

Holt Public School 2015-16

Holt Public Schools

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Overview

Plan Name

Holt Public School 2015-16

Plan Description

May 28th, 2015 (revised)

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 Holt Public School students will increase their mathematics proficiency.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$2172
2	All Holt Public School adults and students will demonstrate behaviors that ensure a safe and culturally inclusive learning environment.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$87968
3	All Holt Public School students will increase their reading proficiency.	Objectives: 2 Strategies: 1 Activities: 8	Academic	\$136565
4	All Holt Public School students will increase their writing proficiency.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$4443

Goal 1: All Holt Public School students will increase their mathematics proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 5% in grades 4 (Spring 2015 MCOMP= 58% to 63% in spring 2016) and 6 (Spring 2015 MCOMP= 65% to 70% in Spring 2016) in Mathematics by 05/31/2016 as measured by AimsWeb MCOMP .

(shared) Strategy 1:

Target/Teach Essential Math Skills (Core) - K-8 teachers will teach essential math skills perspective to their grades.

K-8 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their math instruction.

K-5 and 6-8 teachers will teach the Math CCSS specific to their grades targeting the Five standards of mathematical standards listed below:

- (1) Conceptual understanding refers to the “integrated and functional grasp of mathematical ideas”, which “enables them [students] to learn new ideas by connecting those ideas to what they already know.” A few of the benefits of building conceptual understanding are that it supports retention, and prevents common errors.
- (2) Procedural fluency is defined as the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
- (3) Strategic competence is the ability to formulate, represent, and solve mathematical problems.
- (4) Adaptive reasoning is the capacity for logical thought, reflection, explanation, and justification.
- (5) Productive disposition is the inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy. (NRC, 2001, p. 116)

During PLCS and ISD core math trainings, our district transformational coaches and ISD support staff will work with teacher and teacher leaders at each grade level K-8 to deepen their knowledge of: five standards of mathematical standards, mathematical practice standards and the Math CCSS.

At grades K-5, teachers will implement and use Go Math! curriculum resources. At grade 6-8, teachers will use Connected Math 3 curriculum resources to do a second year of study.

This strategy will be monitored via our common assessments, screening data, and use of our Illuminate Ed and our District Assessment Calendar.

During building grade level and/or department data review meetings, teachers, support staff, and principals will use math screening data and math unit assessment data to understand how our students are progressing for instructional purposes paying attention to subgroups with an emphasis on the Bottom 30, ELL, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, grade levels and subgroups. Because we use universal screening to screen all of our students K-6, any M-V students not meeting screening benchmarks will be provided core instructional and additional academic intervention/supports.

During building data review meetings teachers support staff and principals will use Illuminate Ed to examine:

- 1.Math screening data K-6 including subgroup data
- 2.Math unit assessment data including subgroup data
- 3.MSTEP state standardized math assessments including subgroup data
- 4.Process Data such as the PET M to understand how our systems are affecting student achievement in their buildings at each grade level and across subgroups with an emphasis on Bottom 30, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, grade levels and subgroups.

During district data review meetings the District leadership team will use Illuminate Ed to examine:

- 1.Math screening data including subgroup data
- 2.Math unit assessment data including subgroup data
- 3.State (MSTEP) standardized math assessments including subgroup data
- 4.Process Data such as the PET M
- 5.Building Self Assessments to understand how our systems are affecting student achievement in each building, at grade levels, across subgroups across subgroups with an emphasis on Bottom 30, ELL, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, buildings, grade levels, and subgroups.

Research Cited: Many of the strategies used are discussed in various bodies of research such as listed below:

- 1.Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. *Journal of Psychoeducational Assessment*, 23, 362–380.
- 2.Boardman, A. G., & Vaughn, S. (2007). Response to intervention as a framework for the prevention and identification of learning disabilities: Which comes first, identification or intervention? In J. B. Crockett, M. M. Gerber, & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 15–35). Mahwah, NJ: Erlbaum.
- 3.Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., et al. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180. doi: 10.3102/0002831209345157
- 4.Clements, D. H., & Sarama, J. (2007). Effects of a preschool mathematics curriculum: Summative research on the Building Blocks project. *Journal for Research in Mathematics Education*, 38, 136–163.
- 5.Darling-Hammond, L. (1999, December). *Teacher quality and student achievement: A review of state policy evidence*. Seattle: Center for the Study of Teaching and Policy
- 6.Hattie, John (2008) *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. NY: Routledge Pp. 392
- 7.Fuchs, L. S., Fuchs, D., & Karns, K. (2001). Enhancing kindergartners' mathematical development: Effects of peer-assisted learning strategies. *The Elementary School Journal*, 101, 495–510.
- 8.Fuchs, L. S., Fuchs, D., Yazdian, L., & Powell, S. R. (2002). Enhancing first grade children's mathematical development with peer-assisted strategies. *School*

Psychology Review, 31, 569–583.

9.Griffin, S., & Case, R. (1997). Re-thinking the primary school math curriculum: An approach based on cognitive science. *Issues in Education*, 3, 1–49.

10.Jenkins, J. R. (2003, December). Candidate measures for screening at-risk students. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention symposium, Kansas City, MO. Retrieved May 15, 2008, from <http://www.nrcld.org/symposium2003/jenkins/index.html>

11.Jenkins, J. R., Hudson, R. F., & Johnson, E. S. (2007). Screening for at-risk readers in a response to intervention framework. *School Psychology Review*, 36, 582–600.

12.Krauss, S., Brunner, M., Kunter, M., Baumert, J., Blum, W., Neubrand, M., et al. (2008). Pedagogical content knowledge and content knowledge of secondary mathematics teachers. *Journal of Educational Psychology*, 100(3), 716–725.

13.Lipton, L., & Wellman, B. M. (2012). *Got data? Now what?: Creating and leading cultures of inquiry*. Bloomington, IN: Solution Tree Press.

14.National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

15.National Mathematics Advisory Panel (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington, DC.

16.Schmidt, W. H. (2007). *The preparation gap: Teacher education for middle school mathematics in six countries (MT21 Report)*. East Lansing, MI: Michigan State University Center for Research in Mathematics and Science Education.

17.Sophian, C. (2004). Mathematics for the future: Developing a Head Start curriculum to support mathematics learning. *Early Childhood Research Quarterly*, 19,59–81.

18.U.S. Department of Education. (2003). *Mathematics and science initiative concept paper*. Retrieved June 1, 2004, from http://www.ed.gov/rschstat/research/progs/mathscience/concept_paper.pdf.

19.U.S. Department of Health and Human Services, Administration on Children, Youth and Families/Head Start Bureau. (2001). *The Head Start path to positive child outcomes*. Washington, DC: Author.

Tier: Tier 1

Activity - Math Curriculum Study (Core)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. The Newly Configured K-12 math problem solving team (M-PST) will continue meeting in PLCS to study and plan for CMP3 adoption in 2016-2017. This team will support teaching both Go Math at grades K-5 and CMP3 6-8 with the intention of creating a seamless continuum between the two curriculums and backfilling where both programs fall short in the areas of: the math practice standards, the five strands of mathematical proficiency, and the Math CCSS.</p> <p>2. The M-PST and K-6 BLTs will also utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs) to understand math achievement and issues associated with gaps in math achievement.</p> <p>3. Complete the Survey of Enacted Curriculum at grades K-8</p> <p>4. Teachers and Transformational Coach will attend all ISD math core instruction PD and Math PLCs to bring back and implement best practices.</p> <p>Evaluation: We will begin to gather data during the 2014-15 school year that allows us to evaluate the effectiveness of our mathematics program. Math Problem Solving Team will utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs). The process utilized during the 2013-14 school year for grades 6-8 and will continue and be duplicated for grades 9-12.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$0	General Fund	Joe Cleary and Callie Heck, Grades K-6 Callie Heck and Joe Cleary Grades 6-12 Ruthie Riddle K-12 Grades K-12 Math PST
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Activity - K-12 Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We will use the Survey of Enacted Curriculum to conduct K-12 analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the essential math skills in K-12 needed for success at the secondary level. This work will involve teachers learning about the skills needed at each grade level for math proficiency. This will be year two for K-8 (Year 1 K-5 used EDM and 6-8 used a combination of CMP2 and CMP3) and year one for grades 9-12.</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program	Tier 1	Monitor	09/01/2015	05/31/2016	\$2172	Title II Part A	Joe Cleary Callie Heck Ruth Riddle NEW Math PST Implementation Teams representative of each grade and building.

