

School Improvement Plan 2017-2018

Holton Elementary School

Holton Public Schools

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Overview

Plan Name

School Improvement Plan 2017-2018

Plan Description

School Improvement Plan 2017-2018

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Holton Elementary will be proficient in reading and writing.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$226540
2	All students at Holton Elementary School will be proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$106449
3	All students at Holton Elementary School will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2400
4	All students at Holton Elementary School will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4110

Goal 1: All students at Holton Elementary will be proficient in reading and writing.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to meet state proficiency targets in reading and writing in English Language Arts by 06/08/2018 as measured by improved performance on the state assessment.

Strategy 1:

Elementary School Reading and Writing Intervention Support - A certified and highly qualified elementary teacher will provide supplementary reading and writing intervention support to students identified as our most at-risk. The reading and writing intervention teachers will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency.

Category: English/Language Arts

Research Cited: Research Cited: AERA (2005). Teaching Teachers: Professional Development to Improve Student Achievement. Research Points, 3(1), 1-4. Retrieved from <http://www.aera.net/Portals/38/docs/Publications/Teaching%20Teachers.pdf> Title page for ETD etd-08242010-140559. (n.d.). Retrieved from <http://etd.lsu.edu/docs/available/etd-08242010-140559/> Michigan's Teaching for Learning Framework. (n.d.). Retrieved from <http://teachingforlearning.org/> Wiggins, Grant and McTighe, Jay. Understanding by Design. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1998. Print

Tier: Tier 2

Activity - Grade K-2 Reading and Writing Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified and highly qualified elementary reading and writing teacher will provide supplementary reading and writing intervention support to students identified as our most at-risk in grades K-2. The reading and writing intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Salary = \$56,000, Benefits = \$36,000; Total Cost = \$92,000.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/09/2017	\$92000	Title I Part A	Reading and Writing Intervention Teacher Activity - Grade K-2 Reading and Writing Intervention Teacher
Activity - Grade 3-5 Reading and Writing Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide supplementary reading and writing intervention support to students identified as our most at-risk in grades 3-5. The reading and writing intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Salary = \$45,000, Benefits = \$32,000; Total Cost = \$77,000.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/09/2017	\$77000	Section 31a	Grade 3-5 Reading and Writing Intervention Teacher
Activity - Data Dialogue and Data Discussions Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will provide learning support to teachers as they continue to implement the Wonders Reading Series. This instructional coach will provide direct observation of teacher's facilitating lessons, provide feedback to teachers, provide professional development and learning, and meet with grade level teams to improve the instructional model. Data discussions will continue on a regular basis to ensure proper implementation and student success.	Professional Learning	Tier 1	Evaluate	09/05/2017	06/08/2018	\$6000	Title II Part A	Elementary teachers implementing Wonder's Reading.
Activity - Writing A-Z Supplemental Online Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online supplemental access will be provided to 6 teachers at a cost of \$90 per teacher.	Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$540	Title I Part A	Elementary writing intervention teachers
Activity - Professional Training on Wonders Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with a training series as they prepare to implement the Wonders Reading and Writing Series that has been recently adopted by the district. Training will be on site and require the use of release time for the trainer to work with teachers. One full day of training will be provided to teachers in grades K-2 and then another day of training will be provided to teachers in grades 3-5. Training cost = \$2,500 per day X 2 days = \$5,000; 8 substitutes X \$80 per day x 2 days = \$1,280	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$6280	Title II Part A	All elementary regular classroom teachers.
Activity - Daily Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire four literacy support para professionals to provide intervention support to K-3 students in groups of 5 or less. The groups will be created based on reading deficits.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$30000	Title I Schoolwide	Reading intervention teachers and para pros

Strategy 2:

Targeted Supplemental Progress Monitoring - Students will be assessed three (3) times annually using the Measures of Academic Progress assessment by NWEA. This data will be used to establish a student's instructional level and the areas to focus on for academic growth. The assessment will also be used to compare academic progress with other children in the same class, grade, school, and throughout the district, so that academic growth is tracked and teachers are empowered to use actionable data to address the specific instructional needs of each student. Using the instructional reports and analyzing student RIT scores, teachers will be able to quickly identify the area of learning where a student can make the greatest academic growth through the use of appropriate differentiated instructional strategies. Students will also be assessed multiple times throughout the year using the STAR Reading assessment tool. STAR Reading, which is used for screening, progress-monitoring, and instructional planning, is a reliable, valid, and efficient, computer-adaptive assessment of general reading achievement for grades 1–12. STAR Reading uses computer-adaptive technology to tailor each student's assessment based on his or her responses to previous items. By administering test items that are closely matched to student achievement levels, STAR Reading's reliability is enhanced and testing time is minimized. A STAR Reading assessment can be completed without teacher assistance in less than 15 minutes and repeated as often as weekly for progress monitoring. The software immediately provides feedback via a variety of informative, easy-to-understand reports for teachers, administrators, and parents. These assessments will be used to differentiate instruction so that teachers are continually focused on meeting the unique individual academic needs of each student.

Category: English/Language Arts

Research Cited: Research Cited: Northwest Evaluation Association (April 2012). A Study of the Alignment of the NWEA RIT Scale with the Michigan Educational Assessment Program (MEAP). Michigan Linking Study. Northwest Evaluation Association. (January 2012). A Study of the Alignment of the RIT Scales of NWEA's MAP Assessments with the College Readiness Benchmarks of EXPLORE, PLAN, and ACT. College Readiness Linking Study. U.S. Department of Education: National Center on Response to Intervention. (2010).

Tier: Tier 1

Activity - Literably / Progress Monitoring Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
based assessment system, will be purchased by the district to be used as a progress monitoring tool as well as an instructional resource that will all teaches to quickly identify the area(s) of learning where students can make the greatest academic gains through the use of differentiated instruction. This will be used to identify students in need of supplemental instructional support, as well as to progress monitor students once identified for intervention support.	Other	Tier 1	Implement	09/05/2017	06/08/2018	\$4300	Title I Part A	All elementary teachers
Activity - Teacher Training on Benchmark Assessment System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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This three-day series provides complete teacher training on implementing diagnostic reading assessment via the Benchmark Assessment System from Fountas and Pinnell. This assessment gives instructional guidance in reading accuracy, fluency and comprehension. Significant time is devoted to planning whole group, small group and individualized instruction based on the data of this assessment, using the Continuum of Literacy Learning. The cost is to be determined by the MAISD. Substitute costs = \$670.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$670	Title II Part A	All elementary teachers
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Activity - Lexia RAPID Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
assessment that is a norm-referenced, online adaptive screener and diagnostic tool that uses research- validated tasks and resources to support literacy skill development in students. The tool reliably and efficiently measures the skills that are highly predictive of reading development and comprehension at each grade level across the three domains: word recognition, academic language, and reading comprehension.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$6700	General Fund	administration, teachers, support staff

Strategy 3:

Book Study - Creating Culturally Productive Schools - All staff members will participate in a year long book study on Creating Productive Cultures in Schools by Joseph Murphy and Daniela Torre.

Category:

Research Cited: Murphy, J. & Torre, D. (2014). Creating Productive Cultures in Schools. Corwin Press. Thousand Oaks, CA.

Tier: Tier 1

Activity - Book Study - Creating Culturally Productive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will participate in a year long book study on Creating Productive Cultures in Schools by Joseph Murphy and Daniela Torre.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$600	Section 31a	All elementary staff.

