MICIP Portfolio Report

Holton Public Schools

Goals Included

Active
- Guaranteed Viable Curriculum, SEL, and Technology ...
- Improve ELA and Math Proficiency

Buildings Included

Open-Active
- Holton Elementary School
- Holton High School
- Holton Middle School
- Holton Virtual Academy

Plan Components Included

Goal Summary
Data
    Data Story
Strategy
    Summary
    Implementation Plan
        Buildings
        Activities
            Activity Text
            Activity Buildings

MICIP Portfolio Report

Holton Public Schools

Guaranteed Viable Curriculum, SEL, and Technology ...

Status: ACTIVE

Statement: By June 30, 2025, Holton will have a documented GVC that integrates SEL and technology with routine collaboration of teachers with a positive culture and climate that leads to students meeting MDE proficiency targets for ELA, Math, and Graduation.

Created Date: 08/11/2021   *Target Completion Date:* 06/30/2025

Data Story Name: School Climate and Culture 2021

Initial Data Analysis: Behavior -
40% of teachers indicate they do not send regular positive communication to parents.27% of elementary and 56% of secondary parents disagree that their children are frequently recognized for good behavior.ELEMENTARY Decrease of 67% of major referrals from 2019/2020 - 2020/2021 school years (SWIS data) 177 Reflection Room visits during the 2020-2021 school year (Tier 2 Team Drive Data) 8% of students were connected to services following the Fall 2020 Mental Health Screener.   TFI Data shows:All interventions need to have all critical features Tier 2 Develop and implement process for teaching staff how to make a referral Tier 2 Train all relevant staff how to implement Tier 2 interventionsFollow guidelines on intensifying or fading Tier 2 interventions.Add parent to PBIS team Tier 1Formal process for new staff training on PBIS Tier 1 Consistently sharing behavior data to staff (monthly) & sharing annual evaluation data with staff Tier 117% of elementary students are receiving Tier 2 or 3 services including: HCC, HealthWest, SEL groups, Tier 2 intervention, Tier 3 PBSP, parent liaison support (SRSS/ISF Data) Elementary Student Survey Data shows: Majority of students feel safe at school - 98% (2-5), 90% (K-1)Clear rules for behaviors - 90 % (2-5), 99% (K-1)My School wants me to do well - 90% (2-5), 99% (K-1) Teachers treat me with respect - 82% (2-5), 95% (K-1)Students behave in my class so teachers can teach - 73% (2-5), 83% (K-1)
Academic -
Average percent proficient in NWEA Reading K-5 grew from 44% in Winter 2020 to 49% in Winter 2021Average percent proficient in NWEA Math K-5 grew from 31% in Winter 2020 to 38% in Winter 2021In Winter 2021 testing, the average percent proficient in NWEA for K-5 students with IEPs was 22% for math and 30% for readingAn average of 55% of students met projected growth in NWEA Math from Fall to Winter 2021And average of 41% of students met projected growth in NWEA Reading from Fall to Winter 2021Engagement Data (as of mid-April)Elementary:Drop in flex/hybrid engagement from 1st semester avg of 96.1% to 94.4% Drop in 100% Remote engagement from 1st semester avg of 93.7% to 89.8%Middle School:Drop in flex/hybrid engagement from 1st semester avg of 94.4% to 79.2%Drop in 100% Remote engagement from 1st semester avg of 92.7% to 87.6%High School:Drop in flex/hybrid engagement from 1st semester avg of 95.2% to 82.5%Drop in 100% Remote engagement from 1st semester avg of 93.8% to 89.6%End of year

engagement data Elementary:Drop in flex/hybrid engagement from 1st semester avg of 96.1% to 94.6% 2nd semester avgDrop in 100% Remote engagement from 1st semester avg of 93.7% to 91.3% 2nd semester avgMiddle School:Drop in flex/hybrid engagement from 1st semester avg of 94.4% to 82.4% 2nd semester avgDrop in 100% Remote engagement from 1st semester avg of 92.7% to 87.3% 2nd semester avgHigh School:Drop in flex/hybrid engagement from 1st semester avg of 95.2% to 86% 2nd semester avgDrop in 100% Remote engagement from 1st semester avg of 93.8% to 90% 2nd semester avg Systems/Survey -

20-30% of parents feel unwelcome or that there are a lack of opportunities/variety of opportunities to be involved at schoolMany teachers feel that curriculum and the professional learning are not aligned32% of staff feel instructional materials are not up to dateMany teachers feel a lack of collaborative time with colleaguesStaff survey shows there is a lack of documented guaranteed and viable curriculum across the districtStaff identified the need for continued professional development on SEL curriculum and integration with core subjects