Activity - TLTS & Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-8 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their math instruction. Schools: All Schools	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Title II Part A	Olivia Nelson Callie Heck Tammy Shorna Jessica Cotter Buildig Principals
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Activity - Math Interventions (Title I) for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS) Schools: Hope Middle School, Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Holt Junior High School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I Part A	Title I K-8 Intervention Support Staff via MTSS

Activity - Math Interventions (At-Risk 31A) for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (At-Risk 31 A Intervention Support Via MTSS) Schools: Holt Senior High School, Washington Woods Middle School, Horizon Elementary School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Section 31a	Title I K-8 Intervention Support Staff via MTSS

Activity - K-12 ELL Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District English acquisition teachers provide math supports for Tier 2 or 3 ELL students who need math supports in addition to what classroom teachers and other interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary. Schools: All Schools	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title III	Carol Prais Dr. Riddle Classroom Teachers

Strategy 2:

Incorporating Common Assessment Data - Create multiple data points for monitoring student growth (data triangulation). This work would be accomplished at the district and grade-level.

Research Cited: Got Data Now What: triangulating data

Tier: Tier 1

Activity - Grade Level Teacher Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth. Schools: Hope Middle School, Sycamore Elementary School, Washington Woods Middle School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	General Fund	Principals, instructional coaches, teacher leaders and curriculum director.

Measurable Objective 2:

100% of All Students will demonstrate a proficiency increase of 5% in grade 4 for the bottom 30 subgroup (Spring 2015 MCOMP average=34.62 to 39.62 Spring 2016) and 6th grade (Spring 2015 bottom 30 average 20.39 = TO 25.39 Spring 2016) in Mathematics by 05/31/2016 as measured by AimsWeb MCOMP .

(shared) Strategy 1:

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- 2.Boardman, A. G., & Vaughn, S. (2007). Response to intervention as a framework for the prevention and identification of learning disabilities: Which comes first, identification or intervention? In J. B. Crockett, M. M. Gerber, & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 15–35). Mahwah, NJ: Erlbaum.

3. Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., et al. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180. doi: 10.3102/0002831209345157
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8. Fuchs, L. S., Fuchs, D., Yazdian, L., & Powell, S. R. (2002). Enhancing first grade children's mathematical development with peer-assisted strategies. *School Psychology Review*, 31, 569–583.
9. Griffin, S., & Case, R. (1997). Re-thinking the primary school math curriculum: An approach based on cognitive science. *Issues in Education*, 3, 1–49.
10. Jenkins, J. R. (2003, December). Candidate measures for screening at-risk students. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention symposium, Kansas City, MO. Retrieved May 15, 2008, from <http://www.nrcld.org/symposium2003/jenkins/index.html>
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13. Lipton, L., & Wellman, B. M. (2012). *Got data? Now what?: Creating and leading cultures of inquiry*. Bloomington, IN: Solution Tree Press.
14. National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
15. National Mathematics Advisory Panel (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington, DC.
16. Schmidt, W. H. (2007). *The preparation gap: Teacher education for middle school mathematics in six countries (MT21 Report)*. East Lansing, MI: Michigan State University Center for Research in Mathematics and Science Education.
17. Sophian, C. (2004). Mathematics for the future: Developing a Head Start curriculum to support mathematics learning. *Early Childhood Research Quarterly*, 19, 59–81.
18. U.S. Department of Education. (2003). *Mathematics and science initiative concept paper*. Retrieved June 1, 2004, from http://www.ed.gov/rschstat/research/progs/mathscience/concept_paper.pdf.
19. U.S. Department of Health and Human Services, Administration on Children, Youth and Families/Head Start Bureau. (2001). *The Head Start path to positive child outcomes*. Washington, DC: Author.

Tier: Tier 1

Activity - Math Curriculum Study (Core)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Holt Public School 2015-16

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<p>1. The Newly Configured K-12 math problem solving team (M-PST) will continue meeting in PLCS to study and plan for CMP3 adoption in 2016-2017. This team will support teaching both Go Math at grades K-5 and CMP3 6-8 with the intention of creating a seamless continuum between the two curriculums and backfilling where both programs fall short in the areas of: the math practice standards, the five strands of mathematical proficiency, and the Math CCSS.</p> <p>2. The M-PST and K-6 BLTs will also utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs) to understand math achievement and issues associated with gaps in math achievement.</p> <p>3. Complete the Survey of Enacted Curriculum at grades K-8</p> <p>4. Teachers and Transformational Coach will attend all ISD math core instruction PD and Math PLCs to bring back and implement best practices.</p> <p>Evaluation: We will begin to gather data during the 2014-15 school year that allows us to evaluate the effectiveness of our mathematics program. Math Problem Solving Team will utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs). The process utilized during the 2013-14 school year for grades 6-8 and will continue and be duplicated for grades 9-12.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$0	General Fund	Joe Cleary and Callie Heck, Grades K-6 Callie Heck and Joe Cleary Grades 6-12 Ruthie Riddle K-12 Grades K-12 Math PST
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Activity - K-12 Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We will use the Survey of Enacted Curriculum to conduct K-12 analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the essential math skills in K-12 needed for success at the secondary level. This work will involve teachers learning about the skills needed at each grade level for math proficiency. This will be year two for K-8 (Year 1 K-5 used EDM and 6-8 used a combination of CMP2 and CMP3) and year one for grades 9-12.</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program	Tier 1	Monitor	09/01/2015	05/31/2016	\$2172	Title II Part A	Joe Cleary Callie Heck Ruth Riddle NEW Math PST Implementation Teams representative of each grade and building.

Activity - TLTS & Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-8 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their math instruction. Schools: All Schools	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Title II Part A	Olivia Nelson Callie Heck Tammy Shorna Jessica Cotter Buildig Principals
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Activity - Math Interventions (Title I) for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS) Schools: Hope Middle School, Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Holt Junior High School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I Part A	Title I K-8 Intervention Support Staff via MTSS

Activity - Math Interventions (At-Risk 31A) for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (At-Risk 31 A Intervention Support Via MTSS) Schools: Holt Senior High School, Washington Woods Middle School, Horizon Elementary School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Section 31a	Title I K-8 Intervention Support Staff via MTSS

Activity - K-12 ELL Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District English acquisition teachers provide math supports for Tier 2 or 3 ELL students who need math supports in addition to what classroom teachers and other interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary. Schools: All Schools	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title III	Carol Prais Dr. Riddle Classroom Teachers

Goal 2: All Holt Public School adults and students will demonstrate behaviors that ensure a safe and culturally inclusive learning environment.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to close the disproportionality discipline gap between All students and African American students with IEPs from 4.6 to 3.6 or below in the grades 7-12. by 05/31/2016 as measured by MDE State threshold of percent of students suspended/expelled for more than 10 days..

Strategy 1:

Grades K-6 SWPBIS Learning Ways of Behaving - All K-6 Buildings will continue to participate in the use and monitoring School-wide Individual Acknowledgement System at tier one for identifying and reinforcing students making appropriate choices and problem solving in the six areas in buildings. Where students appearing to be at risk of not meeting tier one requirements, will receive tier 2 strategic interventions called Check In Check Out (CICO) and reteaching.

All classroom in each building will create written classroom procedures and routines. All classroom teachers will teach explicit classroom procedures and routines within the first three weeks of the 2015-2016 school year. All classroom teachers will revisit teaching procedures and routines after winter break, spring break and to each new student.

