

# TRI-CENTRAL COMMUNITY SCHOOLS

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## **SCHOOL BOARD MEMBERS**

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Danielle Sexton

## **Tri-Central Elementary School Remediation Plan**

Students that do not pass State assessments are given remediation opportunities in the area of language arts and math. The school has a paraprofessional that is specifically targeting students that did not pass the assessments. The school also has an RTI teacher that also addresses student's specific weaknesses they may have. The remediation for these students is completed during the regular school day.

Tri-Central Elementary has also offered various remediation opportunities that have included a Summer Jump Start two weeks prior to the school year beginning, and after school remediation opportunities.

The high school has an after-school program sponsored by the National Honor Society that allows our elementary students to attend free of charge to work on homework and address any academic concerns the student may have.

Remediation completed with Mrs. DeWitt in the elementary is determined based upon the STAR scores. Every couple months, students take the STAR assessment and remediation groups are changed accordingly every couple of months. Within the third, fourth, and fifth grades, based on priority standards, teachers created pre and post-tests. These pretests then determine groupings for our REEL (Remediation) time. After a 2-4-week period, students are tested again to determine proficiency on the standard. If proficiency is still not met, teachers continue to work on the skill in class, small groups, and Mrs. DeWitt may pull them if continued intensive support is needed.

In K-2 it was determined at the beginning of the year that our instruction needed to be targeting the new Science of Reading framework. During remediation time, teachers have been completing Orton Gillingham lessons which is a systematic phonics program to target the science of reading components to work on increasing our reading skills.

For Kindergarten, teachers also use ESGI benchmarking assessment. The teachers and Mrs. DeWitt discuss these scores when they are taken every couple of months and Mrs. DeWitt's groups are adjusted accordingly.

Every month, teachers meet with the MTSS committee to discuss behavioral and education concerns with any students. At this point, students who have received intense remediation for a period of time can be discussed and referred for Special Education Services. This is a time for teachers and Administration to discuss the current data within the classroom and create plans for student learning/behavioral needs.

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