



# **District Improvement Plan**

## **Howell Public Schools**

Mr. Erin J. MacGregor, Superintendent  
411 N Highlander Way  
Howell, MI 48843-1021

# TABLE OF CONTENTS

|   |    |
|---|----|
| Introduction.....                                       | 1  |
| <b>Executive Summary</b>                                |    |
| Introduction.....                                       | 3  |
| Description of the School System.....                   | 4  |
| System's Purpose.....                                   | 5  |
| Notable Achievements and Areas of Improvement.....      | 6  |
| Additional Information.....                             | 7  |
| <b>Improvement Plan Stakeholder Involvement</b>         |    |
| Introduction.....                                       | 10 |
| Improvement Planning Process.....                       | 11 |
| <b>District Additional Requirements Diagnostic</b>      |    |
| Introduction.....                                       | 14 |
| District Additional Requirements Diagnostic.....        | 15 |
| <b>2016-17 HPS District School Improvement Plan</b>     |    |
| Overview.....   | 19 |
| Goals Summary.....                                      | 20 |
| Goal 1: All students will show growth in math.....      | 21 |
| Goal 2: All students will be proficient in writing..... | 24 |
| Goal 3: All students will be proficient in science..... | 28 |

|  |    |
|--|----|
| Goal 4: All students will be proficient in social studies..... | 32 |
| Goal 5: All students will show growth in reading.....          | 35 |
| Activity Summary by Funding Source.....                        | 40 |
| Activity Summary by School.....                                | 50 |

## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Livingston County is located in southeast Michigan and is home to five public school districts. The city of Howell is one of two of the largest cities in the county and numbers 9,489 residents, per the 2010 data from Southeast Michigan Council of Government. Howell operates the largest of the five county school districts, with each district in the county boasting above average state assessment scores. The ethnic makeup of Howell residents are 92.7% White Caucasian, 3.5% Hispanic, 1.2% Multi-Racial, 1.1% Asian, .4% Black and 1% other races. With the average American household income at \$50,500 nationally, the median household income for Livingston County is \$75,284 and for Howell it is \$66,961, with neighborhoods of both affluence and need. The median age of residents in Howell is 35.2 years, which is younger than the average American age.

Howell prides itself on its historic heritage and a number of notable festivals, including the Michigan Challenge Balloonfest in June, the Melon Festival in August, and the Fantasy of Lights Parade each November. Howell is also home to the Livingston Arts Council (LAC), founded in 1989. This is a non-profit organization dedicated to the development and promotion of quality arts, cultural programs and events. The events are centered at the renovated Howell Opera House built in 1881.

Howell Public Schools is the largest school system in Livingston County. Our district of 7,218 students has ten schools, including one high school (~ 2426 students), two middle schools (~827 and 874 students) and seven elementary schools (ranging from 326-521 students).

Special education services are provided in all schools, with an elementary self-contained Emotionally Impaired (E.I.) program at Hutchings Elementary and our Cognitively Impaired (C.I.) program located at Southeast Elementary. Each middle school has a C.I. classroom and E.I. students are mainstreamed or utilize a resource room setting. Southwest Elementary and Highlander Way Middle School serve as magnet schools for our ELL programming.

Howell transitioned from being one of the fastest growing districts in the state to a district needing to stabilize and re-assign buildings. The district built a new high school and opened it for one year (2006-07). It then closed the school due to budget restraints, re-assigning all high school students to the original campus. A Facility Usage Committee was established in 2011-2012 and created a successful transition plan that opened the high school as the new Parker Middle School. The building that had been previously utilized for that student population was then transformed to the new Three Fires Elementary School. Students from Latson Elementary were assigned to Three Fires.

Howell became District Accredited in 2010 and has worked diligently to implement a systemic, process-oriented organization. Each building has a School Improvement Chair and Data Team Leader. The district utilizes the Building and District School Improvement process as the umbrella for all instructional and grant programming. School Improvement Teams consist of teachers, ancillary staff, parents, administrators and community members. As a result, our School Improvement Teams work closely together at the building and district level to make decisions to meet the needs of all the students, create a positive environment and provide unique opportunities for all Howell students.

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

Vision Statement:

Empowering students to be successful citizens.

Mission Statement:

Howell Public Schools is an exemplary learning community committed to maximizing every student's success.

Beliefs Statements:

- \* All students can learn
- \* All students learn best in a safe, secure, and engaging environment
- \* The responsibility for student success is shared among parents, students, staff, and community
- \* Encouraging and promoting growth and innovation empowers students to be successful citizens
- \* All students have dignity, value, and voice
- \* Building relationships between staff and students promotes continuous improvement for all
- \* Strong financial stewardship and transparency demonstrates trust with our Howell Public Schools community

Strategic Focus Areas:

- \* Academics / Programs
- \* Personnel / Leadership
- \* Operations
- \* Learning Environment / Culture
- \* Communications / Community Engagement



## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

The district's most notable academic achievements are the continued implementation of innovative programs, a guaranteed curriculum, online grade level common assessments in ELA and math and our dedicated school staff. A systematic change has started to occur over the past four years in our district. We continue to see the small academic growth increase in certain areas. Our goal is to see a great increase in academic growth and continue on a consistent basis. Reading and math scores fluctuate between levels and buildings, with some schools and grade levels achieving gains, but others remain more constant. High school student achievement data has increased over the past few years, with the highest scores occurring in the Spring of 2015. We continue to see a positive trend in our graduations rate. Graduation rate remains area we would like to focus on in the future. Howell Public Schools is committed to remaining financially stable so it can continue to support and increase innovative opportunities for our students. With financial stability, we'll seek to maintain leadership that adheres to effective governance, and continue our systemic instructional changes. We will continue to focus on student engagement and provide a strong academic foundation by providing the best research based practices, and continuing to develop and implement a standards-based curriculum that is focused on effective instructional strategies. Our staff will also utilize multiple measures of data to drive instruction and student achievement. Our district is proud of our outstanding fine and performing arts programs, strong and innovative CTE courses, enrichment courses and targeted interventions to support struggling students. We will continue to foster a culture and climate of teamwork, accountability and purposeful, research-based solutions.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

### DISTRICT WIDE

\* District Accreditation by AdvancED: AdvancED insists on a relentless pursuit of excellence for itself and for the institutions it accredits

- Safe Schools supported with Positive Behavior Supports K-12
- Financially stable district with a healthy fund balance
- Magnet School for English Language Learners
- Focused professional development for staff
- Online grade book access for parents and students
- Effective parent communications: ParentLink, electronic newsletters, building and teacher websites and social media
- K-12 Reaching High Program: leadership program encouraging students to make positive choices in their lives. The program promotes healthy development outcomes, including stronger academic achievement; greater self-esteem; conflict resolution skills and social competence; and the ability to thrive in difficult and pressure situations.
- Recently passed 12.5 million dollar bond to support upgraded instructional technology in all district buildings
- Strong partnerships with local businesses

### HOWELL HIGH SCHOOL

- Separate Freshman Campus for ninth graders, with access to the 10-12 campus for advanced coursework
- LINK Crew Mentoring Program: upper classman offer encouragement and support to ninth graders
- 14 Advanced Placement courses, which earned the AP Honors Award in 2012 and 2013 from the National College Board for increasing student access to AP courses
- Strong academic preparation, including Dual Enrollment opportunities
- Support classes for English and math, where student receives a second class period for more time on task in one or both of these subjects
- Innovative classes such as Firefighters I & II, Ground School for future pilots; CAD and Manufacturing courses utilizing state-of-the-art software including NX7, AutoCAD and Solid Works; Building Trades course with hands-on experience building a house; outstanding Culinary Arts Program and experience at the Highlander Restaurant; various media production classes including Social Media, Advanced Newspaper, Yearbook and TV/Video Production
- Strong National Honor Society, leadership and Interact clubs that offer service opportunities
- Wide variety of sports and extracurricular clubs
- Award winning vocal and instrumental music programs

### HOWELL MIDDLE SCHOOLS

- Middle School STEM (Science/Technology/Engineering/Math) electives
- Three foreign language offerings
- Support for students: core support and co-taught classes, silent mentoring and reading coaches
- Outstanding choir and band programs
- Athletics for grades 7 and 8: basketball, equestrian, volleyball, wrestling, track and cross county,
- After school clubs: Quiz Bowl, Ski Club, Math Counts, builders Club, Student Council, Yearbook, Game Club

## **District Improvement Plan**

Howell Public Schools

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### HOWELL ELEMENTARY SCHOOLS

- All Day, Every Day Kindergarten; Full and Half Day Beginndergarten
- Before and after school Child Care in each elementary
- Art, Gym, Music and Technology classes in each elementary
- Strong student support systems: elementary counselors, core support, remediation and differentiated learning
- Voyager Elementary named a 2014 National Blue Ribbon School
- Voyager Elementary named a 2014 Michigan Department of Education Reward School
- Three Fires Elementary named a 2012 & 2013 Michigan Department of Education Reward School

### HOWELL ATHLETICS

- No Athletic Participation Fees allowing equal access to sports programs for all students
- 23 Sports Programs represented by approximately 80 teams
- Continual facilities updates and improvements
- Various presentations to coaches, parents and athletes (recruiting, sports nutrition, etc.)
- Extensive Athletic Hall of Fame dating back to 1904

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Howell Public Schools is District Accredited through AdvancEd. We utilize a District Improvement Team (D.I.T.) that is composed of a School Improvement Chair and the Principal from each of our 10 schools, as well as the Special Education Director, parents and a Board member. The team is lead by the Executive Director of Instructional Services.

When HPS first became District Accredited, it was decided we needed a representative team at the district level that would support the building school improvement teams. Principals shared information in their newsletters and other communications, inviting parents to join the D.I.T. and the Deputy Superintendent at the time invited an interested Board member to serve. The schools suggested they send a principal and their School Improvement Chair as their choice for representation. Various administrators take responsibility for seeking new parents when members wish to step off the committee. In addition, an annual notice is made in the district's August newsletter inviting parents to be part of the school improvement process. This invitation may also be found on our district website.