We will monitor this work using SWIS, SAS, BOQ

Criteria for success:

1. Office referrals per day/per month at K-8 level will be reduced to 1.5 to meet the national average during the 2015-2016 school year. We will decrease the number of the students who have a high percentage of office referrals
2. SAS and BOQ scores greater than 80% in all of the subscale areas

Research Cited: Studies supportive of SWBPIS:

1. Bambara, L. M., Nonnemacher, S., & Kern, L. (2009). Sustaining school-based individualized positive behavior support perceived barriers and enablers. *Journal of Positive Behavior Interventions*, 11(3), 161- 176.
2. Berzin, S. C., & O'Connor, S. (2010). Educating today's school social workers: Are school social work courses responding to the changing context? *Children & Schools*, 32(4), 237-249.
3. Bradshaw, C. P., Debnam, K., Koth, C. W., & Leaf, P. (2009). Preliminary validation of the implementation phases inventory for assessing fidelity of schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*, 11(3), 145-160.
4. Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, 23(4), 462-473.
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Tier: Tier 1

Activity - Champs Training (Ongoing)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to send teachers to CHAMPS training at the IISD during the 2015-2016 school year. Initial training involves teachers creating and/or updating written classroom procedures and routines, teachers learning to teach explicit classroom procedures and routines within the first three weeks of the. It also involved teachers learning to revisit teaching procedures and routines after winter break, spring break and to each new student. Schools: All Schools	Professional Learning	Tier 1	Implement	09/08/2015	05/31/2016	\$4443	Title II Part A	Principals

Activity - Behavior (Title I) Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a flexible menu of district approved behavioral supports and lessons for students in Tier in addition to core behavior instruction. Schools: Sycamore Elementary School	Behavioral Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$62925	Title I Part A	Title I K-4 Behavior Intervention Support Staff via MTSS

Activity - Implement SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both middle school and the Jr. High will work with staff to implement the use of SWIS data. Schools: Hope Middle School, Washington Woods Middle School, Holt Junior High School	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$600	General Fund	Jennifer Goodman, Walt Sutterlin, and Marshall Perkins

Strategy 2:

Cultural Competency Professional Learning - Cultural competency and sensitivity will remain a standing agenda item in our monthly principal PLC meetings. During these sessions, all administrators will engage in conversations regarding issues related to our current achievement and discipline disproportionality gap between our Caucasian and African American students.

We will monitor progress utilizing SWIS, HS Behavior Data, SAS, BOQ

Criteria for Success:

1. SAS and BOQ scores greater than 80% in all of the subscale areas
2. Decrease the overall number of physical or verbal incidents from students at grades 7-8
3. Decrease the overall number of incidents of authority defiance from students at grades 7-8
4. Decrease our overall referral suspendable percentage at grades 7-12
5. Close the disproportionality discipline gap from 4.3 to 3.6 or below as determined by MDE at the 7-12.

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Tier: Tier 1

Activity - Cultural Awareness Book Club and Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This year's Principal learning will involve reading "The Principal 50" Critical Leadership Questions for Inspiring School-wide Excellence" by Baruti Kafele along with other short pieces. The goal of these sessions will be to prepare administrators for levels of Cultural Comptency Implementation at the district level. During our principal PLC meetings, there will be a standing agenda item where administrators will read selected text and engage in cultural awareness discussions. During these discussion, our focal points are as follows:</p> <ol style="list-style-type: none"> 1. How our beliefs and our ideas about cultural groups and other groups have been shaped by our country's socio-historical context. 2. Positionality, how what we believe about various groups of people affect how we respond to students and families. How our decisions position students to either be successful or not. 3. How racism has been institutionalized so that when we have future conversations that we focus on how individual racism is often undetected by people because it is often introduced into our subconscious as we grow up as we take in information at school, at home, via multimedia such as entertainment, educational texts, art, etc, through laws and public policy that is created and enacted and the list goes on. <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$10000	General Fund	Ruthie Riddle Transforam tional Coaches

Strategy 3:

Grades 7-12 Academic Culture and Growth Mindset - Staff in the 7-8 and 9-12 buildings will contiue to teach the academic culture lesson plans to thier students at the beginning of the school year and thoroughout after major breaks and as the data dictates.

Growth mindset grassroots efforts in both secondary buildings will continue as staff in both buildings will teach grit strategies to thier students across content areas.

We will monitor prograss utilizing SWIS, HS Behavior Data, SAS, BOQ

Criteria for success

1. SAS and BOQ scores greater than 80% in all of the subscale areas
2. Office referrals per day/per month at the 9-12 levels reduced to 2.1 or less to meet the national average during the 2014-2015 school year.
3. Decrease the overall number of physical or verbal incidents from students at grades 7-8
4. Decrease the overall number of incidents of authority defiance from students at grades 7-8
5. Decrease our overall referral suspendable percentage at grades 7-12

6. Close the disproportionality discipline gap from 4.3 to 3.6 or below as determined by MDE at the 7-12.

Research Cited: TBA

Tier: Tier 1

Activity - Growth Mindset Book Club & Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>At Grades 7-8, staff will implement strategies from their Growth Mindset Book Club/Reading Group work. These strategies are for all staff and students. The texts used to influence strategies stem from:</p> <ol style="list-style-type: none"> 1. Mindset in the Classroom (Ricci) 2. Mindset (Dweck) 3. How Children Succeed (Tough) 4. The Slight Edge (Olson) <p>7-8 staff and building administration will implement plan for developing the growth mindset model via job embedded PD throughout their courses and building initiatives.</p> <p>Schools: Holt Junior High School</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$10000	Other	Marshal Perkins HJH Leadership Team Support from Callie Heck

Activity - Growth Mindset Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>At the 9-12 grades, staff will continue to integrate the growth mindset from job embedded professional learning into their coursework with students.</p> <p>Schools: Holt 9th Grade Campus, Holt Senior High School</p>	Professional Learning	Tier 1	Implement	09/01/2015	05/31/2016	\$0	No Funding Required	Mike Willard Ann Coe HS Leadership Team Support from Olivia Nelson

Activity - 9-12 Behavior (At-Risk 31 A) Interventions and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Interventions and support are provided to students showing risk in the following areas: academic, behavioral, soft skills, attendance, and/or drop out</p> <p>Schools: Holt Senior High School</p>	Behavioral Support Program	Tier 3	Implement	09/01/2015	05/31/2016	\$0	Section 31a	At Risk 31 A Intervention Support Staff (MTSS)

Goal 3: All Holt Public School students will increase their reading proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 5% in grades 4 (Spring 2015 RCBM = 53% to 58% in spring 2016) and 6 (Spring 2015 Maze= 70% to 75% in Spring 2016) in Reading by 05/31/2016 as measured by AIMSweb Screening data and Reading Street unit assessments (4th grade).

(shared) Strategy 1:

Targeted Core Reading Instruction - In grades K-4 teachers will:

1. Target reading fluency and comprehension in their instructional practices
2. Monitor subgroups through grade level data review meetings. Targeted subgroups include: SPED, SES, Bottom 30, Race, ELL perform relative to all students
3. Focus on the fidelity of teaching using Reading Street at K-2nd grade.
4. Year 2 of Reading Street Implementation at 3rd and 4th grade within their 90-120 minute block.

In grades 5-8 teachers will:

1. Target reading comprehension and reading for meaning in their instructional practices
2. Target reading across the content areas
3. Monitor subgroups through grade level data review meetings. Targeted subgroups include: SPED, SES, Bottom 30, Race, ELL perform relative to all students

In grades 9-12:

1. Target reading comprehension and reading for meaning in their instructional practices
2. Target reading across the content areas
3. Monitor subgroups through grade level data review meetings. Targeted subgroups include: SPED, SES, Bottom 30, Race, ELL perform relative to all students

This strategy will be monitored via our common assessments, screening data, and use of Illuminate Ed and our District Assessment Calendar.