Activity - MExcel - Data Conversations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in data discussion dialogues using the framework established in the MExcel document entitled Data Conversations: Using data to inform rapid transformation and district school improvement through data dialogues.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$250	Section 31a	All elementary staff

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Activity - Book Study - Got Data, Now What?	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in a book study, along with the data discussions coach, on the book in the following citation. Teachers will then use this data dialogue process on a regular basis with the data discussions coach to close the achievement gap.</p> <p>Lipton, L., & Wellman, B. M. (2012). Got data? now what?: Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree Press.</p>	Other	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	Title II Part A	All elementary teachers and administration
Activity - Book Study - Mindsets in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in a book study, along with the data discussions coach, on the book in the following citation. Teachers will then use this data dialogue process on a regular basis with the data discussions coach to close the achievement gap.</p> <p>Ricci, M. (2013). Mindsets in the Classroom: Building a culture of success and student achievement in school. Waco, TX: Prufrock Press, Inc.</p> <p>There is also a ready to use resource book that goes along with this reference book.</p>	Other	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	Title II Part A	All elementary teachers
Activity - Book Study - Engaging Students with Poverty in Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study facilitated by the data instructional coach on Eric Jensen's work around "Engaging Students with Poverty in Mind."	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1200	General Fund	All teachers, data instructional coach, principal

Goal 2: All students at Holton Elementary School will be proficient in mathematics.**Measurable Objective 1:**

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to improve mathematics proficiency across all grade levels in Mathematics by 06/08/2018 as measured by improved performance on the MEAP assessment.

Strategy 1:

Grade K-5 Mathematics Intervention Teacher / Paraprofessional - A certified and highly qualified elementary teacher, or highly qualified paraprofessional working under the direction of an interventionist, will provide supplementary mathematics intervention support to students identified as our most at-risk. The mathematics intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Additional mathematics manipulatives, concepts, and computer aided instruction will be provided based upon training that the interventionist received through the Muskegon Area Intermediate School District on implementing mathematics kits. The intervention teacher will supplement tier I classroom instruction in grades K-5 that is based upon the Saxon Math series.

The teacher will also uses Moby Max Math and will have classroom access to iPads and wireless internet to use to support this targeted intervention.

Category: Mathematics

Research Cited: Research Cited: Fuchs, L., Compton, D., Fuchs, D., & Paulsen, K. (2005). Responsiveness to Intervention: Preventing and Identifying Mathematics Disability. Teaching Exceptional Children. 37(4): 60-63.

Battista, M.T. (2012). Cognition-Based Assessment & Teaching. Portsmouth, NH: Heineman.

Empson, S.A. and Levi, L. (2011). Extending Children's Mathematics: Fractions and Decimals. Portsmouth, NH: Heineman.

Van de Walle, J.A and Lovin L.H. (2006). Teaching Student-Centered Mathematics: Grades K-3. 1st ed.: Pearson Education, Inc.

Carpenter, T.P., Fennema E., Franke M.L. and Levi, L. (1999). Children's Mathematics: Cognitively Guided Instruction. Portsmouth, NH: Heineman.

Wright, R.J., Stanger, G., Stafford, A.K. and Martland, J. (2006c) Teaching Number in the Classroom with 4-8 year-olds. London: Sage.

Clements, D.H. and Sarama, J. (2009) Learning and Teaching Early Math: The Learning Trajectories Apporach. NY, New York: Routledge.

Tier: Tier 2

Activity - Grade K-5 Mathematics Intervention Teacher / Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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our most at-risk. The mathematics intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Additional mathematics manipulatives, concepts, and computer aided instruction will be provided based upon training that the interventionist received through the Muskegon Area Intermediate School District on implementing mathematics kits. The intervention teacher will supplement tier I classroom instruction in grades K-5 that is based upon the Saxon Math series. Salaries = \$57,700, Benefits = \$36,400	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$94100	Title I Part A	K-5 Mathematics Intervention Teacher / Paraprofessional
Activity - Teacher Training at MAISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four (4) kindergarten through second grade teachers will explore the addition & subtraction progressions across each of the grade levels, diagnostic student assessments, and differentiated instruction in the classroom as it pertains to building upon student reasoning in these areas. Each teacher will be provided with 2 days of training on non-consecutive days at the MAISD. Substitute teacher costs = \$560, Registration fee = \$340; Total cost = \$900 the progressions on fractions across grade levels, explore diagnostic student assessments, and differentiated instruction in the classroom as it pertains to building upon student reasoning in this area. Teachers will also be introduced to teaching equivalent fractions, as well as addition and subtraction of fractions conceptually. The final day of training will provide teachers with an introduction to teaching multiplication and division of fractions conceptually. Each teacher will be provided with 3 days of training on non-consecutive days at the MAISD. Substitute teacher costs = \$1050, Registration fee = \$400; Total cost = \$1450.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2350	Title I Part A	Elementary teachers
Activity - Moby Max Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are most at-risk will participate in a math intervention class for students in grades K-5 using the MobyMax Math program. The program will be taught by an elementary certified teach, but will be delivered through the MobyMax online math platform. Students will have access to the school wireless network and a classroom set of iPads.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$599	Section 31a	Math interventionist