Invitations are sent out the beginning of the school year inviting members to each meeting via Google calendar. The Thursday meeting date/time is a standard meeting time and a reflection of accommodating the members' schedules. Throughout the year the team paces out their work, documenting with agendas and minutes.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The HPS District Improvement Team (D.I.T.) is composed of a School improvement Chair and the Principal from each of our 10 schools, as well as the Special Education Director, parents and a Board member. The team is lead by the Executive Director of Instructional Services and this year also by a School Improvement Facilitator. This team is responsible for creating and evaluating the District Improvement Plan, in addition to other tasks. The D.I.T. prides itself on recognizing each member with equal status. The team has not assigned sub-committees as of yet, so everyone's role is one of equality of voice and vote.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final District Improvement Plan (D.I.T.) is approved by our Board and posted online. Paper copies are also available. An annual notice is given regarding where to find the plan on our website. At our annual August Kick-off, a District Improvement Plan At-a-Glance is Improvement Plan Stakeholder Involvement Howell Public Schools. Throughout the year there is an expectation that the School Improvement Teams (S.I.T.) in each building carry out the implementation of the D.I.T. and their school improvement plans. The charge of the School Improvement Team (SIT) is to meet throughout the year discuss, evaluate and implement the School Improvement Plan (SIP),

School Improvement Team record agenda, attendance and meeting minutes.

# District Additional Requirements Diagnostic



## **Introduction**

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

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This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

| Label | Assurance   | Response | Comment   | Attachment |
|-------|---|----------|---|------------|
|       | The District School Improvement Team reviews the CIMS data. | Yes      | The District's Special Education Director is a member of the District School Improvement Team and shares the data with the committee and administrative team. |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | CIMS data is used to prepare our District Improvement Plan. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors). | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | The district has a process to monitor adult and student use of the internet. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | The district has an Internet Safety Policy in place. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools. | Yes      |         |            |

# District Improvement Plan

Howell Public Schools

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section. | Yes      |         |            |

| Label | Assurance  | Response | Comment   | Attachment |
|-------|--|----------|---|------------|
|       | The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section. | Yes      | <ul style="list-style-type: none"> <li>- Installation of projectors connected to teacher's computer to promote an engaged classroom</li> <li>- Use of IPADs to promote inquiry based learning</li> <li>- Use of Chromebooks for online assessment and for students to track and own their own data</li> <li>- Use of IPADS and heart monitors and exercise bikes to assist students in exercising and tracking their heart-rate before engaging in reading exercises (utilized in 2 At-Risk classrooms)</li> <li>- Use of laptops for students to track and own their own data</li> </ul> |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
|       | The district adjusts its curriculum to include technology literacy for all students. | Yes      | HPS provides instruction in technology literacy at the elementary level weekly for all students. Technology literacy is provided at the middle school level as a 9 week elective. Students receive one or more technology literacy related classes within their 3 year tenure at the MS. Various technology courses are also offered at the high school level. We consider all of these courses part of our instructional program. However, in relation to core and other elective classes, we have adjusted the instructional programming in some classrooms to include SMART boards, I pads, Chromebook and CAD. |            |

**District Improvement Plan**

Howell Public Schools

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>   | <b>Attachment</b> |
|--------------|---|-----------------|--|-------------------|
|              | The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section. | Yes             | Teachers include lesson plans online. In addition, online assessments were implement in 2013-14 through NWEA in reading and math and Language Usage in 2014-15. HPS offers technology classes to students BK-12, and our technology teachers are constantly reviewing their curriculum to keep it current and participate in technology conferences/seminars to stay current. The district established a Technology Coaching position this past year to provide additional support to classroom teachers for technology integration. The position has expanded in to a full time position for the 2016-17 school year. |                   |

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
|              | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes             |                |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------|---|-----------------|---|-------------------|
|              | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section. | Yes             | Ms. Liza Kelly, J.D., PHR<br>Executive Director of Labor Relations and Personnel<br>411 N. Highlander Way Rd.<br>Howell, MI 48843<br>(517) 548-6241 |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>   | <b>Attachment</b> |
|--------------|---|-----------------|--|-------------------|
|              | The District has a District Board Policy that is related to Parent Involvement. | Yes             | HPS Board Policy 2201 and 2261.01 references specific requirements for Parental Participation. |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|---|-----------------|----------------|-------------------|
|              | The District has additional information necessary to support your improvement plan. | Yes             |                |                   |

# **2016-17 HPS District School Improvement Plan**

## Overview

### Plan Name

2016-17 HPS District School Improvement Plan

### Plan Description

2016-17 DIP

## 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 will show growth in math.             | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Academic  | \$93380       |
| 2 | All students will be proficient in writing.        | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Academic  | \$263807      |
| 3 | All students will be proficient in science.        | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Academic  | \$64003       |
| 4 | All students will be proficient in social studies. | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Academic  | \$64003       |
| 5 | All students will show growth in reading.          | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Academic  | \$1267518     |

## Goal 1: All students will show growth in math.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 60% will meet their growth target in Mathematics by 06/14/2017 as measured by the NWEA MAP Math Assessment.

### Strategy 1:

Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category:

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

| Activity - Instructional Strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Title II Part A   | Administrators, Teachers and Instructional Staff |

| Activity - Differentiated Instruction   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$31050           | Title II Part A   | Administrators, Teachers and Instructional Staff |



## District Improvement Plan

Howell Public Schools

| Activity - Best Practice Professional Development   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$7466            | Title II Part A   | Administrators, Teachers and Instructional Staff |