Initial Initiative Inventory and Analysis: District-WideHired DIIS
District wide PD on SEL
Random Acts of Kindness
PBIS
MatrixMenu of consequenceRestorative PracticesCHAMPS
MTSS
Tier 2 and 3Safety Net
Family Engagement Specialist
HQI Visions
Career and Employability Development
Mental Health
Screeners (SRSS and self report screening)HCC and HWCISMSSW
Small Class Sizes
One to One Chromebooks
  ElementaryMTSS
Reading Intervention TimeMath InterventionReading SpecialistReading Paras
HIL Grant
Project Focus - after school /summer school program
Eureka
Wonders
  Middle SchoolIM Development
Project Focus
After School Tutorial
  High SchoolExtended Alg 1
IM Development
Credit Recovery

Gap Analysis: Desired State: To have a fully implemented guaranteed and viable curriculum in all content areas.

To meet the non-academic needs of 100% of students. All students demonstrate academic growth each year.

Gap: In terms of curriculum, elementary has made progress in parts of ELA and Math for curriculum adoption and alignment. Secondary-there has been work on aligning a 6-12 curriculum in Math. Work needs to be done in other content areas.

SEL curriculum of RAK in elementary has been piloted but is not yet meeting the needs of all; we need to assess and then address gaps in implementation. At secondary, the staff is using CASEL resources. There is also a gap in teacher understanding of and use of SEL curriculum that needs to be addressed.

Currently, Holton has approximately 80% of students demonstrating growth as measured on NWEA MAP.

District Data Story Summary: Holton has developed strong systems for communication and problem solving and has completed significant work to develop academic programs and non-academic systems to meet the needs of all students. Through a variety of initiatives, students receive support in academic and non academic areas.

Strategies:

(1/6): MTSS Framework (General)

Owner: Adam Bayne

Start Date: 08/11/2021   *Due Date:* 06/30/2025

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

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Creation/revision of Tier 1 curriculum and assessment that includes integration of essential literacy standards, depth of knowledge, critical thinking, and SEL competencies and career exploration and meets Holton's definition of curriculum DIIS, building leaders, teacher teams Start: June 30, 2021; Ending: ongoing All sites Resources: Wonders, Eureka, IM Assessment literacy: summative, formative, standard alignment	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Academic Interventions based on data in a tiered system DIIS, building leaders, interventionists, all	Adam Bayne	08/11/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teachers On-Going All sites				
Activity Buildings: All Buildings in Implementation Plan				
SW-PBIS and behavior interventions based on a tiered system Building leaders, behavior interventionists, PBIS Teams, all staff Ongoing All sites	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Health Wellness	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Increasing student engagement through Differentiated Instruction & Student Talk	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/6): Digital Citizenship Toolkit

Owner: Adam Bayne

Start Date: 08/11/2021   *Due Date:* 06/30/2025

Summary: "The Digital Citizenship Toolkit is designed to support educators as they help students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.

This toolkit provides many resources and guidance for developing a deep understanding of digital citizenship as well as ways to teach and coach students to become skillful users.

The toolkit materials are selected to align with the needs of educators embarking on a learner-centered, job-embedded approach to implementing digital citizenship activities across all grade levels and content areas. "

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Integration of technology into teaching and learning (blended learning)	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Improve digital literacy, citizenship, collaboration, communication, and critical thinking skills through technology	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/6): Teacher Collaborative Routines

Owner: Adam Bayne

Start Date: 08/11/2021 *Due Date:* 06/30/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings
- Holton Elementary School
- Holton High School
- Holton Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Training staff in Teacher Collaborative Routines	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Early Release Wednesdays	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/6): Family Engagement Tied to Learning

Owner: Adam Bayne

Start Date: 08/11/2021   *Due Date:* 06/30/2025

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Train staff in family engagement	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Hire a Family Engagement Specialist	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/6): Building Trusting Relationships

Owner: Adam Bayne

Start Date: 08/11/2021   *Due Date:* 06/30/2025

Summary: "

Relationships of trust and respect between home, school, and community create the conditions for family engagement to flourish, thereby promoting improved outcomes for all learners (U.S. Department of Education, 2010 and Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., 2005). Efforts to engage families and community members must focus on developing trust, which in turn help partners view one another as equal partners and create the conditions for respectful relationships and partnerships (Henderson & Mapp, 2010). Developing trusting relationships requires two-way engagement to discuss and understand social norms and cultural capacities that can inform social institutions and families. Research demonstrates the role trust plays in families' ability to advocate for their students, as it is essential for families to feel comfortable interacting with school staff. To foster strong relationships with families, schools can look at families through a strength-based lens (Caspe, Lopez, Chu, & Weiss, 2011). By working to capitalize on the strengths of families, schools can build the capacity of families to effectively support their child's education at home and in the community. Taking steps to establish these relationships and foster family engagement is critically important as research has shown that levels of family engagement are strongly predictive of students' long term, academic success (Mapp, 2018). To facilitate respect between educators and families, professionals must be aware of how their verbal, non-verbal skills and their intentional actions to form relationships with families. To support trusting relationships, it is important to establish policies and procedures to promote family engagement. Have adequate and welcoming spaces to engage families. Help support families and their basic needs. Connect families to each other, to the program/support staff and to other community institutions. Be intentional about hiring all staff and training them to promote effective staff-family interactions.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff, student, and parent Training by Dr. McEvoy in addressing mean behavior	Adam Bayne	08/11/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Expanded Learning Time