Strategy 2:

Saxon Math Curriculum Program - Teachers will be provided with a pilot of the Saxon Math series for primary and intermediate grades, which is published by Houghton

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Mifflin Harcourt, and is a core curriculum for students in grades K–5. A distinguishing feature of the curriculum is its use of an incremental approach for instruction and assessment. This approach limits the amount of new math content delivered to students each day and allows time for daily practice. New concepts are introduced gradually and integrated with previously introduced content so that concepts are developed, reviewed, and practiced over time rather than being taught during discrete periods of time, such as in chapters or units. Instruction is built around math conversations that engage students in learning, as well as continuous practice with hands-on activities, manipulatives, and paper-pencil methods. The program includes frequent, cumulative assessments used to direct targeted remediation and support to struggling students. Starting in grade 3, the focus shifts from teacher-directed instruction to a more student-directed, independent learning approach, though math conversations continue to be used to introduce new concepts. Assessments scores after implementation will be compared to scores prior to the implementation of the curricular resources to determine effectiveness of improving elementary mathematics achievement.

Category: Mathematics

Research Cited: Research Cited: Agodini, R., & Harris, B. (2010). An experimental evaluation of four elementary school math curricula. *Journal of Research on Educational Effectiveness*, 3(3), 199–253.

Agodini, R., Harris, B., Atkins-Burnett, S., Heaviside, S., Novak, T., & Murphy, R. (2009). Achievement effects of four early elementary school math curricula: Findings from first graders in 39 schools (NCEE 2009- 4052). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Agodini, R., Harris, B., Atkins-Burnett, S., Heaviside, S., Novak, T., Murphy, R., & Institute of Education Sciences (ED), National Center for Education Evaluation and Regional Assistance. (2009). Achievement effects of four early elementary school math curricula: Findings from first graders in 39 schools (NCEE 2009-4053).

Executive summary. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Resendez, M., & Manley, M. A. (2005). The relationship between using Saxon Elementary and Middle School Math and student performance on Georgia statewide assessments. Orlando, FL: Harcourt Achieve.

Tier: Tier 1

Activity - Teacher Training on Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenty (20) elementary teachers will be provided with 1 day of training during the school year, as teachers continue to implement the Saxon Math program. Teachers will align best practice instructional strategies to the instructional resources and materials in the curriculum program. Specific detail and attention will be focused on the areas within the comprehensive needs assessment where greater than 50% of the district's student failed to meet proficiency standards on the MEAP assessment. Twenty (20) teachers will be provided with a stipend equal to \$125 per day for two days. Total cost = \$5000.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$5000	Title II Part A	20 elementary teachers

Strategy 3:

Targeted Progress Monitoring - Students will be assessed three (3) times annually using the Measures of Academic Progress assessment by NWEA. This data will be used to establish a student's instructional level and the areas to focus on for academic growth. The assessment will also be used to compare academic progress with other children in the same class, grade, school, and throughout the district, so that academic growth is tracked and teachers are empowered to use actionable data to address the specific instructional needs of each student. Using the instructional reports and analyzing student RIT scores, teachers will be able to quickly identify the area of learning where a student can make the greatest academic growth through the use of appropriate differentiated instructional strategies. Students will also be assessed multiple times throughout the year using the STAR Math assessment tool. STAR Math, which is used for screening, progress-monitoring, and instructional planning, is a reliable, valid, and efficient, computer-adaptive assessment of general math achievement for grades 1–12. STAR Math uses computer-adaptive technology to tailor each student's assessment based on his or her responses to previous items. By administering test items that are closely matched to student achievement levels, STAR Math's reliability is enhanced and testing time is minimized. A STAR Math assessment can be completed without teacher assistance in less than 15 minutes and repeated as often as weekly for progress monitoring. The software immediately provides feedback via a variety of informative, easy-to-understand reports for teachers, administrators, and parents. These assessments will be used to differentiate instruction so that teachers are continually focused on meeting the unique individual academic needs of each student.

Category: Mathematics

Research Cited: Research Cited: Northwest Evaluation Association (April 2012). A Study of the Alignment of the NWEA RIT Scale with the Michigan Educational Assessment Program (MEAP). Michigan Linking Study.

Northwest Evaluation Association. (January 2012). A Study of the Alignment of the RIT Scales of NWEA's MAP Assessments with the College Readiness Benchmarks of EXPLORE, PLAN, and ACT. College Readiness Linking Study.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of progress-monitoring tools [Review of STAR Math]. Washington, DC: Author.

U.S. Department of Education: National Center on Response to Intervention. (2011). Review of screening tools [Review of STAR Math]. Washington, DC: Author.

Tier: Tier 1

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Easy CBM, a web based assessment system, will be purchased by the district to be used as a progress monitoring tool in addition to NWEA MAP, as well as an instructional resource that will all teaches to quickly identify the area(s) of learning where students can make the greatest academic gains through the use of differentiated instruction. This will be used to identify students in need of supplemental instructional support, as well as to progress monitor students once identified for intervention support. The total cost of the assessment program is \$800.	Other	Tier 1	Implement	09/05/2017	06/08/2018	\$2600	Title II Part A	All elementary teachers

Strategy 4:

Book Study - Understanding and Closing the Achievement Gap - All staff members will participate in a year long book study on The Educator's Handbook for Understanding and Closing the Achievement Gap by Joseph Murphy.

Category: School Culture

Research Cited: Murphy, J. (2010). The Educator's Handbook for Understanding and Closing the Achievement Gap. Corwin Press. Thousand Oaks, CA.

Tier: Tier 1

Activity - Book Study - Understanding and Closing the Achievement Gap	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a book study throughout the year on this professional piece of learning about closing the achievement gap.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$600	Section 31a	All elementary staff
Activity - Book Study - Engaging Students with Poverty in Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A book study on Eric Jensen's "Engaging Students with Poverty in Mind" will be facilitated by the data instructional coach with all teachers.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1200	General Fund	All teachers, data instructional coach, principal

Goal 3: All students at Holton Elementary School will be proficient in Science.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to improve science performance in Science by 06/09/2017 as measured by improved performance on the state assessment.

Strategy 1:

K-5 Science Intervention Teacher - A certified and highly qualified elementary teacher will provide supplementary science and social studies intervention support to students identified as our most at-risk. The science and social studies intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. This will supplement science and social studies vocabulary instruction that is provided by the regular classroom teacher to assist in the improvement of student learning of science and social studies concepts and vocabulary.

Category: Science

Research Cited: Research Cited: Wagner, S. (2005). Prompt Intervention in Mathematics and Science Education. Ohio Resource Center for Mathematics, Science, and

Reading and Ohio Department of Education.

AERA (2005). Teaching Teachers: Professional Development to Improve Student Achievement. Research Points, 3(1), 1-4. Retrieved from <http://www.aera.net/Portals/38/docs/Publications/Teaching%20Teachers.pdf> Title page for ETD etd-08242010-140559. (n.d.). Retrieved from <http://etd.lsu.edu/docs/available/etd-08242010-140559/>

Michigan's Teaching for Learning Framework. (n.d.). Retrieved from <http://teachingforlearning.org/> Wiggins, Grant and McTighe, Jay. Understanding by Design.