### Strategy 2:

Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

| Activity - MTSS Academic Support Outside Core Instructional Time   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide MTSS through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$32000           | Section 31a       | Administrator, Rtl Teachers, Instructional Staff and At-Risk Social Worker |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Howell Public Schools

|   |                          |             |              |                   |                 |                          |                          |  |
|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.<br><br>Schools: All Schools   | Professional Learning    | Tier 1      | Implement    | 09/06/2016        | 06/14/2017      | \$500                    | General Fund             | Administrator, Teachers, School Improvement Chairs and Data Team Leaders |
| <b>Activity - Extended Learning Opportunities</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.<br><br>Schools: All Schools   | Academic Support Program | Tier 3      | Monitor      | 09/06/2016        | 06/14/2017      | \$14000                  | Section 31a              | Administrator and Teachers   |
| <b>Activity - MTSS Professional Development</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.<br><br>Schools: All Schools | Professional Learning    | Tier 1      | Implement    | 09/06/2016        | 06/14/2017      | \$0                      | General Fund             | Administrators, Teachers and Instructional Staff                         |
| <b>Activity - Support English Language Learners (ELL)</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.<br><br>Schools: All Schools   | Professional Learning    | Tier 2      | Monitor      | 09/06/2016        | 06/14/2017      | \$0                      | General Fund             | Administrator, Teachers and Instructional Staff                          |
| <b>Activity - Support Homeless Students</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |

## District Improvement Plan

Howell Public Schools

|   |                          |        |         |            |            |     |              |   |
|---|--------------------------|--------|---------|------------|------------|-----|--------------|---|
| Support Homeless students with comparable services.<br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$0 | General Fund | District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff |
|---|--------------------------|--------|---------|------------|------------|-----|--------------|---|

| Activity - Support Students with Disabilities  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).<br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |

### Strategy 3:

Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analysis relating to achievement.

Tier: Tier 1

| Activity - Provide SI Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.<br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrator, School Improvement Chairs, Instructional Coaches and Teachers |

## Goal 2: All students will be proficient in writing.

### Measurable Objective 1:

## District Improvement Plan

Howell Public Schools

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing in English Language Arts by 06/14/2017 as measured by the state assessment.

### Strategy 1:

Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: Career and College Ready

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

| Activity - Differentiated Instruction  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|--|
| Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.<br><br>Schools: All Schools  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200            | Title I Schoolwide               | Administrators, Teachers and Instructional Staff |
| Activity - Instructional Strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                                |
| Teachers will learn and implement best practice strategies to support writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Title I School Improvement (ISI) | Administrators, Teachers and Instructional Staff |
| Activity - Best Practice Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                                |

## District Improvement Plan

Howell Public Schools

|   |                       |        |         |            |            |        |                 |  |
|---|-----------------------|--------|---------|------------|------------|--------|-----------------|--|
| Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach writing, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Writer's Workshop model. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$6939 | Title II Part A | Administrators, Instructional Coaches and Teachers |
| Schools: All Schools  |                       |        |         |            |            |        |                 |  |

### Strategy 2:

Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

| Activity - MTSS Academic Support Outside Core Instructional Time  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker. | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$231804          | Section 31a       | Administrators, Teachers and Instructional Staff |
| Schools: All Schools  |                          |        |         |            |            |                   |                   |  |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Howell Public Schools

|   |                          |             |              |                   |                 |                          |                          |  |
|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.<br><br>Schools: All Schools   | Professional Learning    | Tier 1      | Implement    | 09/06/2016        | 06/14/2017      | \$500                    | General Fund             | Administrators, Instructional Coaches and Teachers |
| <b>Activity - Extended Learning Opportunities</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                           |
| Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.<br><br>Schools: All Schools   | Academic Support Program | Tier 3      | Monitor      | 09/06/2016        | 06/14/2017      | \$14000                  | Section 31a              | Administrators and Teachers                        |
| <b>Activity - MTSS Professional Development</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                           |
| Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.<br><br>Schools: All Schools | Professional Learning    | Tier 2      | Implement    | 09/06/2016        | 06/14/2017      | \$0                      | General Fund             | Administrators, Teachers and Instructional Staff   |
| <b>Activity - Support English Language Learners (ELL)</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                           |
| Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.<br><br>Schools: All Schools   | Academic Support Program | Tier 2      | Monitor      | 09/06/2016        | 06/14/2017      | \$0                      | General Fund             | Administrators, Teachers and Instructional Staff   |
| <b>Activity - Support Homeless Students</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                           |
| Support Homeless students with comparable services.<br><br>Schools: All Schools   | Academic Support Program | Tier 1      | Monitor      | 09/06/2016        | 06/14/2017      | \$0                      | General Fund             | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

| Activity - Support Students with Disabilities  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |

### Strategy 3:

Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

| Activity - Provide SI Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Instructional Coaches and Teachers |

## Goal 3: All students will be proficient in science.

### Measurable Objective 1:

31% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Science by 06/14/2017 as measured by state assessment.

### Strategy 1:

Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category:

**District Improvement Plan**

Howell Public Schools

Research Cited: : Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

| Activity - Implement Best Practice Strategies   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Teachers will learn and implement best practice strategies to support science through reading and writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.<br><br>Schools: All Schools                              | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Title I Schoolwide | Administrators, Teachers and Instructional Staff |
| Activity - Differentiated Instruction   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                |
| Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.<br><br>Schools: All Schools   | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200            | Title I Schoolwide | Administrators, Teachers and Instructional Staff |
| Activity - Best Practice Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                |
| Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach science and non-fiction reading and writing strategies, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's/Writer's Workshop model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939            | Title II Part A    | Administrators, Teachers and Instructional Staff |

**Strategy 2:**

Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and



## District Improvement Plan

Howell Public Schools

academic growth and success.