During building grade level and/or department data review meetings, teachers, support staff, and principals will use reading screening data, reading unit assessment data, and reading in the content areas data to understand how our students are progressing for instructional purposes paying attention to subgroups with an emphasis on the Bottom 30, ELL, SES, SPED, and Race. Additionally, we will look for reading strengths and areas of need within, across, grade levels and subgroups. Because we use universal screening to screen all of our students, any M-V students not meeting screening benchmarks will be provided core instructional and additional academic intervention/supports.

During building data review meetings teachers support staff and principals will use Illuminate Ed to examine:

1. reading screening data including subgroup data

2. reading unit assessment data including subgroup data
3. state standardized reading assessments including subgroup data
4. Process Data such as the PET R/SWEPT

to understand how our systems are affecting student reading achievement in their buildings at each grade level and across subgroups with an emphasis on Bottom 30, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, grade levels and subgroups.

During district data review meetings the District leadership team will use Illuminate Ed to examine:

1. Reading screening data including subgroup data
2. Reading unit assessment data including subgroup data
3. State standardized reading assessments including subgroup data
4. Process Data such as the PET R/SWEPT
5. Building Self Assessments

to understand how our systems are affecting student reading achievement in each building, at grade levels, across subgroups across subgroups with an emphasis on Bottom 30, ELL, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, buildings, grade levels, and subgroups.

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Common Core

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Reading Apprenticeship Quasi-Experimental, Mixed Methods, and Case Studies:

Reading Apprenticeship Professional Development in Diverse Subject-Area Classrooms, Carnegie Corporation of New York, William and Flora Hewlett Foundation, Stuart Foundation • 2001–2004

Biemiller, Andrew. *Words Worth Teaching: Closing the Vocabulary Gap*. Columbus, OH: *Voltaire*." *Handbook on Research on Teaching the Language Arts*. New York: Macmillan, 1991.

Reading Apprenticeship Professional Development in Diverse Subject-Area Classrooms; Carnegie Corporation of New York, William and Flora Hewlett Foundation, Stuart Foundation • 2001–2004

This case study was designed to learn how teachers who participated in inquiry-based professional development incorporated Reading Apprenticeship approaches into their subject-area instruction, and how these literacy experiences in turn affected student reading achievement and engagement. The study found ongoing mentoring through Reading Apprenticeship improved student conceptions of reading, reading practices, and identities as readers and students. Frequently, these shifts in student conceptions were accompanied by improved course grades, decisions to take additional academic classes, and score increases on standardized tests of reading comprehension.

Increasing Student Achievement Schoolwide Through Reading Apprenticeship; Carnegie Corporation of New York and Walter S. Johnson Foundation • 2001–2004
This case study reports on Reading Apprenticeship professional development work in two Bay Area schools that implemented Reading Apprenticeship schoolwide. These schools, identified by the California Department of Education as academically underperforming schools, documented rising Academic Performance Indices (API) that they attribute to Reading Apprenticeship. Both of these school-level cases offer powerful models of schoolwide, systemic change that involves both teachers and administrators working together.

Reading Apprenticeship in Professional Development Networks; Stuart Foundation and Los Angeles Education Partnership • 1999–2002
The Strategic Literacy Initiative partnered with two networks, Bay Area Coalition of Essential Schools and Los Angeles Unified School District Humanitas Network, to offer Reading Apprenticeship professional development in diverse subject-area classrooms, and to analyze the impact of Reading Apprenticeship on student reading achievement. Research data from both groups showed that students made statistically significant gains in reading scores as measured by their performance on the Degrees of Reading Power standardized test of reading comprehension, with the most rapid

Tier: Tier 1

Activity - K-4 Reading Street Implementation, Fidelity Checks & PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Holt Public School 2015-16

Holt Public Schools

<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p> <p>Schools: Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School</p>	Academic Support Program	Tier 1	Monitor	09/01/2015	05/30/2016	\$127679	Title II Part A	Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)
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Activity - K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p> <p>Schools: Hope Middle School, Sycamore Elementary School, Washington Woods Middle School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School</p>	Curriculum Development	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$4443	Title II Part A	Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle

Holt Public School 2015-16

Holt Public Schools

Activity - 6th-12th Grade Reading Apprenticeship Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level. 2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that</p> <p>Schools: Hope Middle School, North Campus, Holt Senior High School, Washington Woods Middle School, Holt Junior High School</p>	Supplemental Materials	Tier 1	Implement	09/01/2015	05/31/2016	\$4443	Title II Part A	Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard
Activity - TLTS & Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers at all levels will continue to run TLTs for the purpose of gaining and providing actionable feedback regarding student engagement specific to various content areas as determined by coaches and principals. The focus this year will be student engagement in the areas of reading and math.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Title II Part A	Olivia Nelson Tammy Shorna Joe Cleary Callie Heck Amanda Lantz K-8 Principals
Activity - K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)</p> <p>Schools: Hope Middle School, Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Holt Junior High School</p>	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I Part A	Title I K-8 Intervention Support Staff via MTSS
Activity - K-8 Reading (At-Risk 31 A) Intervention for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District Interventionists provide additional reading interventions and progress monitoring for all students receiving evening free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. Schools: Holt Senior High School, Washington Woods Middle School, Horizon Elementary School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Section 31a	(Title I and At Risk 31 A Intervention Support Via MTSS)
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Activity - Incorporating Common Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points. Schools: Hope Middle School, Sycamore Elementary School, Washington Woods Middle School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	General Fund	K-4 Principals, teacher leaders, instructional coaches, and curriculum director

Activity - K-12 ELL ELA Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District English acquisition teachers provide reading supports for Tier 2 or 3 ELL students who need reading support in addition to what classroom teachers and reading interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary, and reading comprehension. Schools: All Schools	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title III	Carol Prais Classroom Teachers Dr. Ruth Riddle

Measurable Objective 2:

100% of Fourth and Sixth grade Bottom 30% students will demonstrate a proficiency increase of 5% (4th Spring 2015 bottom 30% average= 91 WRC, Spring 2016= 96 WRC) and 6 (Spring 2015 Maze= 26 NCR to passages read to 31 NCR to passages read in Spring 2016) in Reading by 05/31/2016 as measured by as measured by AIMSweb Screening data and Reading Street unit assessments (4th grade) and 6th grade reading assessments.

(shared) Strategy 1:

Targeted Core Reading Instruction - In grades K-4 teachers will:

1. Target reading fluency and comprehension in their instructional practices
2. Monitor subgroups through grade level data review meetings. Targeted subgroups include: SPED, SES, Bottom 30, Race, ELL perform relative to all students
3. Focus on the fidelity of teaching using Reading Street at K-2nd grade.
4. Year 2 of Reading Street Implementation at 3rd and 4th grade within their 90-120 minute block.

In grades 5-8 teachers will:

1. Target reading comprehension and reading for meaning in their instructional practices
2. Target reading across the content areas
3. Monitor subgroups through grade level data review meetings. Targeted subgroups include: SPED, SES, Bottom 30, Race, ELL perform relative to all students

In grades 9-12:

1. Target reading comprehension and reading for meaning in their instructional practices
2. Target reading across the content areas
3. Monitor subgroups through grade level data review meetings. Targeted subgroups include: SPED, SES, Bottom 30, Race, ELL perform relative to all students

This strategy will be monitored via our common assessments, screening data, and use of Illuminate Ed and our District Assessment Calendar.

During building grade level and/or department data review meetings, teachers, support staff, and principals will use reading screening data, reading unit assessment data, and reading in the content areas data to understand how our students are progressing for instructional purposes paying attention to subgroups with an emphasis on the Bottom 30, ELL, SES, SPED, and Race. Additionally, we will look for reading strengths and areas of need within, across, grade levels and subgroups. Because we use universal screening to screen all of our students, any M-V students not meeting screening benchmarks will be provided core instructional and additional academic intervention/supports.

During building data review meetings teachers support staff and principals will use Illuminate Ed to examine:

1. reading screening data including subgroup data
2. reading unit assessment data including subgroup data
3. state standardized reading assessments including subgroup data
4. Process Data such as the PET R/SWEPT

to understand how our systems are affecting student reading achievement in their buildings at each grade level and across subgroups with an emphasis on Bottom 30, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, grade levels and subgroups.

