administration, curriculum director   |



## District Improvement Plan

Centreville Public Schools

|                                   |   |  |        |           |            |            |         |   |
|-----------------------------------|---|--|--------|-----------|------------|------------|---------|---|
| Targeted Instruction and Support  | Students will be supported by additional services:<br>Title 1 support in classrooms with guided instruction and co-teaching.<br>Title 1 support in pull-out setting with Number Worlds including hands-on instruction<br>Special Education Resource Room<br>Intervention Meetings<br>Hands-on learning and use of technology<br>M-STEP practice items.<br>Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction | Tier 2 | Implement | 01/09/2012 | 06/15/2018 | \$33144 | Title I teacher, Title I aides, principal, Elementary At-Risk Counselor |
| Parent Communication and Training | Teachers will share student data with parents by explaining parent reports (STAR Math) and Eureka Math assessments at conferences, as well as with on-going written communication. Parents will receive a data sheet with report cards 2 times a year, reporting student progress on STAR math. Additional information, including training in how parents can help their child, will be shared at parent workshops, conferences, and during Math Game Night.            | Parent Involvement                             | Tier 1 | Monitor   | 08/28/2012 | 06/15/2018 | \$500   | All mathematics staff and administration.                               |
| Parent/Stakeholders Communication | Teachers will communicate classroom learning goals aligned to CCSS and embedded in Eureka Math to all stakeholders. Communication will include weekly newsletters that are posted to the Web site, e-mailed, and provided as a hard copy. In addition, curriculum will be shared at Family Math Night   | Parent Involvement                             | Tier 1 | Monitor   | 08/28/2012 | 06/15/2018 | \$500   | All staff and administration  |
| Parent Communication and Training | Teachers will share student data with parents by explaining writing rubrics and M-STEP reports. Additional information including training in how parents can help their children will be shared at conferences, through written communications, and through the Web site.   | Parent Involvement                             | Tier 1 | Implement | 10/01/2013 | 06/15/2018 | \$500   | All ELA staff   |
| Use of Data                       | ELA Staff will be trained to analyze and utilize writing data from common prompts and universal rubrics three times a year. Teachers will work in teams to score writing and gather data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support.  | Professional Learning, Direct Instruction      | Tier 1 | Implement | 09/10/2012 | 06/15/2018 | \$1000  | All ELA staff and administration  |

## District Improvement Plan

Centreville Public Schools

|                                  |  |  |        |               |            |            |         |  |
|----------------------------------|--|--|--------|---------------|------------|------------|---------|--|
| Targeted Instruction and Support | Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and M-STEP practice items. Identified at-risk students will also receive social/emotional support to enhance their academic performance. | Behavioral Support Program, Direct Instruction | Tier 2 | Implement     | 01/09/2012 | 06/15/2018 | \$23144 | Title I teacher, Title I aide, principal, elementary at-risk counselor.<br>***<br>Additional funding needed for implementation will be covered by general funds. |
| Curriculum Alignment             | Science teachers will attend ISD training on Michigan Science Standards. Teachers will also work with an instructional leader to ensure that our sequenced and written science curriculum incorporates all Michigan Science Standards. Local curricular units, Curriculum Crafter, Mystery Science, PLTW, and BCMSC kits will be used to develop the curriculum.   | Professional Learning                          | Tier 1 | Implement     | 08/23/2010 | 06/15/2018 | \$2500  | All science instructional staff, administration, and curriculum director, ISD presenter and staff  |
| Use of Data - Elementary         | All teachers will analyze data from authentic, standards-based, common science assessments aligned to CCSS/NGSS to inform instruction and identify individual student needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment.   | Professional Learning                          | Tier 1 | Getting Ready | 08/22/2011 | 06/15/2018 | \$0     | All science instructional staff, administration, and curriculum director.  |