Category: Learning Support Systems

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

| Activity - MTSS Academic Support Outside Core Instructional Time   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/10/2016 | \$32000           | Title II Part A   | Administrators, Teachers and Instructional Staff |

| Activity - Progress Monitoring & Data Analysis  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500             | General Fund      | Administrators, Instructional Coaches and Teachers |

| Activity - Extended Learning Opportunities  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------|
| Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.<br><br>Schools: All Schools | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000           | Section 31a       | Administrators and Teachers |

| Activity - MTSS Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Howell Public Schools

|   |                       |        |           |            |            |     |              |  |
|---|-----------------------|--------|-----------|------------|------------|-----|--------------|--|
| Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning | Tier 2 | Implement | 09/08/2015 | 06/10/2016 | \$0 | General Fund | Administrators, Teachers and Instructional Staff |
| Schools: All Schools  |                       |        |           |            |            |     |              |  |

| Activity - Support English Language Learners (ELL)  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies. | Professional Learning | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |
| Schools: All Schools  |                       |        |         |            |            |                   |                   |  |

| Activity - Support Homeless Students                | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Support Homeless students with comparable services. | Academic Support Program | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |
| Schools: All Schools                                |                          |        |         |            |            |                   |                   |  |

| Activity - Support Students with Disabilities  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.). | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |
| Schools: All Schools   |                       |        |           |            |            |                   |                   |  |

### Strategy 3:

Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

## District Improvement Plan

Howell Public Schools

| Activity - Provide SI Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Instructional Coaches and Teachers |

## Goal 4: All students will be proficient in social studies.

### Measurable Objective 1:

43% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Social Studies by 06/14/2017 as measured by state assessment.

### Strategy 1:

Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category:

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

| Activity - Instructional Strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn and implement best practice strategies to support social studies through reading and writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's/Writer's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Title II Part A   | Administrators, Teachers and Instructional Staff |

## District Improvement Plan

Howell Public Schools

| Activity - Differentiated Instruction  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.<br><br>Schools: All Schools  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200            | Title II Part A    | Administrators, Instructional Coaches and Teachers |
| Activity - Best Practice Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                  |
| Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach social studies, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939            | Title I Schoolwide | Administrators, Teachers and Instructional Staff   |

### Strategy 2:

Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

| Activity - MTSS Academic Support Outside Core Instructional Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Howell Public Schools

|   |                          |             |              |                   |                 |                          |                          |  |
|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.<br><br>Schools: All Schools   | Academic Support Program | Tier 2      | Monitor      | 09/06/2016        | 06/14/2017      | \$32000                  | Title II Part A          | Administrators, Teachers and Instructional Staff |
| <b>Activity - Progress Monitoring &amp; Data Analysis</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                         |
| Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.<br><br>Schools: All Schools   | Professional Learning    | Tier 1      | Implement    | 09/06/2016        | 06/14/2017      | \$500                    | General Fund             | Administrators and Teachers                      |
| <b>Activity - Extended Learning Opportunities</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                         |
| Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.<br><br>Schools: All Schools   | Academic Support Program | Tier 3      | Monitor      | 09/06/2016        | 06/14/2017      | \$14000                  | Section 31a              | Administrators and Teachers                      |
| <b>Activity - MTSS Professional Development</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                         |
| Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.<br><br>Schools: All Schools | Professional Learning    | Tier 2      | Implement    | 09/08/2015        | 06/10/2016      | \$0                      | General Fund             | Administrators, Teachers and Instructional Staff |
| <b>Activity - Support English Language Learners (ELL)</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                         |
| Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.<br><br>Schools: All Schools   | Professional Learning    | Tier 2      | Implement    | 09/06/2016        | 06/14/2017      | \$0                      | General Fund             | Administrators, Teachers and Instructional Staff |

## District Improvement Plan

Howell Public Schools

| Activity - Support Homeless Students   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Support Homeless students with comparable services.<br>Schools: All Schools  | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |
| Activity - Support Students with Disabilities  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
| Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).<br>Schools: All Schools | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, Teachers and Instructional Staff |

### Strategy 3:

Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category:

Research Cited: : Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

| Activity - Provide SI Professional Development   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conference and/or workshops.<br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$0               | General Fund      | Administrators, School Improvement Chairs, Instructional Coaches and Data Team Leaders |

## Goal 5: All students will show growth in reading.

### Measurable Objective 1:

## District Improvement Plan

Howell Public Schools

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 62% will meet their growth target in reading in English Language Arts by 06/14/2017 as measured by the NWEA MAP Reading assessment.

### Strategy 1:

Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category:

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

| Activity - Instructional Strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Title II Part A   | Administrators, teachers and instructional staff |
| Activity - Differentiated Instruction  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
| Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and CCSS alignment to best meet the needs of all students.<br><br>Schools: All Schools  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200            | Title II Part A   | Administrators, teachers and instructional staff |
| Activity - Best Practice Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |

## District Improvement Plan

Howell Public Schools

|   |                       |        |         |            |            |        |                 |  |
|---|-----------------------|--------|---------|------------|------------|--------|-----------------|--|
| Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$6939 | Title II Part A | Administrators, teachers and instructional staff |
|---|-----------------------|--------|---------|------------|------------|--------|-----------------|--|

### Strategy 2:

Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

| Activity - MTSS Academic Support Outside Core Instructional Time  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
|---|--------------------------|--------|---------|------------|------------|-------------------|-----------------------------|---|
| Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$1094633         | Section 31a, Title I Part A | Administration, Rtl Teachers, Instructional Aides and At-Risk Social Worker |
| Activity - Progress Monitoring & Data Analysis  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |



## District Improvement Plan

Howell Public Schools

|   |                       |        |         |            |            |       |              |  |
|---|-----------------------|--------|---------|------------|------------|-------|--------------|--|
| Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district ( NWEA,PSAT) and state assessments (M-STEP,SAT)<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$500 | General Fund | Administrators, teachers, School Improvement Chairs, Instructional Staff and Data Team Leaders |
|---|-----------------------|--------|---------|------------|------------|-------|--------------|--|

| Activity - Extended Learning Opportunities  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------|
| Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.<br><br>Schools: All Schools | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000           | Section 31a       | Administrators and teachers |

| Activity - MTSS Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$9435            | Title I Schoolwide | Administrators, Teachers and Instructional Staff |

| Activity - Support English Language Learners (ELL)  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding      | Staff Responsible                                |
|---|-----------------------|--------|---------|------------|------------|-------------------|------------------------|--|
| Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.<br><br>Schools: All Schools | Professional Learning | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$105030          | Title III, Section 31a | Administrators, Teachers and Instructional Staff |

| Activity - Support Homeless Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                                      |               |      |       |            |          |                   |                   |                   |

## District Improvement Plan

Howell Public Schools

|   |                          |        |         |            |            |        |             |   |
|---|--------------------------|--------|---------|------------|------------|--------|-------------|---|
| Support Homeless students with comparable services.<br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$5000 | Section 31a | District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff |
|---|--------------------------|--------|---------|------------|------------|--------|-------------|---|

| Activity - Support Students with Disabilities  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).<br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$1620            | General Fund      | Administrators, Teachers and Instructional Staff |

### Strategy 3:

Improve Model of Continuous Improvement - This strategy corresponds with Standard 5 of our District Accreditation AdvancED 5 Quality Standards. This strategy will be connected at the activity level by providing learning and initiatives in leadership, the school improvement process and all state and federal mandates.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

| Activity - Provide SI Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                      |
|---|-----------------------|--------|---------|------------|------------|-------------------|--------------------|--|
| Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.<br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$19797           | Title I Schoolwide | Administrators, School Improvement Chairs and Teachers |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

| Activity Name                       | Activity Description  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-------------------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Support Homeless Students           | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0               | Administrators, Teachers and Instructional Staff                         |
| Progress Monitoring & Data Analysis | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500             | Administrator, Teachers, School Improvement Chairs and Data Team Leaders |
| Progress Monitoring & Data Analysis | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500             | Administrators, Instructional Coaches and Teachers                       |
| MTSS Professional Development       | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 2 | Implement | 09/08/2015 | 06/10/2016 | \$0               | Administrators, Teachers and Instructional Staff                         |
| Provide SI Professional Development | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0               | Administrators, Instructional Coaches and Teachers                       |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |       |  |
|---|---|--------------------------|--------|-----------|------------|------------|-------|--|
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$0   | Administrators, Teachers and Instructional Staff   |
| Progress Monitoring & Data Analysis     | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500 | Administrators and Teachers                        |
| MTSS Professional Development           | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0   | Administrators, Teachers and Instructional Staff   |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Professional Learning    | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$0   | Administrators, Teachers and Instructional Staff   |
| Progress Monitoring & Data Analysis     | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500 | Administrators, Instructional Coaches and Teachers |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Professional Learning    | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$0   | Administrator, Teachers and Instructional Staff    |
| MTSS Professional Development           | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 2 | Implement | 09/08/2015 | 06/10/2016 | \$0   | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

|   |   |                       |        |           |            |            |        |  |
|---|---|-----------------------|--------|-----------|------------|------------|--------|--|
| MTSS Professional Development           | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$0    | Administrators, Teachers and Instructional Staff   |
| Progress Monitoring & Data Analysis     | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district ( NWEA,PSAT) and state assessments (M-STEP,SAT)   | Professional Learning | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$500  | Administrators, teachers, School Improvement Chairs, Instructional Staff and Data Team Leaders |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$1620 | Administrators, Teachers and Instructional Staff   |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0    | Administrators, Teachers and Instructional Staff   |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Professional Learning | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$0    | Administrators, Teachers and Instructional Staff   |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0    | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

|                                     |   |                          |        |           |            |            |     |  |
|-------------------------------------|---|--------------------------|--------|-----------|------------|------------|-----|--|
| Support Homeless Students           | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff      |
| Support Students with Disabilities  | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).        | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff                                       |
| Support Homeless Students           | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff                                       |
| Provide SI Professional Development | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrator, School Improvement Chairs, Instructional Coaches and Teachers           |
| Provide SI Professional Development | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Instructional Coaches and Teachers                                     |
| Provide SI Professional Development | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conference and/or workshops.  | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrators, School Improvement Chairs, Instructional Coaches and Data Team Leaders |

## District Improvement Plan

Howell Public Schools

|                                    |  |                          |        |           |            |            |     |  |
|------------------------------------|--|--------------------------|--------|-----------|------------|------------|-----|--|
| Support Homeless Students          | Support Homeless students with comparable services.  | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff |
| Support Students with Disabilities | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.). | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff |

### Title I Part A

| Activity Name   | Activity Description  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|---|--------------------------|--------|---------|------------|------------|-------------------|---|
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker. | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$446600          | Administration, Rtl Teachers, Instructional Aides and At-Risk Social Worker |

### Title III

| Activity Name                           | Activity Description  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible                                |
|---|---|-----------------------|--------|---------|------------|------------|-------------------|--|
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies. | Professional Learning | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$5430            | Administrators, Teachers and Instructional Staff |

