

2018-19 HPS District Improvement

Plan revised 2018-07-06

Howell Public Schools

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

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Overview

Plan Name

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Plan Description

Revising to note intention to transfer Title IV to Title II at direction of MDE consultant

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 reading. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$3368947 |
| 2 | All students will show growth in math. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$3368947 |
| 3 | All students will be proficient in writing. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$3368947 |
| 4 | All students will be proficient in science. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$3368047 |
| 5 | All students will be proficient in social studies. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$3368947 |
| 6 | All students and staff will participate in a Multi-Tiered System of Support for behavioral achievement and demonstrate a respect for self, others, and property. | Objectives: 1 Strategies: 3 Activities: 10 | Organizational | \$3368947 |

Goal 1: All students will show growth in reading.

Measurable Objective 1:

100% of All Students will increase student growth and 60% will meet their growth target in reading in English Language Arts by 06/06/2019 as measured by the NWEA MAP Reading assessment.

Strategy 1:

Implement Best Practice Strategies - 5D+ - All teachers, principals, and district instructional leaders will implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)
- * Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district's Resources and Support Systems (AdvancED Standard 4)
- * Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential "+" dimension of Professional Communication & Collaboration.

Category: Other - Improve Teaching and Learning

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CElbibliography>

Tier: Tier 1

| Activity - Evidence-based instructional practices and evidence-based interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
|---|--|---------------|------------------|-------------------|-------------------|------------|----------------------------|--|

| Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Intervention Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Title II Part A</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
|---|---|---------------|------------------|-------------------|-------------------|----------------|------------------------|--|

| Activity - Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Title II Part A, Title IV Part A</p> | <p>Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| * Workshops and conferences | | | | | | | | |
| Schools: All Schools | | | | | | | | |

Strategy 2:

Provide MTSS - All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Category: Learning Support Systems

Research Cited: * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th 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

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

* Section 388.1631a(3)(a-j) Michigan Compiled Laws

Tier: Tier 2

| Activity - MTSS Academic and Behavioral Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Section 31a, Title I Schoolwide</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio
- * Create U
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * LINK crew
- * Project-Based Learning
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice

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| and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | | |
| Schools: All Schools | | | | | | | | |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings Schools: All Schools | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$0 | No Funding Required | Administrators, Teachers, Aides, School Improvement Chairs, 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 including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences Schools: All Schools | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Section 31a | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

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| Activity - Support English Learners (EL) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|------------------------|--|
| Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences Schools: All Schools | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$121500 | Section 31a, Title III | Administrators, Teachers, and Aides |
| Activity - Support Homeless and Foster Care Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Support Homeless and Foster Care students with comparable services. Schools: All Schools | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | Title I Part A | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Activity - Support Students with Disabilities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Special Education | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
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Strategy 3:

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 professional development in school improvement process, leadership, and state & federal mandates.

Category: Other - Professional Learning

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

Tier: Tier 1

| Activity - Professional Development in School Improvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2017</p> | <p>06/30/2018</p> | <p>\$14300</p> | <p>Title II Part A</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
|---|------------------------------|---------------|----------------|-------------------|-------------------|----------------|------------------------|---|

Goal 2: All students will show growth in math.

Measurable Objective 1:

100% of All Students will increase student growth and 60% will meet their growth target in Mathematics by 06/06/2019 as measured by the NWEA MAP Math Assessment.

Strategy 1:

Implement Best Practice Strategies - 5D+ - Teachers, Principals, and District Instructional Leaders will implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)
- * Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district's Resources and Support Systems (AdvancED Standard 4)
- * Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential “+” dimension of Professional Communication & Collaboration.

Category: Other - Improve Teaching and Learning

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CELbibliography>

Tier: Tier 1

| Activity - Evidence-based instructional practices and evidence-based interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
|---|--|---------------|------------------|-------------------|-------------------|------------|----------------------------|--|

| Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | Curriculum Development, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$35400 | Title II Part A | Instructional Liaisons, Instructional Coaches, Teachers, and Administrators |
|--|--|--------|-----------|------------|------------|---------|-----------------|---|

| Activity - Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Title IV Part A, Title II Part A</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Howell Public Schools

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| * Workshops and conferences | | | | | | | | |
| Schools: All Schools | | | | | | | | |

Strategy 2:

Provide MTSS - All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Category: Learning Support Systems

Research Cited: * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th 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

