

# MICIP Portfolio Report

## Hillman Community Schools

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### Goals Included

#### Active

- Improve Instructional Practices K-5
  - Improve Pre-Post Data
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### Buildings Included

#### Open-Active

- Hillman Elementary
  - Hillman High School
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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Hillman Community Schools

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### Improve Pre-Post Data

*Status:* ACTIVE

*Statement:* HCS goal is to provide small group instruction in Core Content Classes for students in order to improve Pre-Post assessments to be proficient or increase by 5% from pre to post assessment.

*Created Date:* 06/02/2021

*Target Completion Date:* 06/30/2026

**Strategies:**

(1/8): Safe, Nurturing Environment for All Students

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

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

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staff will be trained and create a safe and nurturing environment across the building for students to access as needed	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/8): MTSS Framework (General)**

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staff will create and collaborate on an MTSS protocol for student support.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

### (3/8): Positive Learning Environments

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** A safe, secure, and healthy school environment supports learners and families by fostering a positive school climate and culture by meeting families where they are most comfortable. Positive learning environments are welcoming, safe and secure, actively taking steps to prevent bullying, drug use, and violence, and supporting healthy discussions with learners and their families to address all issues of concern. Climate and culture play a significant role in teacher morale, student behavior, and in the relationships built between school and the family community. The communities that public schools serve have become increasingly diverse and more minority students will be concentrated in public schools in more segregated residential areas of the United States (Pew Research Center, 2007). According to research conducted by the National School Climate Standard (2007), "positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society," (p. 2).

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staff will be trained and create a positive learning environment for all students as appropriate.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/8): Adaptive Schools Seminars & Learning Guide**

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** "The Adaptive Schools Foundation and Advanced Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. FOUNDATION SEMINAR OUTCOMES: In the four-day Adaptive Schools Foundation Seminar, participants will develop: An increased capacity to initiate, develop and sustain high functioning groups; New lenses for diagnosing the stages and phases of group development; An expanded repertoire of practical facilitation tools; Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms and values of each; Skills to move groups beyond consensus to common focus; Ways to value and use dissension, argument and conflict; Strategies for keeping group members on track, on topic, energized and resourceful.

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staff will be trained and utilize strategies as appropriate for students.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

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

**(5/8): Dual Enrollment Programs**

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

**Buildings**

- Hillman High School

**Total Budget:** \$25,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

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

**Audience**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Students will be informed of dual enrollment options and plan in scheduling as appropriate.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



**(6/8): 23g Expanded Learning Time**

**Owner:** Pam Rader

**Start Date:** 10/18/2023

**Due Date:** 06/30/2026

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

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

**Method**

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

**Audience**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Direct support by highly qualified staff	Pam Rader	10/18/2023	06/30/2026	UPCOMING

**Activity Buildings:** All Buildings in Implementation Plan

**(7/8): 23g Tutoring**

**Owner:** Pam Rader

**Start Date:** 10/18/2023

**Due Date:** 06/30/2026

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

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

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

**Method**

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

**Audience**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tutoring by highly qualified staff	Pam Rader	10/18/2023	06/30/2026	UPCOMING

**Activity Buildings:** All Buildings in Implementation Plan

**(8/8): 23g Work-Based Learning Experiences (WBLE)**

**Owner:** Pam Rader

**Start Date:** 10/18/2023

**Due Date:** 06/30/2026

**Summary:** Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

**Buildings**

- Hillman High School

**Total Budget:** \$10,000.00

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

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Plan for and creation of work based learning for secondary students.	Pam Rader	10/18/2023	06/30/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

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## Improve Instructional Practices K-5

*Status:* ACTIVE

*Statement:* HCS goal is to provide small group instruction in Literacy and Math for students in order to improve NWEA and/or Pre-Post scores to be proficient or increase by the average RIT points (by grade level) set by NWEA by 2026.

*Created Date:* 03/01/2022

*Target Completion Date:* 06/30/2026

**Strategies:**

(1/7): Safe, Nurturing Environment for All Students

Owner: Pam Rader

Start Date: 08/30/2023

Due Date: 06/30/2026

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

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Options for a safe and nurturing environment will be created and used as needed.	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(2/7): MTSS Framework (General)**

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
MTSS framework will be created and reviewed for effectiveness.	Pam Rader	08/30/2023	06/30/2026	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

### (3/7): Positive Learning Environments

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** A safe, secure, and healthy school environment supports learners and families by fostering a positive school climate and culture by meeting families where they are most comfortable. Positive learning environments are welcoming, safe and secure, actively taking steps to prevent bullying, drug use, and violence, and supporting healthy discussions with learners and their families to address all issues of concern. Climate and culture play a significant role in teacher morale, student behavior, and in the relationships built between school and the family community. The communities that public schools serve have become increasingly diverse and more minority students will be concentrated in public schools in more segregated residential areas of the United States (Pew Research Center, 2007). According to research conducted by the National School Climate Standard (2007), "positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society," (p. 2).

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Positive learning environments will be created and maintained across the buildings	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/7): Adaptive Schools Seminars & Learning Guide**

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** "The Adaptive Schools Foundation and Advanced Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. FOUNDATION SEMINAR OUTCOMES: In the four-day Adaptive Schools Foundation Seminar, participants will develop: An increased capacity to initiate, develop and sustain high functioning groups; New lenses for diagnosing the stages and phases of group development; An expanded repertoire of practical facilitation tools; Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms and values of each; Skills to move groups beyond consensus to common focus; Ways to value and use dissension, argument and conflict; Strategies for keeping group members on track, on topic, energized and resourceful.

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staff will participate in PD and incorporate strategies as appropriate.	Pam Rader	08/30/2023	06/30/2026	ONTARGET



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

**(5/7): Dual Enrollment Programs**

**Owner:** Pam Rader

**Start Date:** 08/30/2023

**Due Date:** 06/30/2026

**Summary:** Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

**Buildings**

- Hillman High School

**Total Budget:** \$25,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• MI School Data</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Students will be informed of Dual Enrollment options 10-12 and enroll as appropriate	Pam Rader	08/30/2023	06/30/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(6/7): 23g Expanded Learning Time**

**Owner:** Pam Rader

**Start Date:** 10/18/2023

**Due Date:** 06/30/2026

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

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

**Method**

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

**Audience**

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tutoring	Pam Rader	10/18/2023	06/30/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(7/7): 23g Tutoring**

**Owner:** Pam Rader

**Start Date:** 10/18/2023

**Due Date:** 06/30/2026

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

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

**Buildings:** All Active Buildings

**Total Budget:** \$10,000.00

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

**Communication:**

Method

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

Audience

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

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Tutoring by highly qualified staff	Pam Rader	10/18/2023	06/30/2026	UPCOMING

**Activity Buildings:** All Buildings in Implementation Plan