



K-12 math PLC update

By Callie Heck & Dr. Riddle

The K-12 mathematics professional learning community met on March 30, 2016. Teachers, instructional coaches, and administrators began to draft a vision statement of mathematics in Holt Public Schools. Using professional texts specific to mathematics instruction, the team began to outline the experiences all Holt students should have in mathematics classrooms. The input of this group will, in part, help shape the professional development for teachers around mathematics instruction for the 2016-2017 school year.

As we work to improve, all administrators, academic coaches, and the K-12 Math PLC team have been studying three anchor texts related to increasing all students' mathematical

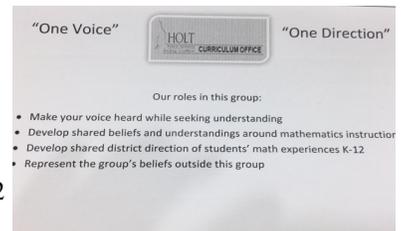
thinking, stamina, and achievement.

These anchor texts are: *Small steps, big changes: Eight essential practices for transforming schools through mathematics* (Confer & Ramirez, 2012), *Principles to actions: Ensuring mathematical success for all* (National Council of Teachers of Mathematics, 2014), and *Adding it up: Helping children learn mathematics* (National Research Council, 2001).

Math will remain a focus at grades K-12 for Holt Public Schools this year as we shift from the implementation of new math curriculum to



instructional practices and continue to build a K-12 mathematics continuum for our students.



Group Norms for the K-12 Math PLC



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Grades 5-8 Fast Bridge math & literacy screener update

By Amanda Lantz

On March 25th and March 28th a small committee representative of roles and experiences across the district K-8 with particular emphasis on grades 5-8 met to develop a recommendation for screening assessments to administer in the 2016-17 academic year. The committee considered the following in the development of these recommendations:

- Current practice in Ingham County school districts
- Recommended practice from IISD
- FASTbridge administration and scoring procedures (time to administer, time to score, etc.)
- Data value of the information collected and reported through the

FASTbridge assessments (identify at risk students, inform classroom and/or intervention instruction, inform improvement process at the grade, building, and district levels)

- Existing research on the tools available in grades 5-8 for FASTbridge
- Comparison to assessments previously administered using AIMSweb tools
- Existing resources of time and staff for administration of assessments

Dr. Riddle will consider the recommendations of the screening committee in addition to other variables at the district and county level before

making and communicating decisions regarding what screening measures will be administered at each of the grade-levels 5 through 8.

Holt Public Schools, along with the rest of the county, will be shifting from the use of AIMSweb screeners to FastBridge Screeners. In Holt, grades 5-8 will migrate in 2016-2017 and grades K-4 will transition in 2017-2018.



Go Math! update

By Joe Cleary

Our first year of Go Math! PD is coming to an end, but the planning for next year is in full swing. Thank you to the teacher leaders that attended the IISD sessions and brought back the big ideas to our district PD sessions. As we look ahead, we will be evaluating the strengths and weaknesses of this year's plan. Our final Go Math! PD for this year will be building-based and held on April 27.

Time has been reserved on this date for all K-5 math teachers to complete a survey. This survey will help inform our plans for next year. In fact, an advisory team of teacher representatives has been selected to carefully review the survey results on May 24 and make recommendations to Dr. Riddle about our continuing

implementation. Thank you for your perseverance during this first year of implementation!



We have a new Technology Director

By Kevin Galbraith



Hello! My name is Kevin Galbraith and I am honored to serve as your new *Director of Information Technology*. I come to Holt from the Birmingham Public Schools, where for the last three years I have served in a similar capacity.

While the last half of my 32-year career in education have been in district-level technology leadership positions, the first half was spent in elementary and middle school classrooms and library media centers. I'm very active in several

professional organizations, both nationally and here in Michigan, and in fact am a past President of the Michigan Association for Computer Users in Learning (MACUL). After hours, you can find me volunteering with my family at our church and all around the community where we live.