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

* Section 388.1631a(3)(a-j) Michigan Compiled Laws

Tier: Tier 2

| Activity - MTSS Academic and Behavioral Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Title I Schoolwide, Section 31a</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio
- * Create U
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * LINK crew
- * Project-Based Learning
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice

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| and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | | |
| Schools: All Schools | | | | | | | | |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|---------------------|---|
| Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings Schools: All Schools | Monitor, Professional Learning, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$0 | No Funding Required | Administrators, Teachers, Aides, School Improvement Chairs, 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 including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences Schools: All Schools | Academic Support Program | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Section 31a | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

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| Activity - Support English Learners (EL) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|------------------------|--|
| Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences Schools: All Schools | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$121500 | Title III, Section 31a | Administrators, Teachers, and Aides |
| Activity - Support Homeless and Foster Care Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Support Homeless and Foster Care students with comparable services. Schools: All Schools | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | Title I Part A | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Activity - Support Students with Disabilities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Special Education | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
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Strategy 3:

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 professional development in school improvement process, leadership, and state & federal mandates.

Category: Other - Professional Learning

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

Tier: Tier 1

| Activity - Professional Development in School Improvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Title II Part A</p> | <p>Administrators and Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Goal 3: All students will be proficient in writing.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/06/2019 as measured by the state assessment.

Strategy 1:

Implement Best Practice Strategies - 5D+ - Teachers, Principals, and District Instructional Leaders will implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)
- * Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district’s Resources and Support Systems (AdvancED Standard 4)
- * Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential “+” dimension of Professional Communication & Collaboration.

Category: Other - Improve Teaching and Learning

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CELbibliography>

Tier: Tier 1

| Activity - Evidence-based instructional practices and evidence-based interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Title II Part A</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| Activity - Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| * Workshops and conferences | | | | | | | | |
| Schools: All Schools | | | | | | | | |

Strategy 2:

Provide MTSS - All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Category: Learning Support Systems

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* Section 388.1631a(3)(a-j) Michigan Compiled Laws

Tier: Tier 2

| Activity - MTSS Academic and Behavioral Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Title I Schoolwide, Section 31a</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
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- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
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- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators
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- * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
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- * Collective Efficacy
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- * Instructional rounds / Teacher labs / Learning walks
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| and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | | |
| Schools: All Schools | | | | | | | | |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$0 | No Funding Required | Administrators, Teachers, Aides, School Improvement Chairs, 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 including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences Schools: All Schools | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Section 31a | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

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| Activity - Support English Learners (EL) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|------------------------|--|
| Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences Schools: All Schools | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$121500 | Title III, Section 31a | Administrators, Teachers, and Aides |
| Activity - Support Homeless and Foster Care Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Support Homeless and Foster Care students with comparable services. Schools: All Schools | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | Special Education | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Activity - Support Students with Disabilities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Special Education | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
|--|---|--------|-----------|------------|------------|-----------|-------------------|--|

Strategy 3:

Continuous Improvement - Provide professional development in school improvement process, leadership, and state & federal mandates.

Category: Other - Professional Learning

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

Tier: Tier 1

| Activity - Professional Development in School Improvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Title II Part A</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Goal 4: All students will be proficient in science.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in Science by 06/06/2019 as measured by the state assessment.

Strategy 1:

Implement Best Practice Strategies - 5D+ - Teachers, Principals, and District Instructional Leaders will implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)
- * Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district's Resources and Support Systems (AdvancED Standard 4)
- * Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential “+” dimension of Professional Communication & Collaboration.

Category: Other - Improve Teaching and Learning

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CELbibliography>

Tier: Tier 1

| Activity - Evidence-based instructional practices and evidence-based interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$34500</p> | <p>Title II Part A</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
|--|---|---------------|------------------|-------------------|-------------------|----------------|------------------------|--|

| Activity - Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Title II Part A, Title IV Part A</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| * Workshops and conferences | | | | | | | | |
| Schools: All Schools | | | | | | | | |

Strategy 2:

Provide MTSS - All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Category: Learning Support Systems

Research Cited: * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th 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

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

* Section 388.1631a(3)(a-j) Michigan Compiled Laws

Tier: Tier 2

| Activity - MTSS Academic and Behavioral Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Section 31a, Title I Schoolwide</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio
- * Create U
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * LINK crew
- * Project-Based Learning
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice

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| and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | | |
| Schools: All Schools | | | | | | | | |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings Schools: All Schools | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$0 | No Funding Required | Administrators, Teachers, Aides, School Improvement Chairs, 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 including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences Schools: All Schools | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Section 31a | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

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| Activity - Support English Language Learners (ELL) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|------------------------|-------------------------------------|
| Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences Schools: All Schools | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$121500 | Title III, Section 31a | Administrators, Teachers, and Aides |

| Activity - Support Homeless and Foster Care Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|--|
| Support Homeless and Foster Care students with comparable services. Schools: All Schools | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | Title I Part A | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |

| Activity - Support Students with Disabilities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Special Education | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
|--|---|--------|-----------|------------|------------|-----------|-------------------|--|

Strategy 3:

Continuous Improvement - Provide professional development in school improvement process, leadership, and state & federal mandates.

Category: Other - Professional Learning

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

Tier: Tier 1

| Activity - Professional Development in School Improvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Title II Part A</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
|---|------------------------------|---------------|----------------|-------------------|-------------------|----------------|------------------------|---|

Goal 5: All students will be proficient in social studies.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in Social Studies by 06/06/2019 as measured by the state assessment.

Strategy 1:

Implement Best Practice Strategies - 5D+ - Teachers, Principals, and District Instructional Leaders will implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)
- * Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district's Resources and Support Systems (AdvancED Standard 4)
- * Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential “+” dimension of Professional Communication & Collaboration.

Category: Other - Improve Teaching and Learning

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CELbibliography>

Tier: Tier 1

| Activity - Evidence-based instructional practices and evidence-based interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | Curriculum Development, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$35400 | Title II Part A | Instructional Liaisons, Instructional Coaches, Teachers, and Administrators |
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| Activity - Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Title IV Part A, Title II Part A</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| * Workshops and conferences | | | | | | | | | |
| Schools: All Schools | | | | | | | | | |

Strategy 2:

Provide MTSS - All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Category: Learning Support Systems

Research Cited: * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th 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

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

* Section 388.1631a(3)(a-j) Michigan Compiled Laws

Tier: Tier 2

| Activity - MTSS Academic and Behavioral Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Title I Schoolwide, Section 31a</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio
- * Create U
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * LINK crew
- * Project-Based Learning
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice

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| and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | | |
| Schools: All Schools | | | | | | | | |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$0 | No Funding Required | Administrators, Teachers, Aides, School Improvement Chairs, 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 including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences Schools: All Schools | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Section 31a | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

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| Activity - Support English Learners (EL) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|------------------------|--|
| Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences Schools: All Schools | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$121500 | Title III, Section 31a | Administrators, Teachers, and Aides |
| Activity - Support Homeless and Foster Care Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Support Homeless and Foster Care students with comparable services. Schools: All Schools | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | Title I Part A | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Activity - Support Students with Disabilities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Section 41 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
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Strategy 3:

Continuous Improvement - Provide professional development in school improvement process, leadership, and state & federal mandates.

Category: Other - Professional Learning

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

Tier: Tier 1

| Activity - Professional Development in School Improvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Title II Part A</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Goal 6: All students and staff will participate in a Multi-Tiered System of Support for behavioral achievement and demonstrate a respect for self, others, and property.

Measurable Objective 1:

demonstrate a behavior to respect self, others, and property by 06/06/2019 as measured by stakeholder surveys that will average at least 3 (out of 4) on those questions..

Strategy 1:

Implement Best Practice Strategies - 5D+ - Teachers, Principals, and District Instructional Leaders will implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)
- * Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district’s Resources and Support Systems (AdvancED Standard 4)

4)

* Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential “+” dimension of Professional Communication & Collaboration.