**District Improvement Plan**

Centreville Public Schools

|                             |  |   |        |               |            |            |        |   |
|-----------------------------|--|---|--------|---------------|------------|------------|--------|---|
| STAR Math                   | <p>At the elementary, fall and winter screening allows us to select students for interventions and progress monitoring. We will be able to disaggregate the data to determine which students are on benchmark and those that are capable of enrichment activities. Based upon data, all students will be targeted for multi-tiered support from all teaching staff. Instructional strategies utilized by staff will address intervention, reinforcement, and/or enrichment for all students. Spring assessment will continue to offer progress monitoring on students targeted for intervention. Spring assessment will also assess all students on current grade level standards to determine effectiveness of current year's instruction and curriculum alignment.</p> <p>At the junior high, STAR math will be utilized to establish RTI groups and to direct assignment of KAHN Academy instruction.</p> <p>Elementary, junior high and high school teachers will receive further training in utilizing the reports and instructional recommendations available in the STAR Math software.</p> | Professional Learning, Academic Support Program | Tier 1 | Implement     | 11/30/2011 | 06/15/2018 | \$2000 | K-3 teachers, 4-8th grade math teachers, principals, curriculum director, special education teachers. |
| Learning Goals / Exit Slips | Students will improve achievement by clearly understanding what they are to learn by posted and communicated learning goals. In addition, they will be able to evaluate if they have learned the goal through exit assessments.  | Direct Instruction                              | Tier 1 | Monitor       | 09/02/2014 | 06/15/2018 | \$0    | Administration and instructional staff.   |
| Data Notebooks              | Data notebooks will be developed for students to monitor their learning,   | Direct Instruction                              | Tier 1 | Implement     | 09/16/2014 | 06/15/2018 | \$500  | Administration, School Improvement Team, and instructional staff                                      |
| BCMSC Kits                  | We are implementing the use of Battle Creek Math Science Kits that are aligned to the GLCEs and moving toward the demands of NGSS. Kits would be implemented in 5th and 6th grade, and 4th grade as resources are available. General fund money would be used to purchase kits. 31 A funds will be used for teacher training only.   | Curriculum Development                          | Tier 1 | Getting Ready | 09/08/2014 | 06/15/2018 | \$4000 | 5/6 grade science teacher, administration, curriculum director  |

## District Improvement Plan

Centreville Public Schools

|                                      |   |   |        |               |            |            |        |  |
|--------------------------------------|---|---|--------|---------------|------------|------------|--------|--|
| Local Assessments                    | Staff will utilize the assessments (exit, mid-, and end of module) available in Eureka Math to determine the depth of understanding of the students. Assessments are written as a 4.0 scale. The scales will be used to inform instruction and determine level of support needed in MTSS. At this time, assessments will be converted to percents for parents. Activity will be expanded this year to build topic quizzes and clarify mid and end of unit modules to make progress towards standards-based grading. | Professional Learning, Curriculum Development, Direct Instruction | Tier 1 | Implement     | 08/24/2015 | 06/29/2018 | \$5000 | Mathematics Teachers<br>KRESA math consultant                                  |
| Reading Street / Aligned Assessments | With the implementation of the Reading Street curriculum assessments, teachers will determine the appropriate assessments to gain the intended information. Utilizing the on-line resources, including assessments, will be an additional goal.   | Professional Learning   | Tier 1 | Getting Ready | 06/01/2015 | 06/15/2018 | \$1000 | Reading teachers, principal, and Title I Staff, ISD Consultant, Literacy Coach |
| Reading Street                       | ELA teachers will continue to participate in professional development with ISD consultants and district staff on how to fully and effectively implement the program.  | Professional Learning, Direct Instruction                         | Tier 1 | Implement     | 06/01/2015 | 06/15/2018 | \$1500 | All ELA staff, administration, and curriculum director.                        |
| Summer School                        | Summer school in reading for identified at-risk students. Instruction will include reinforcement of reading skills learned throughout the school year for students in 1st- 3th grades. Summer school will also provide additional instruction in preparation for successfully meeting the objectives of the next school year.   | Academic Support Program  | Tier 2 | Implement     | 06/19/2017 | 08/24/2017 | \$9000 | Elementary Principal, 3 classroom teachers, 1 teacher-leader, 2 aides.         |
| Summer School                        | Summer School will be offered to provide additional instruction in preparation for the 2017-18 school year. Tier 2 and Tier 3 students identified with STAR Math, Early Literacy, and other classroom assessments will be invited to participate. Additional Learning Time Early Literacy Grant and Section 31A funding will be used.   | Academic Support Program  | Tier 2 | Implement     | 06/26/2017 | 08/25/2017 | \$4000 | Principal, Elementary Teachers, 1 Elementary Aide, Title I teacher.            |