Alexandria, Virginia: Association for Supervision and Curriculum Development, 1998. Print

Tier: Tier 2

Activity - Supplementary Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Science 4 Us web based program to support science vocabulary and key concepts. Science 4 Us is a comprehensive web based, digital program that includes all of the components necessary for students to be provided with an exemplary supplemental science experience. This program is based upon the inquiry based 5E instructional model. The program costs \$8 per student. Total cost = \$2,400.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$2400	Title I Part A	Elementary Teachers

Goal 4: All students at Holton Elementary School will be proficient in Social Studies.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency improved performance on social studies assessments in Social Studies by 06/08/2018 as measured by improved performance on the state assessment.

Strategy 1:

K-5 Social Studies Intervention Teacher - A certified and highly qualified elementary teacher will provide supplementary science and social studies intervention support to students identified as our most at-risk. The science and social studies intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. This will supplement science and social studies vocabulary instruction that is provided by the regular classroom teacher to assist in the improvement of student learning of science and social studies concepts and vocabulary.

Category: Social Studies

Research Cited: Research Cited: Wagner, S. (2005). Prompt Intervention in Mathematics and Science Education. Ohio Resource Center for Mathematics, Science, and Reading and

Ohio Department of Education.

AERA (2005). Teaching Teachers: Professional Development to Improve Student Achievement. Research Points, 3(1), 1-4. Retrieved from <http://www.aera.net/Portals/38/docs/Publications/Teaching%20Teachers.pdf> Title page for ETD etd-08242010-140559. (n.d.). Retrieved from <http://etd.lsu.edu/docs/available/etd-08242010-140559/> Michigan's Teaching for Learning Framework. (n.d.). Retrieved from <http://teachingforlearning.org/> Wiggins, Grant and McTighe, Jay. Understanding by Design. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1998. Print
Tier: Tier 2

Activity - Supplemental Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
vocabulary and close reading support through the use of the science Studies Weekly periodical. Students will be provided with 24 weeks of supplementary periodical close reading text supports through this program. This tool will further support and enhance science and social studies content and vocabulary instruction for students who are at-risk. The cost of the studies weekly program is: Kindergarten - \$650, First grade - \$750, Second Grade - \$860, Third Grade - \$650, 4th grade - \$550, and 5th grade - \$650; Total cost = \$4,110.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$4110	Title I Part A	Elementary Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max Math Program	Students who are most at-risk will participate in a math intervention class for students in grades K-5 using the MobyMax Math program. The program will be taught by an elementary certified teacher, but will be delivered through the MobyMax online math platform. Students will have access to the school wireless network and a classroom set of iPads.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$599	Math interventionist
Book Study - Understanding and Closing the Achievement Gap	Staff will participate in a book study throughout the year on this professional piece of learning about closing the achievement gap.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$600	All elementary staff
Grade 3-5 Reading and Writing Intervention Teacher	Provide supplementary reading and writing intervention support to students identified as our most at-risk in grades 3-5. The reading and writing intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Salary = \$45,000, Benefits = \$32,000; Total Cost = \$77,000.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/09/2017	\$77000	Grade 3-5 Reading and Writing Intervention Teacher
Book Study - Creating Culturally Productive Schools	All staff members will participate in a year long book study on Creating Productive Cultures in Schools by Joseph Murphy and Daniela Torre.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$600	All elementary staff.
MIExcel - Data Conversations	All staff will participate in data discussion dialogues using the framework established in the MIExcel document entitled Data Conversations: Using data to inform rapid transformation and district school improvement through data dialogues.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$250	All elementary staff

Title I Schoolwide

School Improvement Plan 2017-2018

Holton Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Reading Intervention	Hire four literacy support para professionals to provide intervention support to K-3 students in groups of 5 or less. The groups will be created based on reading deficits.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$30000	Reading intervention teachers and para pros