Lastly, I especially want to thank all of you for the warm welcome I've received at our *Listen & Learn* sessions, and don't worry if you don't know what those are yet... I'll be seeing you soon! Until then, all the best!

5th and 6th grade literacy: a Holt Public Schools priority

By Olivia Nelson

In September of 2015, Dr. Riddle, with the support of Dr. Hornak, identified the adoption of a comprehensive, consistent 5th and 6th grade literacy curriculum as a district priority. Data informing the decision to move toward a curricular adoption includes the following:

- We seek but currently lack equity: we do not have a consistent set of materials used by all teachers within and across buildings at 5th and 6th grades.
- We seek but currently lack deep and thorough CCSS alignment: quantitative and teacher reported data indicates quality instruction is in place, but does not fully attend to all key standards.

- We seek but currently lack rich assessment data: we do not have a set of common formative and summative reading assessments.
- We seek higher levels of achievement as students progress: we have identified a pattern of low standardized test scores at 7th and 8th grades and more than 20% of students are regularly identified as needing literacy intervention at 7th and 8th grades.

Throughout the 2015-2016 school year, teachers, building administrators, coaches, and central administrators have collaborated to evaluate current curricula, identify strengths and weaknesses, and identify new curricular materials for future use. In the interest of building an

interconnected literacy continuum, Hope principal Jennifer Goodman, Washington Woods principal Walt Sutterlin, and Junior High principal Marshall Perkins met with Dr. Riddle and instructional coaches on March 25th to engage in dialogue and discussion about student needs across grade levels. This spring, a review committee comprised of 5th-8th grade teachers, building principals, instructional coaches, and representatives from the department of special education will meet to evaluate several programs and make a recommendation to Dr. Riddle about a pilot tryout for the 2016-2017 school year. We expect a district adoption of 5th and 6th grade curriculum for the 2017-2018 school year, and we will be seeking an eventual 7-8 adoption during the 2018-2019 school year.

Holt's K-4 Writing Task Team has expanded

By Tammy Shorna

Teacher representatives from grades K-4 continue their collaboration to develop and align writing instruction. The purpose of Holt's Writing Task Team is to develop a common understanding of student outcomes across grade levels and develop instructional practices to meet these writing outcome goals. The team has recently expanded, and now includes new members from kindergarten and grades 1 and 2. The full K-4 team is:

- Kindergarten: Erin Nimphie (Elliott), Amanda Theuerkorn (Sycamore), and Pam Wilson (Wilcox)
- First grade: Kelly Herrera (Wilcox) and Tom Wagner (Horizon)
- Second grade: Lisa Webster (Dimondale) and Dani Droste (Horizon)
- Third grade: Michael Adams (Wilcox), Tricia Zeman (Elliott), and Lisa Ross (Horizon)
- Fourth grade: Shannon Barker (Horizon), Meredith Miller (Sycamore), and Angela Freed (Elliott)

District instructional coaches Tammy Shorna and Olivia Nelson are working with the team to facilitate this work. Representatives from grades 3 and 4 met on March 21st. Representatives from kindergarten and grades 1 and 2 will meet again on April 26th to explore potential implications the new 2013 Reading Street materials will have on Holt's writing curriculum.

By the end of this school year, the Writing Task Team will have identified additional common, cohesive, and comprehensive assessments and strategies to support the development of student writing.

Holt High School receives several grants supportive of school improvement

By Mike Willard

Holt High School received several grants to support student learning and career exploration.

Holt High School received a \$35,000 grant to fund a Project Lead The Way engineering program over the next three years. This will allow us to offer

a hands-on, project-based engineering class for our students. Mr. Potter received a Dart Foundation grant to purchase a 3-D printer for his classroom. He will utilize the 3-D printer in his science classes to support students' creativity and exploration. Mr. Watson was awarded a \$4000 USA

Triathlon Foundation Grant to support the creation of a Triathlon class for our students. Mrs. Weise received a \$9000 grant to create a First Robotics team at Holt High School. RoboRams, as they call themselves, have already participated in two competitions this year. You can follow their blog at <http://holtrobotics.weebly.com/blog>.