During district data review meetings the District leadership team will use Illuminate Ed to examine:

1. Reading screening data including subgroup data
2. Reading unit assessment data including subgroup data
3. State standardized reading assessments including subgroup data
4. Process Data such as the PET R/SWEPT
5. Building Self Assessments

to understand how our systems are affecting student reading achievement in each building, at grade levels, across subgroups across subgroups with an emphasis on

Bottom 30, ELL, SES, SPED, and Race. Additionally, we will look for strengths and areas of need within, across, buildings, grade levels, and subgroups.

Research Cited: Research Supporting Teaching Children to Read

National Institute of Child Health and Human Development. Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: U.S. Government Printing Office, 2000

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4. Edwards, E. C., G. Font, J. F. Baumann, and E. Boland. "Unlocking Word Meanings." Vocabulary Instruction: Research to Practice. New York: The Guilford Press, 2004.
5. Graves, M. F. and S. M. WattsTaffe. "The Place of Word Consciousness in a Research Based Vocabulary Program." What Research Says About Reading Instruction, 3rd ed. Newark, DE: International Reading Association, 2002.
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8. Biemiller, Andrew. Words Worth Teaching: Closing the Vocabulary Gap. Columbus, OH: SRA/McGraw Hill, 2009
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13. R. Ruddell, & H. Singer (Eds.), Theoretical Models and Processes of Reading, 4th Edition. Newark, DE: International Reading Association.

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1. Kuhn, Melanie R. and Schwanenflugel, Paula J., eds. *Fluency in the Classroom*, New York: Guilford Press, 2007.
2. Moskal, Mary Kay, & Blachowicz, Camille. *Partnering for Fluency*, New York: Guilford Press, 2006.
3. Rasinski, T.V. (2004). Creating fluent readers. *Educational Leadership*, 61(8), 46–51.
4. Stahl, S., & Kuhn, M.R. (2002). Making it sound like language: Developing fluency. *The Reading Teacher*, 55, 582–584.

Common Core

1. Common Core State Standards. National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010.
2. Block, Cathy Collins and Pressley, Michael, eds. *Comprehension Instruction: ResearchBased Best Practices*. New York: Guilford Press, 2002.
3. Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, 4–12*. Portland, ME: Stenhouse Publishers, 2004.
4. Keene, Ellin Oliver. *To Understand, New Horizons in Reading Comprehension*. Portsmouth, NH: Heinemann, 2008
5. Wolf, Maryanne and Barzillai, Mirit. "The Importance of Deep Reading." *Educational Leadership* 66.6 (2009): 3238.

Reading Apprenticeship Quasi-Experimental, Mixed Methods, and Case Studies:

Reading Apprenticeship Professional Development in Diverse Subject-Area Classrooms, Carnegie Corporation of New York, William and Flora Hewlett Foundation, Stuart Foundation • 2001–2004

Biemiller, Andrew. *Words Worth Teaching: Closing the Vocabulary Gap*. Columbus, OH: Voltaire." Handbook on Research on Teaching the Language Arts. New York: Macmillan, 1991.

Reading Apprenticeship Professional Development in Diverse Subject-Area Classrooms; Carnegie Corporation of New York, William and Flora Hewlett Foundation, Stuart Foundation • 2001–2004

This case study was designed to learn how teachers who participated in inquiry-based professional development incorporated Reading Apprenticeship approaches into their subject-area instruction, and how these literacy experiences in turn affected student reading achievement and engagement. The study found ongoing mentoring through Reading Apprenticeship improved student conceptions of reading, reading practices, and identities as readers and students. Frequently, these shifts in student conceptions were accompanied by improved course grades, decisions to take additional academic classes, and score increases on standardized tests of reading comprehension.

Increasing Student Achievement Schoolwide Through Reading Apprenticeship; Carnegie Corporation of New York and Walter S. Johnson Foundation • 2001–2004

This case study reports on Reading Apprenticeship professional development work in two Bay Area schools that implemented Reading Apprenticeship schoolwide. These schools, identified by the California Department of Education as academically underperforming schools, documented rising Academic Performance Indices (API) that they attribute to Reading Apprenticeship. Both of these school-level cases offer powerful models of schoolwide, systemic change that involves both teachers and administrators working together.

Reading Apprenticeship in Professional Development Networks; Stuart Foundation and Los Angeles Education Partnership • 1999–2002

The Strategic Literacy Initiative partnered with two networks, Bay Area Coalition of Essential Schools and Los Angeles Unified School District Humanitas Network, to offer Reading Apprenticeship professional development in diverse subject-area classrooms, and to analyze the impact of Reading Apprenticeship on student reading achievement. Research data from both groups showed that students made statistically significant gains in reading scores as measured by their performance on the Degrees of Reading Power standardized test of reading comprehension, with the most rapid gains in the lowest performing students.

Tier: Tier 1

Activity - K-4 Reading Street Implementation, Fidelity Checks & PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p> <p>Schools: Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School</p>	Academic Support Program	Tier 1	Monitor	09/01/2015	05/30/2016	\$127679	Title II Part A	Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)

Activity - K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p> <p>Schools: Hope Middle School, Sycamore Elementary School, Washington Woods Middle School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School</p>	Curriculum Development	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$4443	Title II Part A	Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle
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Activity - 6th-12th Grade Reading Apprenticeship Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level. 2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that</p> <p>Schools: Hope Middle School, North Campus, Holt Senior High School, Washington Woods Middle School, Holt Junior High School</p>	Supplemental Materials	Tier 1	Implement	09/01/2015	05/31/2016	\$4443	Title II Part A	Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard

Activity - TLTS & Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers at all levels will continue to run TLTs for the purpose of gaining and providing actionable feedback regarding student engagement specific to various content areas as determined by coaches and principals. The focus this year will be student engagement in the areas of reading and math. Schools: All Schools	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Title II Part A	Olivia Nelson Tammy Shorna Joe Cleary Callie Heck Amanda Lantz K-8 Principals
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Activity - K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS) Schools: Hope Middle School, Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Holt Junior High School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I Part A	Title I K-8 Intervention Support Staff via MTSS

Activity - K-8 Reading (At-Risk 31 A) Intervention for Bottom 30, Tier 2 and 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. Schools: Holt Senior High School, Washington Woods Middle School, Horizon Elementary School	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Section 31a	(Title I and At Risk 31 A Intervention Support Via MTSS)

Activity - Incorporating Common Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points. Schools: Hope Middle School, Sycamore Elementary School, Washington Woods Middle School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	General Fund	K-4 Principals, teacher leaders, instructional coaches, and curriculum director
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Activity - K-12 ELL ELA Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District English acquisition teachers provide reading supports for Tier 2 or 3 ELL students who need reading support in addition to what classroom teachers and reading interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary, and reading comprehension. Schools: All Schools	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title III	Carol Prais Classroom Teachers Dr. Ruth Riddle

Goal 4: All Holt Public School students will increase their writing proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in each grade level in Writing by 05/29/2015 as measured by district common core aligned writing rubrics for grades K-6. .

(shared) Strategy 1:

Targeted Core Writing Instruction - K-6 teachers will use their knowledge from collecting and disaggregating appropriate writing data to target and deliver writing instruction based on identified needs at each grade level. The data will be based on the district CCSS writing rubrics.

K-6 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their writing instruction.

K-12 Teachers will use their knowledge from collecting and disaggregating appropriate writing data to target and deliver writing instruction in the content areas utilizing the Literacy in the Content areas CCSS.

Research Cited: TBD

Tier: Tier 1

Activity - Year 2 of K-4 Writing Curriculum Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will:</p> <ol style="list-style-type: none"> 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics <p>Schools: Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$4443	Title II Part A	Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals

Measurable Objective 2:

55% of Fourth, Fifth, Sixth, Seventh and Eleventh grade students will demonstrate a proficiency in each grade level and across content areas at the secondary level in Writing by 05/31/2016 as measured by grade level Common Core State Standards as measured by the M-Step and grade 11 as measured by the MME and SAT.