### Title I School Improvement (ISI)

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

## District Improvement Plan

Howell Public Schools

|                          |  |                       |        |           |            |            |        |  |
|--------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|
| Instructional Strategies | Teachers will learn and implement best practice strategies to support writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364 | Administrators, Teachers and Instructional Staff |
|--------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|

### Title II Part A

| Activity Name   | Activity Description  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                  |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Administrators, teachers and instructional staff   |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach writing, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Writer's Workshop model. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939            | Administrators, Instructional Coaches and Teachers |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$7466            | Administrators, Teachers and Instructional Staff   |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker. | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$32000           | Administrators, Teachers and Instructional Staff   |



## District Improvement Plan

Howell Public Schools

|   |  |                          |        |           |            |            |         |  |
|---|--|--------------------------|--------|-----------|------------|------------|---------|--|
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support social studies through reading and writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's/Writer's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences. | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364  | Administrators, Teachers and Instructional Staff   |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$31050 | Administrators, Teachers and Instructional Staff   |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200  | Administrators, Instructional Coaches and Teachers |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and CCSS alignment to best meet the needs of all students.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200  | Administrators, teachers and instructional staff   |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker   | Academic Support Program | Tier 2 | Monitor   | 09/08/2015 | 06/10/2016 | \$32000 | Administrators, Teachers and Instructional Staff   |
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364  | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

|  |   |                       |        |         |            |            |        |  |
|--|---|-----------------------|--------|---------|------------|------------|--------|--|
| Best Practice Professional Development | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.   | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$6939 | Administrators, teachers and instructional staff |
| Best Practice Professional Development | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach science and non-fiction reading and writing strategies, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's/Writer's Workshop model. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$6939 | Administrators, Teachers and Instructional Staff |

### Section 31a

| Activity Name                           | Activity Description  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|---|--------------------------|--------|---------|------------|------------|-------------------|---|
| Extended Learning Opportunities         | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000           | Administrators and Teachers   |
| Support Homeless Students               | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor | 09/06/2016 | 06/14/2017 | \$5000            | District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies. | Professional Learning    | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$99600           | Administrators, Teachers and Instructional Staff                                  |
| Extended Learning Opportunities         | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000           | Administrators and Teachers   |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |         |            |            |          |   |
|---|---|--------------------------|--------|---------|------------|------------|----------|---|
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker. | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$231804 | Administrators, Teachers and Instructional Staff                            |
| Extended Learning Opportunities                       | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000  | Administrators and Teachers   |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide MTSS through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.    | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$32000  | Administrator, Rtl Teachers, Instructional Staff and At-Risk Social Worker  |
| Extended Learning Opportunities                       | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000  | Administrators and Teachers   |
| Extended Learning Opportunities                       | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor | 09/06/2016 | 06/14/2017 | \$14000  | Administrators and teachers   |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker. | Academic Support Program | Tier 2 | Monitor | 09/06/2016 | 06/14/2017 | \$648033 | Administration, Rtl Teachers, Instructional Aides and At-Risk Social Worker |

### Title I Schoolwide

| Activity Name                 | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                |
|-------------------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| MTSS Professional Development | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$9435            | Administrators, Teachers and Instructional Staff |

## District Improvement Plan

Howell Public Schools

|  |  |                       |        |           |            |            |         |  |
|--|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Differentiated Instruction             | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200  | Administrators, Teachers and Instructional Staff       |
| Provide SI Professional Development    | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.  | Professional Learning | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$19797 | Administrators, School Improvement Chairs and Teachers |
| Best Practice Professional Development | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach social studies, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.                     | Professional Learning | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939  | Administrators, Teachers and Instructional Staff       |
| Implement Best Practice Strategies     | Teachers will learn and implement best practice strategies to support science through reading and writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364  | Administrators, Teachers and Instructional Staff       |
| Differentiated Instruction             | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.  | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200  | Administrators, Teachers and Instructional Staff       |

## 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   |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364            | Administrators, teachers and instructional staff                            |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and CCSS alignment to best meet the needs of all students.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200            | Administrators, teachers and instructional staff                            |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939            | Administrators, teachers and instructional staff                            |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker. | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$1094633         | Administration, Rtl Teachers, Instructional Aides and At-Risk Social Worker |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |          |  |
|---|---|--------------------------|--------|-----------|------------|------------|----------|--|
| Progress Monitoring & Data Analysis     | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district ( NWEA,PSAT) and state assessments (M-STEP,SAT)   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$500    | Administrators, teachers, School Improvement Chairs, Instructional Staff and Data Team Leaders |
| Extended Learning Opportunities         | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor   | 09/06/2016 | 06/14/2017 | \$14000  | Administrators and teachers  |
| MTSS Professional Development           | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$9435   | Administrators, Teachers and Instructional Staff   |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Professional Learning    | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$105030 | Administrators, Teachers and Instructional Staff   |
| Support Homeless Students               | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$5000   | District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff              |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$1620   | Administrators, Teachers and Instructional Staff   |
| Provide SI Professional Development     | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$19797  | Administrators, School Improvement Chairs and Teachers   |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |         |  |
|---|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364  | Administrators, Teachers and Instructional Staff                           |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$31050 | Administrators, Teachers and Instructional Staff                           |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$7466  | Administrators, Teachers and Instructional Staff                           |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide MTSS through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.    | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$32000 | Administrator, Rtl Teachers, Instructional Staff and At-Risk Social Worker |
| Progress Monitoring & Data Analysis                   | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500   | Administrator, Teachers, School Improvement Chairs and Data Team Leaders   |
| Extended Learning Opportunities                       | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor   | 09/06/2016 | 06/14/2017 | \$14000 | Administrator and Teachers   |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |        |   |
|---|---|--------------------------|--------|-----------|------------|------------|--------|---|
| MTSS Professional Development           | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0    | Administrators, Teachers and Instructional Staff                                  |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Professional Learning    | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$0    | Administrator, Teachers and Instructional Staff                                   |
| Support Homeless Students               | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0    | District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0    | Administrators, Teachers and Instructional Staff                                  |
| Provide SI Professional Development     | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0    | Administrator, School Improvement Chairs, Instructional Coaches and Teachers      |
| Differentiated Instruction              | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200 | Administrators, Teachers and Instructional Staff                                  |



## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |          |  |
|---|---|--------------------------|--------|-----------|------------|------------|----------|--|
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364   | Administrators, Teachers and Instructional Staff   |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach writing, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Writer's Workshop model.   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939   | Administrators, Instructional Coaches and Teachers |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.   | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$231804 | Administrators, Teachers and Instructional Staff   |
| Progress Monitoring & Data Analysis                   | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500    | Administrators, Instructional Coaches and Teachers |
| Extended Learning Opportunities                       | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor   | 09/06/2016 | 06/14/2017 | \$14000  | Administrators and Teachers                        |
| MTSS Professional Development                         | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$0      | Administrators, Teachers and Instructional Staff   |
| Support English Language Learners (ELL)               | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$0      | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |         |  |
|---|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Support Homeless Students                             | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Teachers and Instructional Staff   |
| Support Students with Disabilities                    | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Teachers and Instructional Staff   |
| Provide SI Professional Development                   | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Instructional Coaches and Teachers |
| Implement Best Practice Strategies                    | Teachers will learn and implement best practice strategies to support science through reading and writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.                              | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364  | Administrators, Teachers and Instructional Staff   |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200  | Administrators, Teachers and Instructional Staff   |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach science and non-fiction reading and writing strategies, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's/Writer's Workshop model. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939  | Administrators, Teachers and Instructional Staff   |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker  | Academic Support Program | Tier 2 | Monitor   | 09/08/2015 | 06/10/2016 | \$32000 | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |         |  |
|---|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Progress Monitoring & Data Analysis     | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500   | Administrators, Instructional Coaches and Teachers |
| Extended Learning Opportunities         | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor   | 09/06/2016 | 06/14/2017 | \$14000 | Administrators and Teachers                        |
| MTSS Professional Development           | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 2 | Implement | 09/08/2015 | 06/10/2016 | \$0     | Administrators, Teachers and Instructional Staff   |
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.   | Professional Learning    | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Teachers and Instructional Staff   |
| Support Homeless Students               | Support Homeless students with comparable services.   | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Teachers and Instructional Staff   |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).  | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Teachers and Instructional Staff   |
| Provide SI Professional Development     | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.   | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0     | Administrators, Instructional Coaches and Teachers |

## District Improvement Plan

Howell Public Schools

|   |   |                          |        |           |            |            |         |  |
|---|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Instructional Strategies                              | Teachers will learn and implement best practice strategies to support social studies through reading and writing instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's/Writer's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.    | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$8364  | Administrators, Teachers and Instructional Staff   |
| Differentiated Instruction                            | Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$2200  | Administrators, Instructional Coaches and Teachers |
| Best Practice Professional Development                | Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach social studies, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.  | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$6939  | Administrators, Teachers and Instructional Staff   |
| MTSS Academic Support Outside Core Instructional Time | Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The district will provide support through Title 1, 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students at the high school through the services of an At-Risk Social Worker.   | Academic Support Program | Tier 2 | Monitor   | 09/06/2016 | 06/14/2017 | \$32000 | Administrators, Teachers and Instructional Staff   |
| Progress Monitoring & Data Analysis                   | Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.   | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$500   | Administrators and Teachers                        |
| Extended Learning Opportunities                       | Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.   | Academic Support Program | Tier 3 | Monitor   | 09/06/2016 | 06/14/2017 | \$14000 | Administrators and Teachers                        |
| MTSS Professional Development                         | Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies. | Professional Learning    | Tier 2 | Implement | 09/08/2015 | 06/10/2016 | \$0     | Administrators, Teachers and Instructional Staff   |

## District Improvement Plan

Howell Public Schools

|   |  |                          |        |           |            |            |     |  |
|---|--|--------------------------|--------|-----------|------------|------------|-----|--|
| Support English Language Learners (ELL) | Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.          | Professional Learning    | Tier 2 | Implement | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff                                       |
| Support Homeless Students               | Support Homeless students with comparable services.  | Academic Support Program | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff                                       |
| Support Students with Disabilities      | Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).       | Professional Learning    | Tier 1 | Implement | 09/06/2016 | 06/14/2017 | \$0 | Administrators, Teachers and Instructional Staff                                       |
| Provide SI Professional Development     | Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conference and/or workshops. | Professional Learning    | Tier 1 | Monitor   | 09/06/2016 | 06/14/2017 | \$0 | Administrators, School Improvement Chairs, Instructional Coaches and Data Team Leaders |