## District Improvement Plan

Centreville Public Schools

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| Standards Based Grading               | Instructional staff have received initial training in the purpose and implementation of standards-based grading. Training continued during the 2016-17 school year with principals serving as facilitators. Teachers will participate in continued training to further develop learning targets and scales which will aid in the move toward standards-based grading. Training will be facilitated by our superintendent, principals, and an administrator from a neighboring school district. Staff will be paid stipends to participate in after school training/PLCs. | Professional Learning  | Tier 1 | Getting Ready | 09/06/2016 | 06/15/2018 | \$1250  | Building Principals, Curriculum Director, Superintendent, Standards-Based Training Facilitator |
| Literacy Coach                        | Literacy Network, ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction, and literacy assessments to improve reading instruction and meet the requirements of 3rd grade reading bill. Local coach to receive training through ISD and through participation in and attendance at the MDE Coaching Literacy: A Professional Development Learning Series. Jill Jackson's Coaching Modules will be used as a resource for our Literacy Coach.   | Professional Learning, Teacher Collaboration, Direct Instruction, Academic Support Program | Tier 1 | Implement     | 03/14/2016 | 06/15/2018 | \$52700 | K-3 teachers, Curriculum Director, Principal, ISD trainer, Literacy Coaches                    |
| Project Lead the Way                  | Project Lead the Way (PLTW) will be introduced in both the elementary and junior high school as supplements to our science curriculum. Selected elementary students will receive PLTW instruction during teacher enrichment and grade level content. At the 7th and 8th grade, students will participate in PLTW during an exploratory class. Our goal is to extend PLTW into the general education science curriculum.  | Curriculum Development, Direct Instruction   | Tier 1 | Implement     | 09/06/2016 | 06/15/2018 | \$25000 | PLTW teachers, Principals, Curriculum Director   |
| Project Lead the Way Teacher Training | Project Lead the Way (PLTW) teachers will receive training in PLTW concepts and modules. This training will begin prior to the implementation of the program and continue throughout the duration of the program.  | Professional Learning  | Tier 1 | Implement     | 08/01/2016 | 06/15/2018 | \$9000  | Project Lead the Way Teachers, PLTW Training Staff, Principals, Curriculum Director            |
| Increased Use of Technology - Title I | Tablets were purchased for use in the Title I Classroom. Tablets will be used with students in kindergarten and first grade to reinforce and extend reading skills and as an aid in assessment of student skills.  | Direct Instruction, Academic Support Program   | Tier 2 | Implement     | 01/09/2017 | 06/15/2018 | \$2500  | Elementary Principal, Title I Director, Title I Classroom Teachers                             |

## District Improvement Plan

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| Increased Use of Technology - Title I                        | Tablets were purchased for use in the Title I Classroom. Tablets will be used with students in kindergarten and first grade to reinforce and extend mathematics skills and to aid in assessment of student skills                              | Direct Instruction, Academic Support Program  | Tier 2 | Implement     | 01/09/2017 | 06/15/2018 | \$2500 | Elementary Principal, Title I Director, Title I Teachers.         |
| Training - Instructional Student Support and ESSA Guidelines | Elementary Principal, Title I Director, and Title I Classroom Teacher will attend Michigan Association of State and Federal Program Specialists (MASFPS) workshop on ESSA Updates, Title I Flexibility and Intentional and Targeted Teaching.  | Professional Learning                         | Tier 1 | Getting Ready | 02/01/2017 | 03/01/2018 | \$750  | Elementary Principal, Title I Director, Title I Teacher           |
| Training - Instructional Student Support and ESSA Guidelines | Elementary Principal, Title I Director, and Title I Classroom Teacher will attend Michigan Association of State and Federal Program Specialists (MASFPS) workshop on ESSA Updates, Title I Flexibility, and Intentional and Targeted Teaching. | Professional Learning                         | Tier 1 | Implement     | 02/01/2017 | 03/01/2018 | \$750  | Elementary Principal, Title I Director, Title I Classroom Teacher |
| Illuminate and Data Hub                                      | Teachers will be trained in the use of Illuminate and the Data Hub. Training will include how to use the software as a resource for student assessment and student assessment data.  | Professional Learning                         | Tier 1 | Getting Ready | 08/01/2017 | 06/15/2018 | \$1000 | ISD Staff, Principals, Teachers, Curriculum Director              |
| Learning Targets and Goals                                   | Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate student mastery.   | Professional Learning, Direct Instruction     | Tier 1 | Implement     | 09/01/2014 | 06/29/2018 | \$1000 | District administration, building principal, instructional staff  |
| Literacy Coach Training                                      | Centreville Elementary's Literacy Coach will attend the MDE Workshop: Coaching Literacy: A Professional Learning Series for K-3 Literacy Coaches. Jill Jackson's Coaching Modules will also be purchased as a training module.                 | Professional Learning, Supplemental Materials | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$1000 | Elementary Principal, Literacy Coach                              |