(shared) Strategy 1:

Targeted Core Writing Instruction - K-6 teachers will use their knowledge from collecting and disaggregating appropriate writing data to target and deliver writing instruction based on identified needs at each grade level. The data will be based on the district CCSS writing rubrics.

K-6 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their writing instruction.

K-12 Teachers will use their knowledge from collecting and disaggregating appropriate writing data to target and deliver writing instruction in the content areas utilizing the Literacy in the Content areas CCSS.

Research Cited: TBD

Tier: Tier 1

Activity - Year 2 of K-4 Writing Curriculum Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will:</p> <ol style="list-style-type: none"> 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics <p>Schools: Sycamore Elementary School, Elliott Elementary School, Dimondale Elementary School, Horizon Elementary School, Wilcox Elementary School</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Title II Part A</p>	<p>Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 ELL ELA Support	District English acquisition teachers provide reading supports for Tier 2 or 3 ELL students who need reading support in addition to what classroom teachers and reading interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary, and reading comprehension.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Carol Prais Classroom Teachers Dr. Ruth Riddle
K-12 ELL Math Support	District English acquisition teachers provide math supports for Tier 2 or 3 ELL students who need math supports in addition to what classroom teachers and other interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Carol Prais Dr. Riddle Classroom Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-8 Reading (At-Risk 31 A) Intervention for Bottom 30, Tier 2 and 3	District Interventionists provide additional reading interventions and progress monitoring for all students receiving evening free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	(Title I and At Risk 31 A Intervention Support Via MTSS)
Math Interventions (At-Risk 31A) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (At-Risk 31 A Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS

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9-12 Behavior (At-Risk 31 A) Interventions and Support	Interventions and support are provided to students showing risk in the following areas: academic, behavioral, soft skills, attendance, and/or drop out	Behavioral Support Program	Tier 3	Implement	09/01/2015	05/31/2016	\$0	At Risk 31 A Intervention Support Staff (MTSS)
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Growth Mindset Professional Development	At the 9-12 grades, staff will continue to integrate the growth mindset from job embedded professional learning into their coursework with students.	Professional Learning	Tier 1	Implement	09/01/2015	05/31/2016	\$0	Mike Willard Ann Coe HS Leadership Team Support from Olivia Nelson

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3	District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Behavior (Title I) Interventions	Use a flexible menu of district approved behavioral supports and lessons for students in Tier in addition to core behavior instruction.	Behavioral Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$62925	Title I K-4 Behavior Intervention Support Staff via MTSS
Math Interventions (Title I) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultural Awareness Book Club and Discussions	This year's Principal learning will involve reading "The Principal 50" Critical Leadership Questions for Inspiring School-wide Excellence" by Baruti Kafele along with other short pieces. The goal of these sessions will be to prepare administrators for levels of Cultural Comptency Implementation at the district level. During our principal PLC meetings, there will be a standing agenda item where administrators will read selected text and engage in cultural awareness discussions. During these discussion, our focal points are as follows: 1. How our beliefs and our ideas about cultural groups and other groups have been shaped by our country's socio-historical context. 2. Positionality, how what we believe about various groups of people affect how we respond to students and families. How our decisions position students to either be successful or not. 3. How racism has been institutionalized so that when we have future conversations that we focus on how individual racism is often undetected by people because it is often introduced into our subconscious as we grow up as we take in information at school, at home, via multimedia such as entertainment, educational texts, art, etc, through laws and public policy that is created and enacted and the list goes on.	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$10000	Ruthie Riddle Transforam tional Coaches
Implement SWIS	Both middle school and the Jr. High will work with staff to implement the use of SWIS data.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$600	Jennifer Goodman, Walt Sutterlin, and Marshall Perkins
Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director

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Math Curriculum Study (Core)	<p>1. The Newly Configured K-12 math problem solving team (M-PST) will continue meeting in PLCS to study and plan for CMP3 adoption in 2016-2017. This team will support teaching both Go Math at grades K-5 and CMP3 6-8 with the intention of creating a seamless continuum between the two curriculums and backfilling where both programs fall short in the areas of: the math practice standards, the five strands of mathematical proficiency, and the Math CCSS.</p> <p>2. The M-PST and K-6 BLTs will also utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs) to understand math achievement and issues associated with gaps in math achievement.</p> <p>3. Complete the Survey of Enacted Curriculum at grades K-8</p> <p>4. Teachers and Transformational Coach will attend all ISD math core instruction PD and Math PLCs to bring back and implement best practices.</p> <p>Evaluation: We will begin to gather data during the 2014-15 school year that allows us to evaluate the effectiveness of our mathematics program. Math Problem Solving Team will utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs). The process utilized during the 2013-14 school year for grades 6-8 and will continue and be duplicated for grades 9-12.</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$0	Joe Cleary and Callie Heck, Grades K-6 Callie Heck and Joe Cleary Grades 6-12 Ruthie Riddle K-12 Grades K-12 Math PST
Grade Level Teacher Leaders	Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	Principals, instructional coaches, teacher leaders and curriculum director.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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TLTS & Lesson Study	K-8 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their math instruction.	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Olivia Nelson Callie Heck Tammy Shorna Jessica Cotter Buildig Principals
TLTS & Lesson Study	Teachers at all levels will continue to run TLTs for the purpose of gaining and providing actionable feedback regarding student engagement specific to various content areas as determined by coaches and principals. The focus this year will be student engagement in the areas of reading and math.	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Olivia Nelson Tammy Shorna Joe Cleary Callie Heck Amanda Lantz K-8 Principals
K-12 Survey of Enacted Curriculum	We will use the Survey of Enacted Curriculum to conduct K-12 analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the essential math skills in K-12 needed for success at the secondary level. This work will involve teachers learning about the skills needed at each grade level for math proficiency. This will be year two for K-8 (Year 1 K-5 used EDM and 6-8 used a combination of CMP2 and CMP3) and year one for grades 9-12.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/01/2015	05/31/2016	\$2172	Joe Cleary Callie Heck Ruth Riddle NEW Math PST Implementation Teams representative of each grade and building.
Year 2 of K-4 Writing Curriculum Study	During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will: 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$4443	Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals

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<p>K-4 Reading Street Implementation, Fidelity Checks & PD</p>	<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/30/2016</p>	<p>\$127679</p>	<p>Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)</p>
<p>6th-12th Grade Reading Apprenticeship Training</p>	<p>1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level.</p> <p>2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that</p>	<p>Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard</p>
<p>Champs Training (Ongoing)</p>	<p>We will continue to send teachers to CHAMPS training at the IISD during the 2015-2016 school year. Initial training involves teachers creating and/or updating written classroom procedures and routines, teachers learning to teach explicit classroom procedures and routines within the first three weeks of the. It also involved teachers learning to revisit teaching procedures and routines after winter break, spring break and to each new student.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/08/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Principals</p>

<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
<p>Growth Mindset Book Club & Study</p>	<p>At Grades 7-8, staff will implement strategies from their Growth Mindset Book Club/Reading Group work. These strategies are for all staff and students. The texts used to influence strategies stem from: 1. Mindset in the Classroom (Ricci) 2. Mindset (Dweck) 3. How Children Succeed (Tough) 4. The Slight Edge (Olson)</p> <p>7-8 staff and building administration will implement plan for developing the growth mindset model via job embedded PD throughout their courses and building initiatives.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$10000</p>	<p>Marshal Perkins HJH Leadership Team Support from Callie Heck</p>