Owner: Sephram Raymond

Start Date: 10/26/2023   *Due Date:* 06/30/2025

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

Buildings
- Holton Elementary School
- Holton High School
- Holton Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer Learning Program: Implement a Summer Learning Program for targeted students based on grade level proficiency to provide extended learning time and complete unfinished learning. Staff will be hired to provide targeted instruction and intervention during the summer. Funding will be used to purchase additional instructional materials and provide transportation. Fidelity will be measured through observation and pre/post testing.	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING
Activity Buildings: • Holton Elementary School • Holton Middle School				
Extended Day Tutoring: Students will be connected with certified staff to help	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
students build skills in low proficiency areas. Tutoring will be provided in individual and small groups. Funding will be needed for staff and transportation. The fidelity for the program will be measured through observation, progress in IXL intervention program, and ongoing benchmark assessments.				

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Targeted Tutoring Intervention: Six week program four days per week in Elem and MS to support students who are near proficiency. Funding is needed to support staff and transportation. Fidelity will be measured through observations, benchmark and state assessment performance.	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING

Activity Buildings:
- Holton Elementary School
- Holton Middle School

Activity	Owner	Start Date	Due Date	Status
High Dosage Tutoring: Students will be provided short term tutoring intervention support during the school day with trained tutors to support grade level proficiency. Funding is needed for staffing. Fidelity will be measured by observations, benchmark, and IXL data.	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING

Activity Buildings: All Buildings in Implementation Plan

Improve ELA and Math Proficiency

Status: ACTIVE

Statement: Our goal is to provide extended learning opportunties for students in order to improve ELA and Math proficiency by 10% by 2025.

Created Date: 10/26/2023   *Target Completion Date:* 06/30/2025

Data Story Name: Student Support Needs

Initial Data Analysis: Student performance on NWEA MAP and MSTEP indicate a high number of students who are below proficiency. The data also shows survey results from stakeholders indicating that additional staff are a high priority to support student learning.

Initial Initiative Inventory and Analysis: The district have a number of systems in place: PBIS, mental health supports, ISF, academic interventionists at the elementary, behavior supervisors, SEL curriclum implementation, developing a Guaranteed and Viable Curriculum.

Gap Analysis: Students continue to perform below where they should be due to the pandemic. We want to see our students performing as they were previously and increase the number of students who are proficient. With over 50% of students below proficiency, we recognize the need for robust interventions and supports that need to implemented for our students to improve.

District Data Story Summary: Additional supports are needed for our students to perform at higher proficiency levels.

Strategies:

(1/1): 23g Expanded Learning Time

Owner: Sephram Raymond

Start Date: 10/26/2023   *Due Date:* 06/30/2025

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

Buildings
- Holton Elementary School
- Holton High School
- Holton Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer Learning Program: Implement a Summer Learning Program for targeted students based on grade level profciency to provide extended learning time and complete unfnished learning. Staff will be hired to provide targeted instruction and intervention during the summer. Funding will be used to purchase additional instructional materials and provide transportation. Fidelity will be measured through observation and pre/post testing.	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING
Activity Buildings: • Holton Elementary School • Holton Middle School				
Extended Day Tutoring:	Sephram	10/26/2023	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Students will be connected with certifed staff to help Sephram Raymond 10/26/2023 06/30/2025 UPCOMING 10/26/2023 11 Activity Owner Start Date Due Date Status students build skills in low profciency areas. Tutoring will be provided in individual and small groups. Funding will be needed for staff and transportation. The fdelity for the program will be measured through observation, progress in IXL intervention program, and ongoing benchmark assessments.	Raymond			

Activity Buildings: All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
Targeted Tutoring Intervention: Six week program four days per week in Elem and MS to support students who are near profciency. Funding is needed to support staff and transportation. Fidelity will be measured through observations, benchmark and state assessment performance.	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING

Activity Buildings:
- Holton Elementary School
- Holton Middle School

Activity	Owner	Start Date	Due Date	Status
High Dosage Tutoring: Students will be provided short term tutoring intervention support during the school day with trained tutors to support grade level profciency. Funding is	Sephram Raymond	10/26/2023	06/30/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
needed for staffing. Fidelity will be measured by observations, benchmark, and IXL data.				
Activity Buildings: All Buildings in Implementation Plan				