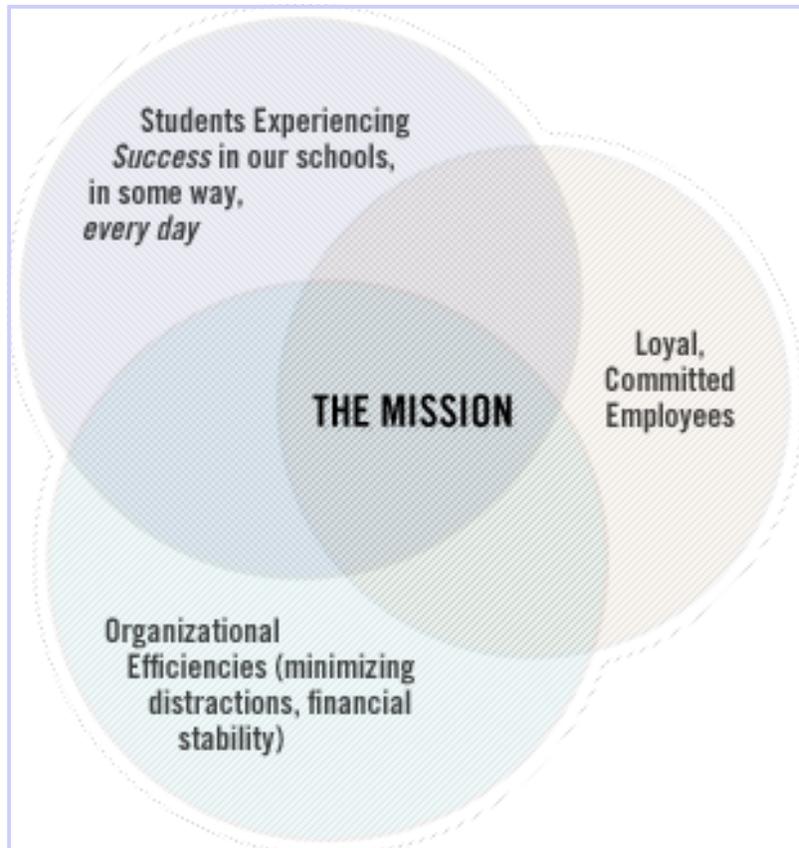
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A Note from Dr. Riddle: A reflection on some of our collective Curriculum work

As we took time to rest and rejuvenate during spring break, I was pensive about all of the great work that is occurring in our district. I am particularly impressed with all that we have collectively accomplished in the three years that I have had the pleasure to serve as your Executive Curriculum Director. We have in a short amount of time, strengthened our systems by:

1. Increasing our universal screening cut score at grades K-6 to have a more precise understanding of identifying the students who might have any risk of not being successful in the reading and math.
2. Creating a district assessment calendar that communicates all K-12 district assessments, data review days, state assessments, and process data collection windows.
3. Implementing a K-4 Reading continuum and working towards a 5-8 reading continuum that transitions from learning to read to reading to learn.



4. Supporting a K-6 writing continuum that is articulated and aligned to the CCSS.
5. Strengthening the Core with the adoption and implementation math curriculum at grades K-5 and 6-8.
6. Creating a K-12 Math PLC to engage in professional discourse and develop a common understanding and vision for how our students best learn math in our current educational context so that we can develop success goals for our students in mathematics, define what students need at different levels to achieve those goals, and identify how we support teachers in that endeavor.
7. Incorporating consistent District-wide Data Review Days that involve all buildings looking more closely at multiple data sets to understand the strengths and areas of growth at the building levels from a birds eye view.
8. Focusing administrative and staff PD tied to the district's Curriculum Priorities such as K-12 Math, the data review process, and instructional leadership.
9. Implementing a data warehouse, Illuminate Ed, to better maintain, access and use data to better understand and support student learning.

These are just a few systems pieces that support the success of all students. I am proud to serve as a Holt Ram!!! I hope you enjoyed enjoy your break. **YOU CERTAINLY DESERVED IT!!!**