Category: Other - Improve Teaching and Learning

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CELbibliography>

Tier: Tier 1

| Activity - Evidence-based instructional practices and evidence-based interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
|---|--|---------------|------------------|-------------------|-------------------|------------|----------------------------|--|

| Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p> | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Title II Part A</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| Activity - Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Title I Schoolwide, Title IV Part A</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| * Workshops and conferences | | | | | | | | |
| Schools: All Schools | | | | | | | | |

Strategy 2:

Provide MTSS - All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Category: Learning Support Systems

Research Cited: * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th 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

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

* Section 388.1631a(3)(a-j) Michigan Compiled Laws

Tier: Tier 2

| Activity - MTSS Academic and Behavioral Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Section 31a, Title I Schoolwide</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio
- * Create U
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * LINK crew
- * Project-Based Learning
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice

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| and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | | |
| Schools: All Schools | | | | | | | | |

| Activity - Progress Monitoring & Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings Schools: All Schools | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$0 | No Funding Required | Administrators, Teachers, Aides, School Improvement Chairs, 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 including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences Schools: All Schools | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | School Improvement Grant (SIG) | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

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| Activity - Support English Learners (EL) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|------------------------|--|
| Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences Schools: All Schools | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$121500 | Title III, Section 31a | Administrators, Teachers, and Aides |
| Activity - Support Homeless and Foster Care Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Support Homeless and Foster Care Students with comparable services. Schools: All Schools | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | Title I Part A | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Activity - Support Students with Disabilities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Special Education | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
|--|---|--------|-----------|------------|------------|-----------|-------------------|--|

Strategy 3:

Continuous Improvement - Provide professional development in school improvement process, leadership, and state & federal mandates.

Category: Other - Professional Learning

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

Tier: Tier 1

| Activity - Professional Development in School Improvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Title II Part A</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$173000</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <ul style="list-style-type: none"> * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
| Professional Development in School Improvement | <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$173000</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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|--|--|--|--------|-----------|------------|------------|---------|---|
| | <ul style="list-style-type: none"> * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
| Development, enhancement, and implementation of curriculum, formative or interim assessments | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | Curriculum Development, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$35400 | Instructional Liaisons, Instructional Coaches, Teachers, and Administrators |

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| <p>Professional Development in School Improvement</p> | <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| <p>Professional Development in School Improvement</p> | <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| <p>Professional Development in School Improvement</p> | <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$14300</p> | <p>Administrators and Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Intervention Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$34500</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$173000</p> | <p>Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| | <ul style="list-style-type: none"> * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
| Professional Development in School Improvement | <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| | <ul style="list-style-type: none"> * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
| Development, enhancement, and implementation of curriculum, formative or interim assessments | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | Curriculum Development, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$35400 | Instructional Liaisons, Instructional Coaches, Teachers, and Administrators |

Title IV Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$460700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$173000</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <ul style="list-style-type: none">* Reading Apprenticeship* Release time* Social Studies C3 Framework* START* Study of Early Literacy and Early Literacy Essentials* Staff meetings* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences | | | | | | | |
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No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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Howell Public Schools

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| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including: * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders Structures will include (but are not limited to): * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p> |
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Section 31a

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Howell Public Schools

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$900000</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| | <p>Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including:</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$117000</p> | <p>Administrators, Teachers, and Aides</p> |

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| | <p>Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including:</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$117000</p> | <p>Administrators, Teachers, and Aides</p> |

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|---|--|---|--------|---------|------------|------------|----------|---|
| Support English Language Learners (ELL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: <ul style="list-style-type: none"> * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$117000 | Administrators, Teachers, and Aides |
| Extended Learning Opportunities | Provide extended learning opportunities including: <ul style="list-style-type: none"> * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |
| Extended Learning Opportunities | Provide extended learning opportunities including: <ul style="list-style-type: none"> * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$900000</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$900000</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including:</p> <ul style="list-style-type: none"> * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences | <p>Monitor, Academic Support Program, Implementation</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |

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| Extended Learning Opportunities | <p>Provide extended learning opportunities including:</p> <ul style="list-style-type: none"> * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences | Academic Support Program | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |
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Special Education

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|---|--------|-----------|------------|------------|-------------------|--|
| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |

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| Support Homeless and Foster Care Students | Support Homeless and Foster Care students with comparable services. | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |

Section 41

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
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School Improvement Grant (SIG)

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|---|---|--------|---------|------------|------------|-------------------|---|
| Extended Learning Opportunities | Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences | Monitor, Academic Support Program, Implementation | Tier 3 | Monitor | 07/01/2018 | 06/30/2019 | \$70500 | Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers |

Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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|-------------------------------|--|---|--------|---------|------------|------------|--------|-------------------------------------|
| Support English Learners (EL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$4500 | Administrators, Teachers, and Aides |
| Support English Learners (EL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$4500 | Administrators, Teachers, and Aides |
| Support English Learners (EL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$4500 | Administrators, Teachers, and Aides |