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia RAPID Assessment	assessment that is a norm-referenced, online adaptive screener and diagnostic tool that uses research- validated tasks and resources to support literacy skill development in students. The tool reliably and efficiently measures the skills that are highly predictive of reading development and comprehension at each grade level across the three domains: word recognition, academic language, and reading comprehension.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$6700	administration, teachers, support staff
Book Study - Engaging Students with Poverty in Mind	A book study on Eric Jensen's "Engaging Students with Poverty in Mind" will be facilitated by the data instructional coach with all teachers.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1200	All teachers, data instructional coach, principal
Book Study - Engaging Students with Poverty in Mind	Teachers will participate in a book study facilitated by the data instructional coach on Eric Jensen's work around "Engaging Students with Poverty in Mind."	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1200	All teachers, data instructional coach, principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan 2017-2018

Holton Elementary School

Grade K-5 Mathematics Intervention Teacher / Paraprofessional	our most at-risk. The mathematics intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Additional mathematics manipulatives, concepts, and computer aided instruction will be provided based upon training that the interventionist received through the Muskegon Area Intermediate School District on implementing mathematics kits. The intervention teacher will supplement tier I classroom instruction in grades K-5 that is based upon the Saxon Math series. Salaries = \$57,700, Benefits = \$36,400	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$94100	K-5 Mathematics Intervention Teacher / Paraprofessional
Supplementary Science Instruction	Students will use the Science 4 Us web based program to support science vocabulary and key concepts. Science 4 Us is a comprehensive web based, digital program that includes all of the components necessary for students to be provided with an exemplary supplemental science experience. This program is based upon the inquiry based 5E instructional model. The program costs \$8 per student. Total cost = \$2,400.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$2400	Elementary Teachers
Supplemental Social Studies Instruction	vocabulary and close reading support through the use of the science Studies Weekly periodical. Students will be provided with 24 weeks of supplementary periodical close reading text supports through this program. This tool will further support and enhance science and social studies content and vocabulary instruction for students who are at-risk. The cost of the studies weekly program is: Kindergarten - \$650, First grade - \$750, Second Grade - \$860, Third Grade - \$650, 4th grade - \$550, and 5th grade - \$650; Total cost = \$4,110.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$4110	Elementary Teachers