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
Champs Training (Ongoing)	We will continue to send teachers to CHAMPS training at the IISD during the 2015-2016 school year. Initial training involves teachers creating and/or updating written classroom procedures and routines, teachers learning to teach explicit classroom procedures and routines within the first three weeks of the. It also involved teachers learning to revisit teaching procedures and routines after winter break, spring break and to each new student.	Professional Learning	Tier 1	Implement	09/08/2015	05/31/2016	\$4443	Principals
Cultural Awareness Book Club and Discussions	This year's Principal learning will involve reading "The Principal 50" Critical Leadership Questions for Inspiring School-wide Excellence" by Baruti Kafele along with other short pieces. The goal of these sessions will be to prepare administrators for levels of Cultural Comptency Implementation at the district level. During our principal PLC meetings, there will be a standing agenda item where administrators will read selected text and engage in cultural awareness discussions. During these discussion, our focal points are as follows: 1. How our beliefs and our ideas about cultural groups and other groups have been shaped by our country's socio-historical context. 2. Positionality, how what we believe about various groups of people affect how we respond to students and families. How our decisions position students to either be successful or not. 3. How racism has been institutionalized so that when we have future conversations that we focus on how individual racism is often undetected by people because it is often introduced into our subconscious as we grow up as we take in information at school, at home, via multimedia such as entertainment, educational texts, art, etc, through laws and public policy that is created and enacted and the list goes on.	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$10000	Ruthie Riddle Transformational Coaches

Math Curriculum Study (Core)	<p>1. The Newly Configured K-12 math problem solving team (M-PST) will continue meeting in PLCS to study and plan for CMP3 adoption in 2016-2017. This team will support teaching both Go Math at grades K-5 and CMP3 6-8 with the intention of creating a seamless continuum between the two curriculums and backfilling where both programs fall short in the areas of: the math practice standards, the five strands of mathematical proficiency, and the Math CCSS.</p> <p>2. The M-PST and K-6 BLTs will also utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs) to understand math achievement and issues associated with gaps in math achievement.</p> <p>3. Complete the Survey of Enacted Curriculum at grades K-8</p> <p>4. Teachers and Transformational Coach will attend all ISD math core instruction PD and Math PLCs to bring back and implement best practices.</p> <p>Evaluation: We will begin to gather data during the 2014-15 school year that allows us to evaluate the effectiveness of our mathematics program. Math Problem Solving Team will utilize the Collaborative Learning Cycle and PET-M (Planning and Evaluation Tool for Effective School-Wide Mathematics Programs). The process utilized during the 2013-14 school year for grades 6-8 and will continue and be duplicated for grades 9-12.</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$0	Joe Cleary and Callie Heck, Grades K-6 Callie Heck and Joe Cleary Grades 6-12 Ruthie Riddle K-12 Grades K-12 Math PST
K-12 Survey of Enacted Curriculum	We will use the Survey of Enacted Curriculum to conduct K-12 analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the essential math skills in K-12 needed for success at the secondary level. This work will involve teachers learning about the skills needed at each grade level for math proficiency. This will be year two for K-8 (Year 1 K-5 used EDM and 6-8 used a combination of CMP2 and CMP3) and year one for grades 9-12.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/01/2015	05/31/2016	\$2172	Joe Cleary Callie Heck Ruth Riddle NEW Math PST Implementation Teams representative of each grade and building.
TLTS & Lesson Study	K-8 teachers will use job imbedded instructional coaching, lesson study, and the TLT model to provide and receive feedback on their math instruction.	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Olivia Nelson Callie Heck Tammy Shorna Jessica Cotter Buildig Principals

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TLTS & Lesson Study	Teachers at all levels will continue to run TLTs for the purpose of gaining and providing actionable feedback regarding student engagement specific to various content areas as determined by coaches and principals. The focus this year will be student engagement in the areas of reading and math.	Professional Learning	Tier 1	Monitor	09/01/2015	05/31/2016	\$0	Olivia Nelson Tammy Shorna Joe Cleary Callie Heck Amanda Lantz K-8 Principals
K-12 ELL ELA Support	District English acquisition teachers provide reading supports for Tier 2 or 3 ELL students who need reading support in addition to what classroom teachers and reading interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary, and reading comprehension.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Carol Prais Classroom Teachers Dr. Ruth Riddle
K-12 ELL Math Support	District English acquisition teachers provide math supports for Tier 2 or 3 ELL students who need math supports in addition to what classroom teachers and other interventionists provide. These supports include strategies such as providing background knowledge, accessing prior knowledge, building vocabulary.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Carol Prais Dr. Riddle Classroom Teachers

Wilcox Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>K-4 Reading Street Implementation, Fidelity Checks & PD</p>	<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/30/2016</p>	<p>\$127679</p>	<p>Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)</p>
<p>Year 2 of K-4 Writing Curriculum Study</p>	<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will:</p> <ol style="list-style-type: none"> 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals</p>

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<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
<p>Grade Level Teacher Leaders</p>	<p>Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/31/2015</p>	<p>05/26/2016</p>	<p>\$0</p>	<p>Principals, instructional coaches, teacher leaders and curriculum director.</p>
<p>Incorporating Common Assessment Data</p>	<p>Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/31/2015</p>	<p>05/26/2016</p>	<p>\$0</p>	<p>K-4 Principals, teacher leaders, instructional coaches, and curriculum director</p>

Washington Woods Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
<p>6th-12th Grade Reading Apprenticeship Training</p>	<p>1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level. 2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that</p>	<p>Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard</p>
<p>Math Interventions (At-Risk 31A) for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (At-Risk 31 A Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>Title I K-8 Intervention Support Staff via MTSS</p>

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K-8 Reading (At-Risk 31 A) Intervention for Bottom 30, Tier 2 and 3	District Interventionists provide additional reading interventions and progress monitoring for all students receiving evening free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	(Title I and At Risk 31 A Intervention Support Via MTSS)
Grade Level Teacher Leaders	Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	Principals, instructional coaches, teacher leaders and curriculum director.
Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director
Implement SWIS	Both middle school and the Jr. High will work with staff to implement the use of SWIS data.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$600	Jennifer Goodman, Walt Sutterlin, and Marshall Perkins

Sycamore Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>K-4 Reading Street Implementation, Fidelity Checks & PD</p>	<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/30/2016</p>	<p>\$127679</p>	<p>Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)</p>
<p>Year 2 of K-4 Writing Curriculum Study</p>	<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will:</p> <ol style="list-style-type: none"> 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals</p>

<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
<p>K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>Title I K-8 Intervention Support Staff via MTSS</p>
<p>Math Interventions (Title I) for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>Title I K-8 Intervention Support Staff via MTSS</p>
<p>Behavior (Title I) Interventions</p>	<p>Use a flexible menu of district approved behavioral supports and lessons for students in Tier in addition to core behavior instruction.</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$62925</p>	<p>Title I K-4 Behavior Intervention Support Staff via MTSS</p>

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Grade Level Teacher Leaders	Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	Principals, instructional coaches, teacher leaders and curriculum director.
Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director

North Campus

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6th-12th Grade Reading Apprenticeship Training	1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level. 2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that	Supplemental Materials	Tier 1	Implement	09/01/2015	05/31/2016	\$4443	Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard

Horizon Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Holt Public School 2015-16

Holt Public Schools

<p>K-4 Reading Street Implementation, Fidelity Checks & PD</p>	<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/30/2016</p>	<p>\$127679</p>	<p>Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)</p>
<p>Year 2 of K-4 Writing Curriculum Study</p>	<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will:</p> <ol style="list-style-type: none"> 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals</p>

<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
<p>Math Interventions (At-Risk 31A) for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (At-Risk 31 A Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>Title I K-8 Intervention Support Staff via MTSS</p>
<p>K-8 Reading (At-Risk 31 A) Intervention for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>(Title I and At Risk 31 A Intervention Support Via MTSS)</p>
<p>Grade Level Teacher Leaders</p>	<p>Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/31/2015</p>	<p>05/26/2016</p>	<p>\$0</p>	<p>Principals, instructional coaches, teacher leaders and curriculum director.</p>

Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director
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Hope Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include:</p> <p>(1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource)</p> <p>(2) Reading Apprenticeship as teacher approach</p> <p>(3) Include 21st century learning skills (identify in work)</p> <p>(4) Create a Scope & Sequence, not daily but by unit</p> <p>(5) Increase informational reading/writing to match CCSS</p> <p>(6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	Curriculum Development	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$4443	Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle
6th-12th Grade Reading Apprenticeship Training	<p>1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level.</p> <p>2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that</p>	Supplemental Materials	Tier 1	Implement	09/01/2015	05/31/2016	\$4443	Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard

Holt Public School 2015-16

Holt Public Schools

K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3	District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Math Interventions (Title I) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Grade Level Teacher Leaders	Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	Principals, instructional coaches, teacher leaders and curriculum director.
Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director
Implement SWIS	Both middle school and the Jr. High will work with staff to implement the use of SWIS data.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$600	Jennifer Goodman, Walt Sutterlin, and Marshall Perkins

Holt Senior High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Holt Public School 2015-16

Holt Public Schools

Growth Mindset Professional Development	At the 9-12 grades, staff will continue to integrate the growth mindset from job embedded professional learning into their coursework with students.	Professional Learning	Tier 1	Implement	09/01/2015	05/31/2016	\$0	Mike Willard Ann Coe HS Leadership Team Support from Olivia Nelson
6th-12th Grade Reading Apprenticeship Training	1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level. 2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that	Supplemental Materials	Tier 1	Implement	09/01/2015	05/31/2016	\$4443	Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard
Math Interventions (At-Risk 31A) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (At-Risk 31 A Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
K-8 Reading (At-Risk 31 A) Intervention for Bottom 30, Tier 2 and 3	District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups.	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	(Title I and At Risk 31 A Intervention Support Via MTSS)
9-12 Behavior (At-Risk 31 A) Interventions and Support	Interventions and support are provided to students showing risk in the following areas: academic, behavioral, soft skills, attendance, and/or drop out	Behavioral Support Program	Tier 3	Implement	09/01/2015	05/31/2016	\$0	At Risk 31 A Intervention Support Staff (MTSS)

Holt Junior High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Holt Public School 2015-16

Holt Public Schools

Growth Mindset Book Club & Study	At Grades 7-8, staff will implement strategies from their Growth Mindset Book Club/Reading Group work. These strategies are for all staff and students. The texts used to influence strategies stem from: 1. Mindset in the Classroom (Ricci) 2. Mindset (Dweck) 3. How Children Succeed (Tough) 4. The Slight Edge (Olson) 7-8 staff and building administration will implement plan for developing the growth mindset model via job embedded PD throughout their courses and building initiatives.	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$10000	Marshal Perkins HJH Leadership Team Support from Callie Heck
6th-12th Grade Reading Apprenticeship Training	1. Teachers will continue to use RA to teach literacy across content areas at the middle school and secondary level. 2. A third cohort of teachers and administrators will participate in Reading Apprenticeship training that	Supplemental Materials	Tier 1	Implement	09/01/2015	05/31/2016	\$4443	Tammy Shorna Callie Heck Olivia Nelson Ann Coe Mike Willard
K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3	District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Math Interventions (Title I) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Implement SWIS	Both middle school and the Jr. High will work with staff to implement the use of SWIS data.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$600	Jennifer Goodman, Walt Sutterlin, and Marshall Perkins

Holt 9th Grade Campus

Holt Public School 2015-16

Holt Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Growth Mindset Professional Development	At the 9-12 grades, staff will continue to integrate the growth mindset from job embedded professional learning into their coursework with students.	Professional Learning	Tier 1	Implement	09/01/2015	05/31/2016	\$0	Mike Willard Ann Coe HS Leadership Team Support from Olivia Nelson

Elliott Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-4 Reading Street Implementation, Fidelity Checks & PD	<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p>	Academic Support Program	Tier 1	Monitor	09/01/2015	05/30/2016	\$127679	Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I Intervention and At Risk 31 A Support Via MTSS)

<p>Year 2 of K-4 Writing Curriculum Study</p>	<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will: 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals</p>
<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
<p>K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>Title I K-8 Intervention Support Staff via MTSS</p>

Holt Public School 2015-16

Holt Public Schools

Math Interventions (Title I) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Grade Level Teacher Leaders	Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	Principals, instructional coaches, teacher leaders and curriculum director.
Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director

Dimondale Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-4 Reading Street Implementation, Fidelity Checks & PD	<p>1. Fidelity checks via individual teacher goals and TLTs connected to teacher Reading Street core curriculum tool (3-4) with support from instructional coaches, teacher leaders, principals, and the curriculum office.</p> <p>2. Year two of 3rd and 4th grade Reading Street core curriculum implementation with professional development from instructional coaches and teacher leader reading street implementation team.</p> <p>3. District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I and At Risk 31 A Intervention Support Via MTSS)</p>	Academic Support Program	Tier 1	Monitor	09/01/2015	05/30/2016	\$127679	Tammy Shorna Ruth Riddle Reading Street Implementation Team District Reading Interventionists (Title I and At Risk 31 A Support Via MTSS)

<p>Year 2 of K-4 Writing Curriculum Study</p>	<p>During professional learning communities teachers will engage a year of study and curricular analysis in the area of Writing. Coaches and teachers leaders will: 1. Collecting and disaggregating appropriate data re: writing 2. Conducting an analysis of materials and implementation 3. Conducting analysis for grades 6-12 of CCSS literacy standards in non-ELA courses 4. Developing common templates, rubrics, etc. 5. Aligning curriculum and instruction with district CCSS writing rubrics</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Tammy Shorna Ruth Riddle District Leadership Team District Coaches Teacher Leaders Principals</p>
<p>K-6 Grade Reading Curriculum Audit (Survey of Enacted Curriculum) & Development and Alignment Focus</p>	<p>1. At Grades K-4, we will use the Survey of Enacted Curriculum in to conduct analysis of time spent on topics for the purposes of examining the amount of instructional time spent on the Big Ideas of Reading at each grade level. This work will involve teachers learning about the time they spend on reading topics and where the CCSS call for saturation, depth, and rigor in order to support reading proficiency</p> <p>2. At grades 5-6, the Survey of Enacted Curriculum results will support the current work of developing project based units of study that are aligned to the reading common core standards. The units created will be implemented during the 2015-2016 school year will consider/include: (1) Problem Based Learning included in ELA/SS (Henry Ford Academy as a resource) (2) Reading Apprenticeship as teacher approach (3) Include 21st century learning skills (identify in work) (4) Create a Scope & Sequence, not daily but by unit (5) Increase informational reading/writing to match CCSS (6) Explicitly embed teaching reading skills (continuum from 4-6 that focuses on comprehension and fluency)</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$4443</p>	<p>Olivia Nelson Tammy Shorna K-6 Principals Ruth Riddle</p>
<p>K-8 Reading (Title I) Intervention for Bottom 30, Tier 2 and 3</p>	<p>District Interventionists provide additional reading interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and Reading Street Assessments via: flooding, small instructional groups. District Reading Interventionists (Title I Intervention Support Via MTSS)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>Title I K-8 Intervention Support Staff via MTSS</p>

Math Interventions (Title I) for Bottom 30, Tier 2 and 3	District Interventionists provide additional math interventions and progress monitoring for all students receiving free and reduced lunch who are also in the Bottom 30, Tier 2 or 3 according to AIMSweb and EDM Math Assessments via: flooding, small instructional groups. District Math Interventionists (Title I Intervention Support Via MTSS)	Academic Support Program	Tier 3	Monitor	09/01/2015	05/31/2016	\$0	Title I K-8 Intervention Support Staff via MTSS
Grade Level Teacher Leaders	Teacher leaders will develop and come to agreement on common data points that meaningfully communicate student growth.	Academic Support Program	Tier 1	Getting Ready	08/31/2015	05/26/2016	\$0	Principals, instructional coaches, teacher leaders and curriculum director.
Incorporating Common Assessment Data	Having built common practice for administering common assessments, we are looking to build common practice in analyzing and using common data points to evaluate student growth across K-4 buildings and grade-levels. We also seek to have more internal data common points.	Academic Support Program	Tier 1	Implement	08/31/2015	05/26/2016	\$0	K-4 Principals, teacher leaders, instructional coaches, and curriculum director

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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