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| Support English Learners (EL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$4500 | Administrators, Teachers, and Aides |
| Support English Language Learners (ELL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$4500 | Administrators, Teachers, and Aides |
| Support English Learners (EL) | Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences | Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation | Tier 2 | Monitor | 07/01/2018 | 06/30/2019 | \$4500 | Administrators, Teachers, and Aides |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| Support Homeless and Foster Care Students | Support Homeless and Foster Care students with comparable services. | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Support Homeless and Foster Care Students | Support Homeless and Foster Care students with comparable services. | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Support Homeless and Foster Care Students | Support Homeless and Foster Care students with comparable services. | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |

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| Support Homeless and Foster Care Students | Support Homeless and Foster Care Students with comparable services. | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff |
| Support Homeless and Foster Care Students | Support Homeless and Foster Care students with comparable services. | Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$9000 | District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support 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 |
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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Intervention Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * Everyday Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Release time</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| | <p>Administrators, and external consultants including Don Banfield, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:</p> <ul style="list-style-type: none"> * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders <p>Structures will include (but are not limited to):</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p> |

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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences</p> | <p>Monitor, Academic Support Program, Implementation</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences</p> | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$121500</p> | <p>Administrators, Teachers, and Aides</p> |
| <p>Support Homeless and Foster Care Students</p> | <p>Support Homeless and Foster Care students with comparable services.</p> | <p>Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$9000</p> | <p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p> |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Professional Development in School Improvement | Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2017 | 06/30/2018 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| | <p>Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:</p> <ul style="list-style-type: none"> * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders <p>Structures will include (but are not limited to):</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings | <p>Monitor, Professional Learning, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p> |

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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences</p> | <p>Academic Support Program</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences</p> | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$121500</p> | <p>Administrators, Teachers, and Aides</p> |
| <p>Support Homeless and Foster Care Students</p> | <p>Support Homeless and Foster Care students with comparable services.</p> | <p>Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$9000</p> | <p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p> |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Professional Development in School Improvement | <p>Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:</p> <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators and Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| | <p>Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:</p> <ul style="list-style-type: none"> * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders <p>Structures will include (but are not limited to):</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p> |

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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences</p> | <p>Monitor, Academic Support Program, Implementation</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences</p> | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$121500</p> | <p>Administrators, Teachers, and Aides</p> |
| <p>Support Homeless and Foster Care Students</p> | <p>Support Homeless and Foster Care students with comparable services.</p> | <p>Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$9000</p> | <p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p> |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Professional Development in School Improvement | Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$34500</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| | <p>Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:</p> <ul style="list-style-type: none"> * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders <p>Structures will include (but are not limited to):</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p> |

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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences</p> | <p>Monitor, Academic Support Program, Implementation</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |
| <p>Support English Language Learners (ELL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences</p> | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$121500</p> | <p>Administrators, Teachers, and Aides</p> |
| <p>Support Homeless and Foster Care Students</p> | <p>Support Homeless and Foster Care students with comparable services.</p> | <p>Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$9000</p> | <p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p> |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Professional Development in School Improvement | Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:</p> <ul style="list-style-type: none"> * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders <p>Structures will include (but are not limited to):</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team leaders</p> |

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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences</p> | <p>Monitor, Academic Support Program, Implementation</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences</p> | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$121500</p> | <p>Administrators, Teachers, and Aides</p> |
| <p>Support Homeless and Foster Care Students</p> | <p>Support Homeless and Foster Care students with comparable services.</p> | <p>Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$9000</p> | <p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p> |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Professional Development in School Improvement | Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |

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| <p>Evidence-based instructional practices and evidence-based interventions</p> | <p>Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:</p> <ul style="list-style-type: none"> * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Behavior Code * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Positive Behavior Intervention and Supports * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship * Study of Early Literacy and Early Literacy Essentials * Technology integration * Vocabulary instruction * Workshop Units of Study (Columbia University TCRWP) * Youth Connection Groups <p>Structures will include:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Advisory time or daily morning meetings at Elementary School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Instructional rounds / Teacher labs / Learning walks * Principal-led support and teacher evaluations * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences | <p>Walkthrough, Evaluation, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Instructional Coaches, and Teachers</p> |
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| <p>Development, enhancement, and implementation of curriculum, formative or interim assessments</p> | <p>Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:</p> <ul style="list-style-type: none"> * 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators * District-led curriculum work * EveryDay Math * Next Generation Science Standards * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP) * Pilot implementation of Science Education for Public Understanding Program (SEPUP) * Pilot implementation of Next Generation Science Standards * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences | <p>Curriculum Development, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$35400</p> | <p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p> |
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| <p>Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention</p> | <p>Note: HPS intends to transfer Title IV funds to Title II to support this goal. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include: * 5D+: Assessment for Student Learning * 5D+: Classroom Environment and Culture * 5D+: Curriculum and Pedagogy * 5D+: Professional Communication and Collaboration * 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collective Efficacy * Critical Friends Group * Differentiated instruction * District-provided professional development * EveryDay Math * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Instructional rounds / Teacher labs / Learning walks * Kindergarten Entry Status Observation of Skills (KEOS) * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports * Positivity Project * Principal-led professional development * Professional Learning Communities * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way * Reaching Higher * Reading Apprenticeship</p> | <p>Professional Learning, Teacher Collaboration, Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$208047</p> | <p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | * Reading Apprenticeship * Release time * Social Studies C3 Framework * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences | | | | | | | |
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| <p>MTSS Academic and Behavioral Support</p> | <p>The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:</p> <p>Elementary support including:</p> <ul style="list-style-type: none"> * Advisory time or daily morning meetings at Elementary School * Development of break areas and protocols within Elementary classrooms and buildings * Enrichment time schedule structure at Elementary School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan Reading Association (MRA) * Positivity Project * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw * TIES (Teaching, Interacting, Encouraging Students) * Youth Connection Groups | <p>Behavioral Support Program, Monitor, Academic Support Program, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$1360700</p> | <p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> |
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| | <p>Middle school support including:</p> <ul style="list-style-type: none"> * Advisory schedule at Middle School * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio * Create U * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Positivity Project * Project-Based Learning * Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs) <p>High school support including:</p> <ul style="list-style-type: none"> * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including | | | | | | | |
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| | <p>Administrators, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others</p> <ul style="list-style-type: none"> * Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs * Behavior Code * Collective Efficacy * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) | | | | | | | |
| <p>Progress Monitoring & Data Analysis</p> | <p>Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:</p> <ul style="list-style-type: none"> * Classroom teacher assessments * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI) * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA) * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates) * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders <p>Structures will include (but are not limited to):</p> <ul style="list-style-type: none"> * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders * Critical Friends Groups * District data analyses * Professional Learning Communities * Principals and School Data Team Leaders data analyses. * Release time * Staff meetings | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$0</p> | <p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p> |

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| <p>Extended Learning Opportunities</p> | <p>Provide extended learning opportunities including: * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready * Credit recovery / high school completion * Blended Learning * Online Learning * Project-Based Learning including Offline Seat Time Waiver * Summer school * Workshops and conferences</p> | <p>Monitor, Academic Support Program, Implementation</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$70500</p> | <p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p> |
| <p>Support English Learners (EL)</p> | <p>Provide support to EL students and parents in all content areas for proficiency, using programs and structures including: * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides * Critical Friends Groups * Professional development * Professional Learning Communities * Release time * Sheltered Instruction Observation Protocol * Staff meetings * Technology * Workshops and conferences</p> | <p>Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Parent Involvement, Direct Instruction, Implementation</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$121500</p> | <p>Administrators, Teachers, and Aides</p> |
| <p>Support Homeless and Foster Care Students</p> | <p>Support Homeless and Foster Care Students with comparable services.</p> | <p>Getting Ready, Monitor, Professional Learning, Academic Support Program, Direct Instruction, Implementation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>07/01/2018</p> | <p>06/30/2019</p> | <p>\$9000</p> | <p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p> |

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| Support Students with Disabilities | Support Students with Disabilities with research-based strategies, technology, and other programs. | Behavioral Support Program, Getting Ready, Monitor, Professional Learning, Technology, Academic Support Program, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | \$1549500 | Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff |
| Professional Development in School Improvement | Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including: <ul style="list-style-type: none"> * AdvancED * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks * Michigan Association of School Administrators (MASA) * Michigan Association of Secondary School Principals (MASSP) * Michigan Association of State and Federal Program Specialists (MAS/FPS) * Michigan Elementary and Middle School Principals Association (MEMSPA) * Washtenaw Intermediate School District (WISD) programs and networks * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2019 | \$14300 | Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others |