School Improvement Plan 2017-2018

Holton Elementary School

Teacher Training at MAISD	<p>Four (4) kindergarten through second grade teachers will explore the addition & subtraction progressions across each of the grade levels, diagnostic student assessments, and differentiated instruction in the classroom as it pertains to building upon student reasoning in these areas. Each teacher will be provided with 2 days of training on non-consecutive days at the MAISD. Substitute teacher costs = \$560, Registration fee = \$340; Total cost = \$900</p> <p>the progressions on fractions across grade levels, explore diagnostic student assessments, and differentiated instruction in the classroom as it pertains to building upon student reasoning in this area. Teachers will also be introduced to teaching equivalent fractions, as well as addition and subtraction of fractions conceptually. The final day of training will provide teachers with an introduction to teaching multiplication and division of fractions conceptually. Each teacher will be provided with 3 days of training on non-consecutive days at the MAISD. Substitute teacher costs = \$1050, Registration fee = \$400; Total cost = \$1450.</p>	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2350	Elementary teachers
Writing A-Z Supplemental Online Access	Online supplemental access will be provided to 6 teachers at a cost of \$90 per teacher.	Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$540	Elementary writing intervention teachers
Grade K-2 Reading and Writing Intervention Teacher	A certified and highly qualified elementary reading and writing teacher will provide supplementary reading and writing intervention support to students identified as our most at-risk in grades K-2. The reading and writing intervention teacher will provide students with targeted supplementary instructional support, while working to target areas within the comprehensive needs assessment where greater than 50% of the districts students failed to demonstrate proficiency. Salary = \$56,000, Benefits = \$36,000; Total Cost = \$92,000.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/09/2017	\$92000	Reading and Writing Intervention Teacher Activity - Grade K-2 Reading and Writing Intervention Teacher
Literably / Progress Monitoring Tool	based assessment system, will be purchased by the district to be used as a progress monitoring tool as well as an instructional resource that will all teaches to quickly identify the area(s) of learning where students can make the greatest academic gains through the use of differentiated instruction. This will be used to identify students in need of supplemental instructional support, as well as to progress monitor students once identified for intervention support.	Other	Tier 1	Implement	09/05/2017	06/08/2018	\$4300	All elementary teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Benchmark Assessment System	This three-day series provides complete teacher training on implementing diagnostic reading assessment via the Benchmark Assessment System from Fountas and Pinnell. This assessment gives instructional guidance in reading accuracy, fluency and comprehension. Significant time is devoted to planning whole group, small group and individualized instruction based on the data of this assessment, using the Continuum of Literacy Learning. The cost is to be determined by the MAISD. Substitute costs = \$670.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$670	All elementary teachers
Easy CBM	Easy CBM, a web based assessment system, will be purchased by the district to be used as a progress monitoring tool in addition to NWEA MAP, as well as an instructional resource that will all teaches to quickly identify the area(s) of learning where students can make the greatest academic gains through the use of differentiated instruction. This will be used to identify students in need of supplemental instructional support, as well as to progress monitor students once identified for intervention support. The total cost of the assessment program is \$800.	Other	Tier 1	Implement	09/05/2017	06/08/2018	\$2600	All elementary teachers
Teacher Training on Math Program	Twenty (20) elementary teachers will be provided with 1 day of training during the school year, as teachers continue to implement the Saxon Math program. Teachers will align best practice instructional strategies to the instructional resources and materials in the curriculum program. Specific detail and attention will be focused on the areas within the comprehensive needs assessment where greater than 50% of the district's student failed to meet proficiency standards on the MEAP assessment. Twenty (20) teachers will be provided with a stipend equal to \$125 per day for two days. Total cost = \$5000.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$5000	20 elementary teachers

School Improvement Plan 2017-2018

Holton Elementary School

Professional Training on Wonders Reading and Writing	Teachers will be provided with a training series as they prepare to implement the Wonders Reading and Writing Series that has been recently adopted by the district. Training will be on site and require the use of release time for the trainer to work with teachers. One full day of training will be provided to teachers in grades K-2 and then another day of training will be provided to teachers in grades 3-5. Training cost = \$2,500 per day X 2 days = \$5,000; 8 substitutes X \$80 per day x 2 days = \$1,280	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$6280	All elementary regular classroom teachers.
Data Dialogue and Data Discussions Instructional Coach	Will provide learning support to teachers as they continue to implement the Wonders Reading Series. This instructional coach will provide direct observation of teacher's facilitating lessons, provide feedback to teachers, provide professional development and learning, and meet with grade level teams to improve the instructional model. Data discussions will continue on a regular basis to ensure proper implementation and student success.	Professional Learning	Tier 1	Evaluate	09/05/2017	06/08/2018	\$6000	Elementary teachers implementing Wonder's Reading.
Book Study - Mindsets in the Classroom	Teachers will participate in a book study, along with the data discussions coach, on the book in the following citation. Teachers will then use this data dialogue process on a regular basis with the data discussions coach to close the achievement gap. Ricci, M. (2013). Mindsets in the Classroom: Building a culture of success and student achievement in school. Waco, TX: Prufrock Press, Inc. There is also a ready to use resource book that goes along with this reference book.	Other	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	All elementary teachers
Book Study - Got Data, Now What?	Teachers will participate in a book study, along with the data discussions coach, on the book in the following citation. Teachers will then use this data dialogue process on a regular basis with the data discussions coach to close the achievement gap. Lipton, L., & Wellman, B. M. (2012). Got data? now what?: Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree Press.	Other	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	All elementary teachers and administration